



Jacari Safeguarding Children Policy

Summary

1.1 All Jacari staff and volunteers are responsible for ensuring the wellbeing of children and young people¹ 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 Director or the Safeguarding Trustee as soon as possible, who will then inform the child's school Designated Safeguarding Lead and/or social services as necessary. The relevant contact details can be found under 'Key Contacts' on Page 3.

1.3 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.

Date policy written	May 2021
Last reviewed / updated	September 2023
Reviewed by	<ul style="list-style-type: none"> - Anna Bowie, Jacari Director - Liz Roberts (Trustee)
Review period	Annual

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



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Key Contacts

General and Out-of-hours

Jacari out-of-hours Safeguarding contacts	safeguarding@jacari.org Bristol: 0117 990 2190 / Oxford: 01865 570110	
Jacari Director	Anna Bowie	anna@jacari.org 07541 543259 Out of hours - 07577 257257
Chair of Trustees / Acting Safeguarding Trustee	Matthew Lister	matthew.lister@jacari.org 07501 037461
NSPCC	Child Protection Helpline: 0808 800 5000	

Jacari Oxford

Jacari Oxford Coordinator	Shaiane Gallardo	oxford@jacari.org 07516 551972
External contacts		
Thames Valley Police	Telephone: 101	
Multi Agency Safeguarding Hub (MASH)	0345 050 7666 (during office hours) Outside office hours call the Emergency Duty Team on 0800 833 408	
LCSS Central	0345 2412705 - office hours only LCSS.Central@oxfordshire.gov.uk	
LADO (Local Authority Designated Officer)	01865 810603 lado.safeguardingchildren@oxfordshire.gov.uk	
Kingfisher (for Child Sexual Exploitation concerns)	01865 309196	

Jacari Bristol

Jacari Bristol Coordinator	Rachel Hahn	bristol@jacari.org 0117 325 7913 / 07761 715987
External contacts		
First Response Bristol	0117 903 6444	
Emergency Duty Team (Bristol, South Glos, North Somerset and BANES)	01454 615 165	
Avon & Somerset Police	Telephone: 101	



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. Taking a child-centred approach, it affirms the organisation's 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 Director 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/policies.



PART 1: Definitions of Abuse

Jacari ascribes to the [NSPCC](#)'s 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 digital 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.
10. **CHILