



## Jacari Safeguarding Children Policy

### Summary

1.1 All Jacari staff and volunteers are responsible for ensuring the wellbeing of children and young people<sup>1</sup> in their care. Jacari Trustees and staff have drawn up this policy in accordance with the principle that children's welfare is of paramount importance to Jacari as a charitable organisation.

1.2 This means that if there are any indicators of potential abuse of a child of any nature, or if abuse is otherwise suspected, those indicators and/or concerns should be reported to the respective branch's Jacari Coordinator, Jacari's Senior Coordinator or the Safeguarding Trustee as soon as possible, who will then inform social services if necessary. The relevant contact details can be found under 'Key Contacts' on Page 3.

1.3 It is **NOT** the duty of Jacari volunteers to investigate suspected abuse, but it is important to listen to what a child is saying and to pass on all necessary information.

1.4 Whenever carrying out Jacari business, all staff and volunteers will take all necessary and practicable steps to protect the wellbeing of Jacari children, which includes not putting themselves in a potentially compromising situation. In particular, if there is no adult related to the child present on the premises then volunteers shall not commence a lesson at a child's home.

|                         |  |
|-------------------------|--|
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| Reviewed by             | <ul style="list-style-type: none"> <li>- Anna Bowie, Senior Coordinator</li> <li>- Liz Roberts, Trustee</li> <li>- Freya Turner, Oxford Coordinator</li> </ul> |
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| To be reviewed by       | Senior Coordinator / Safeguarding Trustee  |

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<sup>1</sup> For the purposes of this policy, a child is any person under the age of 18



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## Key Contacts

### Jacari Oxford

| Jacari Contacts                                     |  |  |
|---|--|--|
| Jacari Oxford Coordinator                           | Freya Turner   | <a href="mailto:oxford@jacari.org">oxford@jacari.org</a><br>07376 293596<br>Out of hours: <a href="mailto:safeguarding@jacari.org">safeguarding@jacari.org</a> |
| Chair of Trustees / Safeguarding Trustee            | Imran Mirza  | <a href="mailto:trustees@jacari.org">trustees@jacari.org</a><br>07786 911990   |
| External contacts                                   |  |  |
| Thames Valley Police                                | Telephone: 101   |  |
| NSPCC   | Child Protection Helpline: 0808 800 5000   |  |
| Multi Agency Safeguarding Hub (MASH)                | 0345 050 7666 (during office hours)<br>Outside office hours call the Emergency Duty Team on 0800 833 408                       |  |
| LCSS Central  | 0345 2412705<br><a href="mailto:LCSS.Central@oxfordshire.gov.uk">LCSS.Central@oxfordshire.gov.uk</a>                           |  |
| LADO (Local Authority Designated Officer)           | 01865 810603<br><a href="mailto:lado.safeguardingchildren@oxfordshire.gov.uk">lado.safeguardingchildren@oxfordshire.gov.uk</a> |  |
| Kingfisher (for Child Sexual Exploitation concerns) | 01865 335276   |  |

### Jacari Bristol

| Jacari Contacts                          |  |   |
|--|--|---|
| Jacari Senior Coordinator                | Anna Bowie                               | <a href="mailto:anna@jacari.org">anna@jacari.org</a><br>0117 325 7913 / 07541 543259<br>Out of hours - 07577 257257 |
| Chair of Trustees / Safeguarding Trustee | Imran Mirza                              | <a href="mailto:trustees@jacari.org">trustees@jacari.org</a><br>07786 911990  |
| External contacts                        |  |   |
| First Response Bristol                   | 0117 903 6444                            |   |
| Emergency Duty Team                      | 01454 615 165                            |   |
| Avon & Somerset Police                   | Telephone: 101                           |   |
| NSPCC                                    | Child Protection Helpline: 0808 800 5000 |   |



## Introduction

2.1 Jacari has produced this document as a statement of its belief in the right of every child and young adult to be valued and treated with dignity and respect. It affirms its desire to promote the welfare of all children and young adults, acknowledging their right to be safe and their need to flourish in an atmosphere of trust.

2.2 This policy has been designed in order to make clear:

- how we will protect the children in our care from harm
- how we will ensure people within our organisation can raise safeguarding concerns
- how we will handle and respond to allegations and incidents

2.3 The aims of this policy are as follows:

1. To promote a culture of vigilance around safeguarding so that the children in our care are kept safe from harm
2. To ensure awareness by all volunteers, staff and trustees of abuse and its common indicators
3. To ensure confidence that everyone knows what to do in the event of a safeguarding concern.

2.4 The safeguarding policy is reviewed and updated annually, in line with government guidelines. It will be reviewed by the Coordinators and the Safeguarding Trustee. It will also be reviewed and updated following any Safeguarding incident.

2.5 The policy will be made available to all stakeholders upon request as well as publicly on Jacari's website: [www.jacari.org](http://www.jacari.org).



## PART 1: Definitions of Abuse

The [NSPCC](#) use the following definition of abuse: **‘Child abuse is when a child is intentionally harmed by an adult or another child - it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online. It can also be a lack of love, care and attention - this is neglect.**

Note that abuse is increasingly being perpetrated through the use of technology.

Definitions of the main categories of abuse, as used in [‘Working Together to Safeguard Children’](#) (DHSS), are given below. More detailed indicators of each category of abuse can be found under Appendix A as well as in our Volunteer Safeguarding Booklet.

**1. NEGLECT:** The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.

**2. PHYSICAL ABUSE:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**3. SEXUAL ABUSE:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

**4. CHILD SEXUAL EXPLOITATION:** Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

**5. EMOTIONAL ABUSE:** 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; not giving the child opportunities to express their views; age or developmentally inappropriate expectations being imposed on children; seeing or hearing the ill-treatment of another; serious bullying (including cyber bullying),



causing children frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

NB: These categories of abuse are neither exhaustive nor mutually exclusive.

**Other Issues to be Aware of:**

- 1. DOMESTIC ABUSE:** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Safeguarding children includes ensuring they are not exposed to emotional abuse as a result of witnessing domestic abuse.
- 2. ONLINE ABUSE:** Online abuse is any type of abuse that happens on the internet. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including: social media, text messages and messaging apps, emails, online chats, online gaming, or live-streaming sites. Children can be at risk of online abuse from people they know or from strangers. It might be part of other abuse which is taking place offline, like bullying or grooming. Or the abuse might only happen online.
- 3. BULLYING:** Abuse can also occur peer-to-peer, especially through the use of technology. If the child discloses information indicating they are at risk, this should be followed up as with other disclosures, and reported to the regional safeguarding board if it is abuse. If judged the disclosure does not constitute abuse, the Coordinator may seek to make contact with the school to let them know, following approval by the Board of Trustees.
- 4. SELF-HARM:** 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.
- 5. RADICALISATION / EXTREMISM:** This is the development of 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. 'Prevent' is a counter-terrorism initiative aiming to stop people becoming terrorists or supporting terrorism. Young people should be protected from being exploited or manipulated to this effect.



- 6. FEMALE GENITAL MUTILATION:** 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. 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.
- 7. FORCED MARRIAGE:** This is a marriage conducted without the valid consent of one or both parties and where duress is a factor. This is different to arranged marriage where both parties give consent. Forced marriage is illegal in the UK.
- 8. CRIMINAL EXPLOITATION (including 'County Lines'):** Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

- 9. GROOMING:** Grooming is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Children and young people can be groomed online, in person or both - by a stranger or someone they know.



## **PART 2: The Prevention of Abuse - Guidelines on Recruitment and Allocation of Volunteers, Staff, Committee Members, and Trustees**

### **DBS Checks**

1. No volunteer can commence delivering home tuition to his/her allocated pupil, nor can a Jacari member of staff or Committee Member take up post, before obtaining an Enhanced Disclosure and Barring Service (DBS) check. Trustees can take up the post before having obtained an enhanced DBS check, but must then apply for one. Jacari's DBS checks are carried out in association with Care Check.
2. Jacari cannot accept Enhanced DBS checks processed by other organisations unless:
  - the volunteer/staff member is signed up to the DBS Update Service
  - the DBS check was carried out by the applicant's university or Student Union and is an Enhanced DBS check that covers working with children
3. The Coordinator should in all cases ensure volunteers provide proof of their current address (if their term-time address differs from their home address.) This is to ensure the check is as complete as possible.
4. DBS checks must be renewed every 2 years for all volunteers, staff, and trustees.
5. Coordinators are not required to see the paper copy of the DBS certificate, as long as he/she has seen online confirmation of the volunteer/staff member's clearance. However, in the event of there being a disclosure, Coordinators should request to see the paper copy of the DBS certificate as it holds information that is not available on CareCheck's online database.
6. The Enhanced DBS checks processed by the Jacari Coordinator only show criminal record information for offences in the UK. For volunteers who have spent more than 3 months outside of the UK in the last 5 years, additional safeguarding measures must be taken before they can tutor - please refer to Appendix E.
7. If a volunteer, member of staff, committee member or trustee brings to Jacari's attention the fact that they already have a criminal record, or if the individual fails to inform Jacari of the fact that they have a criminal record, and this is subsequently reported on the individual's DBS, Jacari is obliged to risk assess the matter further. Volunteers cannot be matched with a pupil before these risk assessments have taken place. Please refer to Appendix F for further details and procedures.





8. During the Covid-19 pandemic, all processing of DBS checks, including approval of ID documents will be done over video call, as agreed to by CareCheck and the DBS. As soon as possible, however, in-person checks will resume.

### **Safeguarding Training: Volunteers**

9. All volunteers must attend Jacari's in-house Safeguarding training as part of their Volunteer Induction. This must cover:
  - the guidelines outlined below
  - the types and indicators of abuse
  - what to do if a volunteer suspects abuse
  - how to deal with disclosures
  - the boundaries in their role as a tutor
  - specific safeguarding practices relating to online tutoring
10. Volunteers must attend a 'refresher' in-house Safeguarding training session every subsequent year that they volunteer. This should take place before they start tutoring that academic year if possible (ie. in early October) In addition, continuing volunteers will be emailed the Jacari Code of Conduct and Safeguarding Guidelines to read through before recommencing volunteering.
11. Both the initial Safeguarding training and refresher training will take place online during the Covid-19 pandemic.
12. Volunteers must all read Jacari's 'Volunteer Safeguarding Guidelines' booklet, prior to commencing tutoring. By signing Jacari's 'Volunteer Agreement', volunteers are confirming that they have or will attend Jacari's Safeguarding training and read Jacari's Safeguarding Guidelines.

### **Safeguarding Training: Coordinators**

13. New Senior Coordinators must undertake both Generalist and Designated Lead Safeguarding training as soon as possible after taking up their post. Assistant Coordinators must undertake Generalist Safeguarding training as soon as possible after taking up their post. This should be the approved training provided by OSCB in Oxford or BSCB in Bristol.
14. Coordinators must refresh this training every 2 years.
15. Coordinators should seek to remain up to date on child protection issues, and should disseminate this information to Jacari volunteers and trustees where appropriate.



16. As soon as possible after taking up their post, new Coordinators will receive in-house Safeguarding training from the Senior Coordinator(s) and/or Safeguarding Trustee on Jacari-specific Safeguarding policies and procedures.
17. Coordinators must be trained in and kept up-to-date with information relating to online safeguarding.

### **Safeguarding Training: Trustees**

18. A new Safeguarding Trustee must undertake both Generalist and Designated Lead Safeguarding training as soon as possible after taking up their post. This should be the approved training provided by OSCB in Oxford or BSCB in Bristol.
19. The Safeguarding Trustee must refresh this training every 2 years.
20. The Safeguarding Trustee should seek to remain up to date on child protection issues, and should disseminate this information to Jacari staff and trustees where appropriate.
21. Other new trustees must complete Jacari's in house Safeguarding training, read Jacari's Safeguarding Guidelines and this Safeguarding Policy, to ensure they are familiar with Jacari's Safeguarding policies and procedures, even if they do not have any direct contact with children.

### **Further Safe Recruitment Procedures: Job descriptions, Interviews and references**

22. All job descriptions for roles within Jacari must make reference to the responsibility of safeguarding and promoting the welfare of children. At the application stage, we will ask all candidates to complete a Self Disclosure form.
23. New Jacari staff must be satisfactorily interviewed by a panel of trustees and Senior staff members before being appointed to their post. These trustees and staff members should have undergone Safer Recruitment training, prior to interviewing the candidates.
24. New Jacari staff and trustees must provide two satisfactory references before taking up their post.
25. We will verify the identify and right to work of all successful candidates before they take up a post, including verification of a candidate's qualification if a post arises that requires this.



26. Student volunteers must provide at least one satisfactory reference before taking up their post, and non-student volunteers must provide at least two references. These references should be from an appropriate professional or educational contact and should not be provided by the volunteer's friends or family members.
  
27. All new volunteers will be required to attend an informal interview with their respective Coordinator before commencing their training. This is usually done alongside the processing of the volunteer's DBS check.



## **PART 3: The Prevention of Abuse - Guidelines for Volunteers, Coordinators and Trustees**

### **Guidelines for Volunteers**

1. All children must be treated with dignity and respect.

### **Guidelines for In-Home Tuition**

2. If there is no adult related to the child present on the premises, then volunteers shall **NOT** enter the child's home and shall not teach the lesson. In this situation the volunteer ought to contact the Coordinator by email to report the situation.
3. If an adult is not in the same room as the Jacari tutor and pupil during the lesson, the tutor should make sure that the door is left open during the lesson. The volunteer must also 'check in' and 'check out' with the responsible adult in the house before and after the lesson.

### **Guidelines for In-School Tuition**

4. Volunteers must comply with the individual school's requests in terms of Safeguarding: this will usually mean providing their DBS check and photo ID and reading the school's Safeguarding guidelines for visitors.
5. The volunteer must ensure they sign in and sign out at the school reception before and after the lesson.
6. If a member of school staff is not in the same room as the Jacari tutor and pupil during the lesson, the tutor should make sure that the door is left open during the lesson.

### **Guidelines for Online Tuition**

7. Online tutoring can be held according to the following procedures. Jacari is committed to ensuring the personal well being and safety of pupils and tutors alike in all circumstances; therefore, the policies and guidelines contained within Jacari's full Safeguarding Policy apply to all relevant aspects of online tutoring.
8. During the exceptional circumstances brought about by the Covid-19 pandemic, online tutoring was adopted by all volunteer tutors to ensure continuity of service. Once restrictions have been lifted, volunteers will usually return to in-person tutoring. However, at times, online tutoring will still be used, in order to ensure that pupils can gain access to our tuition programme in a consistent way.



9. All pupils tutored via Jacari's online tutoring mode must have been referred by Jacari's partner schools and whose parents have given parental consent for Jacari online tutoring to occur.
10. Jacari recommends the use of Bramble, Google programmes (including Hangouts and Classroom), and WhatsApp for the conducting of online tutoring due to their higher level of security available (see below). However, other platforms including Zoom, MS Teams and Skype are permitted if pupils are already familiar with these platforms and parents give consent verbally for their use. This will be kept under regular review as security measures are updated by online platforms.
  - a) Bramble accounts are password protected and all transactions are encrypted. Tutoring sessions are recorded, stored on AWS, and can be accessed by Jacari staff members (who serve as administrators on the Jacari Oxford and Jacari Bristol Bramble accounts) for quality control and safeguarding purposes.
  - b) Google Drive protects user files through encryption and allows users to enable two-step verification for further data security. Files in motion are protected through 256-bit SSL/TLS encryption on Google Drive; files at rest are encrypted with 128-bit AES keys on Google Drive.
  - c) WhatsApp uses end-to-end encryption, ensuring that only the message sender and receiver can access the information contained in their communications. End-to-end encryption is always enabled and can never be turned off.
11. Video chat functions are permitted between tutors and pupils but must be conducted for Jacari online tutoring purposes only.
12. Both tutors and pupils/their families should be mindful of what is displayed in their video frames and should 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.
13. At least one adult relative of pupils must be present in the house whenever Jacari online tutoring sessions are being held and should be greeted by the tutor before each online tutoring session begins. If the pupil is in a room by him/herself during the online tutoring session, a door to the room should be kept open at all times as it would in face-to-face tutoring sessions.
14. Documents can be shared by tutors with pupils during online tutoring sessions, but must only be educational resources. Sensitive or personal images or data are not permitted to be shared between tutors and pupils



through online tutoring. Screenshots may not be taken during online tutoring sessions by any party.

15. Inappropriate or abusive language, behaviour, or images will not be tolerated in any mode of Jacari tutoring, including the online tutoring mode. These categories include but are not limited to expletives, unsolicited contact, pornographic content, threatening speech, neglect, and physical/sexual/emotional/digital abuse. All concerns, disclosures, or incidents must be immediately reported to a Jacari Designated Safeguarding lead and/or local authorities in cases where someone is at immediate risk of harm and online tutoring between the tutor(s) and pupil(s) involved must cease immediately.

### **Guidelines for letter writing / emailing**

16. During the exceptional circumstances brought about by the Covid-19 pandemic, letter writing / emailing was adopted by some volunteer tutors as a supplementary service. Letter writing & emailing is not a consistent element of Jacari's term-time tutoring programme. It is typically engaged in either out of term time or in exceptional circumstances including, but not limited to, times of crisis due to health or other local/national/international concerns that lead to the suspension of Jacari's normal, term-time tutoring programme.
17. Pupils' and tutors' postal and email addresses will only be shared between the involved pupil-tutor matches and the Jacari Coordinator. Addresses will be stored in Jacari's password-protected, online CRM platform, Salesforce.
18. Letters/emails and images of letters/emails will only be shared by Jacari for safeguarding purposes or, with the express consent of the Jacari tutor(s) and pupil(s) involved, for funding and marketing purposes.
19. Letter writing & emailing should be conducted for Jacari tutoring purposes only and must not continue once the Jacari Coordinator has been notified the tutoring relationship has ceased.
20. Both tutors and pupils/their families should be mindful of what is written in their letters/emails; detailed personal information that would not be shared in the normal course of conversations during tutoring sessions should not be shared in letter/email form.
21. Tutors and pupils should take appropriate measures to maintain the confidentiality of the other in the keeping of letters/emails received. Postal



and email addresses should not be shared with non-tutors/non-pupils/non-pupils' parents or carers. Tutors should not share the contents of letters/emails with anyone except Jacari and/or local authorities as described above. Parents/carers of pupils are allowed access to all letters/emails received from tutors.

22. Tutors can and are encouraged to share educational resources with pupils along with letters/emails. Sensitive or personal images or data are not permitted to be shared between tutors and pupils through letter writing & emailing. Photographs of tutors/pupils may not be exchanged in the course of letter writing & emailing.

### **Guidelines for Events and Trips**

23. Whether during home tuition or at a Jacari outing, children may only be taken to the toilet or have their clothes changed by a person who is authorised to do so by the child's parent, and there should in all instances be two volunteers or staff members present. In the case of outings, a child may only be taken to the toilet or have clothes changed by the volunteer who has express written parental consent to do so, and this volunteer must be accompanied by an additional volunteer or staff member.
24. A parental or carer's consent form must be completed and signed for each occasion on which a child is to be taken on any trip or outing outside of the child's home.
25. No Jacari outing can go ahead unless an adult-to-child ratio of at least 1:5 can be guaranteed.

### **General Guidelines**

26. Inappropriate or abusive language, behaviour, or images will not be tolerated in any programme of Jacari's. These categories include but are not limited to expletives, unsolicited contact, pornographic content, threatening speech, neglect, and physical/sexual/emotional/digital abuse.
27. Volunteers must not interact with their pupils or their pupils' families on any form of social media.
28. Volunteers should not take photographs of the child they are assigned to (or any other children involved with Jacari) except when authorised by a Jacari Coordinator, for example, at an event. Volunteers should email any pictures to the Coordinator and then delete them from their own device.



29. The volunteer must inform the Coordinator by email or phone within one week if they have stopped visiting their allocated family or wish to cease to volunteer with Jacari.
30. Occasionally, student volunteers will continue to volunteer with their pupil after graduating. The Coordinator must inform the school and the family that the tutor is no longer a university student, and ensure both the school and family are happy to continue the tutoring relationship.
31. Once the volunteer and/or the child has moved on from Jacari, the Jacari relationship ceases and the volunteer should not maintain any contact with the child. Should the volunteer wish to maintain contact, they must obtain written consent from the child's parents to contact them outside the Jacari relationship, and must pass this on to the Jacari Coordinator. In any case the volunteer should at this point delete the initial match email which was sent to them with the pupil's contact details and information.





## **Guidelines for Coordinators**

### **Guidelines on Referrals and Matching Volunteers and Pupils**

1. The Coordinator should stress to Jacari contacts in schools to think carefully before referring pupils where there are current Safeguarding concerns known by the school. Schools should not make referrals for pupils with live child protection cases. This is because volunteers should not be placed in situations which compromise their safety or for which they do not have the appropriate Safeguarding training or expertise.
2. The Coordinator should request updates from all Jacari contacts in their termly meetings on any new Safeguarding concerns or Child Protection issues that may have arisen for referred pupils since referral. If a new Safeguarding concern or Child Protection issue has arisen, the Coordinator should immediately seek advice from the Senior Coordinator/Safeguarding Trustee about whether the volunteer should continue to tutor the child.
3. In allocating volunteers to children, reasonable attention should be paid to the express wishes of the child's parents, regarding the preferred gender of the volunteer to be assigned.
4. The Coordinator shall take steps to inform the school and the family when a volunteer is no longer volunteering with Jacari.

### **Guidelines on Events and Trips**

5. Prior to each Jacari event/trip, the Coordinator must ensure that risk assessments are completed in accordance with the Jacari Health and Safety Policy.
6. Prior to each Jacari event/trip, the Coordinator must ensure that permission slips have been signed by parents/carers for each pupil attending.
7. To ensure that there are appropriate intimate care practices, these permission slips must include a section where parents can consent/not consent to their child's Jacari volunteer taking their child to the toilet or changing their clothes. A child may only be taken to the toilet or have clothes changed by the volunteer/staff member who has express written parental consent to do so, and in all cases, there must be two adults present.



### **Guidelines for Trustees**

1. Trustees must ensure that this Safeguarding policy is reviewed yearly and updated when the need arises.
2. Trustees must ensure that all Jacari staff and volunteers are complying with the policy and procedures outlined.
3. Trustees must ensure that Safeguarding is discussed as a standing item at each trustee meeting to ensure that Jacari's Safeguarding policies and procedures are fit-for-purpose.



## **PART 4: Guidelines for Volunteers and Coordinators - Responding to Safeguarding Concerns, Incidents and Disclosures**

### **Guidelines for Volunteers**

#### **Identification of Abuse**

Concerns may arise through observations, or through information or disclosures from others or from the child. Aspects that give cause for concern may include:

- Changes to or unusual behaviour in the child, including any comments the child makes which give cause for concern
- Unexplained or recurring health problems, especially any unexplained bruising or marks
- Deterioration in progress, educational or otherwise
- Anxieties expressed or inferred by carers over the child's welfare
- Poor attendance in lessons - signs of uncharacteristic withdrawal or nervousness
- Changes in personal relationships with peers or adults

It is worth remembering that individual factors or indicators of abuse may not be particularly worrying in isolation, but in combination they can suggest that there is serious cause for concern.

For more detailed descriptions of indicators of abuse, please see Appendix A or refer to your Jacari Volunteer Safeguarding booklet.

#### **In identifying possible abuse:**

- Always listen to the child or young adult, particularly to what is communicated spontaneously
- Beware of any delay by the carers in seeking medical assistance, or failure to seek medical assistance
- Beware of vague explanations which are lacking in detail
- Beware of explanations which are inconsistent with what you observe or know, especially in relation to the child's development and mobility
- Take note of any inappropriate responses from carers
- Note if there is any history or pattern of unexplained injury or illness



### Procedure if you have a cause for 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.
  - o Use the child's own words wherever possible.
  - o Keep your record factual and avoid emotive language.
  - o These records may be used if a referral is made to Social Services.
  - o Use Form A1 or A2 in the Appendix if possible.
2. Contact the Coordinator **as soon as possible**. Do this if you have *any* concern.
  - a) If it is within office hours, contact the Coordinator by phone or email in the normal way.
  - b) If it is out of office hours, contact the Senior Coordinator or Safeguarding Trustee on the numbers given above.
  - c) If you cannot contact any of the Jacari Safeguarding leads given above, and you believe your concern is of a serious nature (ie the child is at risk of significant harm), please contact the numbers as given above (MASH in Oxford / First Response Team in Bristol)

### 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.

### Guidelines for volunteers in the instance of a disclosure

1. Listen to what the child communicates spontaneously and keep calm.
2. Do not ask questions, unless you need to clarify something.
3. If the child asks you to promise not to tell, you must tell them you cannot do this. You are obliged to pass on the information to get help. It is good practice to tell the child you will be passing on the information, regardless of whether they ask.
4. Afterwards, record the details very carefully and with as many specifics as possible. Try to preserve the child's wording of the disclosure.
5. Inform the Coordinator as a matter of urgency (as detailed above)
6. Do not share what the child has told you 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 cease communicating with the family.

### **Guidelines for Coordinators**

#### **Procedure if a cause for concern is raised:**

1. Ensure volunteers have made a written record of their concern. Provide them with Form A1 or A2 (as appropriate), or transfer their record onto Form A1 or A2.
2. Consider the concern carefully. If you are unsure what next steps to take, you should:
  - a. Seek advice from the DSL at the child's school and/or
  - b. Seek advice from the Senior Coordinator or Jacari's Safeguarding trustee
3. Forward the concern to the DSL at the child's school and assist them to follow up the concern in any way that you can.

If it is out of school hours and you believe the concern is of a serious nature, make a referral to the appropriate out of hours team yourself (MASH / First Response Team)
4. Ensure all reports and decisions made are documented carefully.
5. Ensure the volunteer is provided with support as necessary throughout the reporting incident.
6. Consider carefully whether the tutoring arrangement should continue and discuss with the volunteer / school contact / Senior Coordinator / Safeguarding Trustee, as appropriate. It may be that tutoring can continue as is, or continue at school. Consideration should take into account the pupil's safety and wellbeing, as well as the volunteer's safety and wellbeing.
  - Make a record of the decision on Form A1/A2/B1.
  - The decision should include who will communicate the situation to the pupil and his/her parents/carers, and by what means.

#### **Please note:**

During Safeguarding incidents, the child's wishes and needs are to be considered and opportunities to make choices are to be given, as appropriate. *Children and young adults who have greater control over their lives are less vulnerable.* Particular care and advice should be taken with non-verbal older children to ensure that they are given every chance to communicate and contribute to the procedures.



### **Guidelines on making a referral to Social Services:**

If an incident arises out of school hours, or the child's school advise you to do so, you will need to make a referral directly to Social Services. The following is best practice guidance on doing so:

1. Unless doing so puts the child at further risk or offers an opportunity to destroy evidence, all concerns should be stated and fully shared with parents.
2. Examples should be given that reflect your concerns, with as many specific details as possible.
3. A list of the risk factors and protective factors (things making risk less likely) should be included.
4. An analysis of the risk should be included.
5. Your expectations following referral should be included.

### **You need to:**

- Clarify information and its sources
- Think critically about the case
- Think about what may happen if you don't refer and what may happen if you do
- Challenge assumptions
- Accurately record concerns and actions
- Consider what is fact, what is opinion, and what information is missing



## **PART 5: Procedures for Allegations Made Against Volunteers, Coordinators or Trustees**

In the case of an allegation against a volunteer, as reported to the Coordinator, the Coordinator should contact the local Safeguarding authority (as outlined above.)

In the case of an allegation against a Coordinator or Trustee, the person reporting the allegation should contact Imran Mirza, Chair of Trustees: [trustees@jacari.org](mailto:trustees@jacari.org)

In the case of an allegation against the Chair of Trustees, the person reporting the allegation should contact the local safeguarding authority (as outlined above.)

After an allegation has been reported to the Chair of Trustees/BSCB/MASH, the Coordinator / Chair of Trustees / person reporting the allegation (if against the Chair) must immediately consult with the LADO and follow the recommended course of action. They must not at this time discuss the allegation with the Coordinator/Trustee in question; make a judgement on whether the allegation is to be believed; or seek to investigate the allegation by interviewing any person.

Disciplinary action should only be considered if:

- there is no risk of harm to the child involved in doing so
- if investigations being carried out by Social Services and/or Police have been concluded

Disciplinary action and/or suspension of the Coordinator remains the responsibility of the Board of Trustees and they should not automatically seek to suspend her/him. They should at all times consult with Social Services and other agencies involved (such as the Police).

The Board of Trustees will consult with Social Services and/or other agencies regarding the role of a trustee against whom an allegation has been made. Should any trustee be required to stand down, such a decision must be taken at a formal Trustee meeting and recorded properly.

### **Records:**

All information and decisions made regarding allegations against a volunteer / Coordinator and/or a member of the trustees must be fully recorded.

Documents relating to an investigation must be retained with a written record of the outcome. Where disciplinary action has been taken, a copy should be retained in a confidential file in accordance with disciplinary procedures.



If there are criminal or civil proceedings, records may be subject to disclosure and therefore no assurances can be given of confidentiality in these circumstances.





## APPENDIX A: The Detailed Indicators of Abuse

For further information, please refer to the [NSPCC website](#).

### Indicators of NEGLECT:

- Not receiving adequate food consistent with their potential growth, leading to constant hunger, short stature, pot-belly or poor skin/hair tone
- Exposed through lack of supervision to injuries, including ingestion of toxic substances
- Exposed to inadequate, dirty and/or cold environments; poor personal hygiene
- Left in circumstances which are likely to endanger them without appropriate adult supervision
- Prevented by their carers from receiving appropriate medical advice or treatment
- Poor social relationships and/or developmental delay
- Compulsive stealing

### Indicators of PHYSICAL ABUSE:

- **Bruises**
  - To eyes, mouth, ears
  - Fingertip bruises (on arms, legs and trunk etc.)
  - Bruises of different ages in the same place
  - Outline bruises (prints of hands, belts, shoes etc)
  - Bruises without obvious and verifiable explanations
  - Bruises to non-mobile babies, children and adults
- **Burns, bites and scars**
  - Clear impressions of teeth (more than 3cm across likely to be an adult)
  - Burns or scalds with clear outlines
  - Small round burns which may be from cigarettes
  - Large numbers of different aged scars
  - Unusual shaped scars
  - Scars that indicate the child did not receive medical treatment
- **Fractures**
  - Fractures in children under one year



-Alleged unnoticed fractures – though be careful with young children and babies whereby fractures may heal quickly and not cause so much pain

- **Other injuries**

-Poisoning, injections, ingestion or other applications of damaging substances (including drugs and alcohol)

-Female genital mutilation, including female circumcision.

-Be aware that this happens more commonly during the summer holidays, often under the guise of a party.

**Indicators of SEXUAL ABUSE:**

- Sexually transmitted diseases
- Recurrent urinary infections
- Genital and rectal itching and soreness
- Unexplained bleeding and discharges
- Bruising in the genital region
- Sexual play/masturbation which is judged to be inappropriate to a child's age, development and circumstances
- Sexually explicit behaviour
- Young children with more sexual knowledge than would be considered appropriate to their age/development
- Sexually abusive behaviour towards other children, particularly those younger or more vulnerable than themselves
- Unexplained pregnancy

**Indicators of CHILD SEXUAL EXPLOITATION:**

- 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
- Evidence/suspicions of physical or sexual assault



- Unexplained STIs/pregnancy
- Sexualised risk-taking, including online

**Indicators of CRIMINAL EXPLOITATION (including ‘County Lines’)**

- 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

**Indicators of EMOTIONAL ABUSE:**

- Abnormally passive, lethargic or attention seeking behaviour
- Specific habit disorders e.g. self-harm, faecal smearing
- Excessively nervous behaviour, (such as rocking, hair twisting) which is not part of the child/adult’s normal behaviour patterns
- Low self-esteem and self-deprecation
- Passive acceptance of excessive punishment
- Inappropriate emotional responses, especially over-reaction to mistakes
- Sudden speech disorders

**Indicators of FORCED MARRIAGE:**

- 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

**Indicators of RADICALISATION:**

- Interest in extremist literature/websites
- Using extremist language
- Expressing an excessive interest in weapons
- Expressing an undue interest in injury



- Withdrawal from friendship groups, family, school
- New friendship groups
- Planning spontaneous or suspicious holidays
- Changes in behaviour or appearance

**Indicators of SELF HARM:**

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

Any indicators shown should never be considered in isolation.

**Indicators of FEMALE GENITAL MUTILATION:**

- Mention of a special procedure/ceremony/celebration that is going to take place
- A visiting female elder taking an active/influential role in the family
- Withdrawal of 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 issues – particularly bladder/menstrual problems
- Difficulty walking, sitting or standing/unexplained discomfort

**GENERAL indicators:**

These may occur to any child or vulnerable adult being abused, but are particularly important in cases of sexual or emotional abuse where outward physical signs may not be present.

- Onset of enuresis (involuntary discharge of urine) – day or night
- Sleeping and eating disturbance
- Recurrent abdominal pains
- Recurrent headaches
- Social withdrawal
- Restlessness and aimlessness
- Inexplicable school failure



- Poor trust and secretiveness
- Indiscriminate and careless sexual behaviour
- Drug abuse
- Running away
- Self mutilation and other forms of self harm
- Hysterical fits, faints etc.



**APPENDIX B: Forms to be Used in Matters of Safeguarding**

**FORM A1: Record of a Concern for a Child**

To be completed by the volunteer / person reporting a concern.

A ‘concern’ is a worry about the welfare of a child (for examples of aspects that may give cause for concern see Appendix A).

|                                   |  |
|-----------------------------------|--|
| Name of person reporting concern: |  |
| Name of child:                    |  |
| Child’s school:                   |  |
| Child’s date of birth:            |  |
| Child’s gender:                   |  |
| Child’s address:                  |  |

**Details of cause for concern**

Please include what, when, where and who was present, how the information was received and whether there is an alleged perpetrator:

Record of any discussions with parents or carers about concerns, including their response (include any information about home conditions):









Signature of volunteer / person reporting concern .....

Print Name ..... Date .....

Received by:

Signature of Coordinator/DSL receiving report: .....

Print Name ..... Date .....

Action taken by Coordinator / Designated Safeguarding Lead receiving report  
(please include reasons):



**FORM B1: Child Protection - Referral Form**

To be completed by the Designated Safeguarding Lead following a concern of significant harm to a child being reported.

|  |  |
|--|--|
| Name of volunteer / person who reported concern: |  |
| Name of child:                                   |  |
| Child's school:                                  |  |
| Child's date of birth:                           |  |
| Child's gender:                                  |  |
| Child's address:                                 |  |

Nature of referral:

Date and time report was made to Designated Safeguarding Lead:



Reported by:

Post:

Date and time reported to Social Services:

Report made to:

Reported by:

Post:

Date written report sent in confirmation (within 24 hours):

|  |
|--|
| Advice given by Social Services:   |
| Action Plan (things to look out for in future, whether volunteer will continue): |

Signature of Coordinator: .....

Date: .....

Signature of Jacari's Chair of Trustees: .....

Date: .....



## APPENDIX C: Overseas Volunteers Policy

An 'Overseas' Volunteer is a volunteer who has lived overseas for more than three months within the past five years.

In order to comply with our Safeguarding procedure, applicants can either proceed via Route A or Route B:

### Route A:

- Applicant applies for a Certificate of Good Conduct from the overseas country.
- Applicant provides a suitable reference from overseas to the Coordinator before they begin tutoring (in addition to a UK-based reference.)
- Applicant also provides details of previous Safeguarding checks, where possible.

*If the applicant fails to provide a Certificate of Good Conduct within 3 months, they will not be allowed to continue tutoring.*

### Route B:

- Applicant provides Biometric Residence Permit Card - the number should be recorded on the volunteer's Salesforce contact record.
- Applicant provides a suitable reference from overseas to the Coordinator before they begin tutoring (in addition to a UK-based reference.)
- Applicant also provides details of previous safeguarding checks, where possible.

The Coordinator should:

- Record the route taken on the volunteer's Salesforce contact record
- Create a folder in the volunteer's name in the Safeguarding folder and appropriate year, and file the volunteer's reference and Certificate of Good Conduct / previous Safeguarding checks in this folder

Where the volunteer is unable to proceed via either Route A or Route B, they must complete an **Exceptional Circumstances Form**, which should be stored in a folder in the volunteer's name, as above. Examples where use of an Exceptional Circumstances Form would be appropriate include where a UK student has spent a year abroad and so is not able to apply for a Certificate of Good Conduct and does not hold a Biometric Residence Permit. In these circumstances, two overseas references should be requested from the volunteer.

*If applicant fails to provide a suitable reference within 3 months, they will not be allowed to continue tutoring.*



## APPENDIX D: DBS Information Policy and Procedure

### In the case of a volunteer:

- I. If the Coordinator learns, via the CareCheck online service, that an applicant's DBS certificate 'contains information', they will first contact the applicant to inform them this is the case. The Coordinator will then explain the procedure below to the applicant and ask whether they would like to continue with their Jacari application. The Coordinator will do the same for an applicant who has disclosed a criminal record prior to the Coordinator being notified by Care Check.
- II. If the applicant wishes to proceed, they must attend a meeting with the Coordinator to show their DBS certificate and to complete the **DBS Information Risk Assessment** (below). It will be made clear to the applicant that no sensitive data about them will be passed on to any other parties (outside of Jacari) without their permission, unless there is a duty of care to be upheld.
- III. Once the applicant has provided a reference and the risk assessment has been completed, the Coordinator will pass these on to the Senior Coordinator / Safeguarding Trustee.
- IV. The Senior Coordinator / Safeguarding Trustee will then complete a **Risk Assessment Record (Part 2) form** and discuss the level of risk posed by allowing the applicant to become a Jacari tutor.
- V. Only if the Senior Coordinator / Safeguarding Trustee decides that the information on the DBS certificate has no bearing on the ability of the volunteer to teach, and are satisfied that the risks to the children are low, will the individual be allowed to become a Jacari volunteer tutor.

### In the case of a member of staff or trustee:

- I. If it becomes apparent that a member of staff or trustee has a criminal record, a meeting will be held between that individual and the Safeguarding Trustee in order to complete a **DBS Information Risk Assessment**.
- II. The Board of Trustees will then discuss the level of risk posed by the individual, and decide whether to allow them to take up their post.

### Appeals process:

If it is decided that an applicant should not be allowed to volunteer, the appeals process should be explained to them. An applicant may appeal against a decision



made by the Board of Trustees. This appeal should be received in writing by the Chair of Trustees within one month of the initial decision being made. The applicant will then be invited to a meeting with the Board of Trustees to explain why they feel the decision is unjust. The Board of Trustees will then re-evaluate their decision in light of any information presented at the appeal, and inform the applicant of the outcome.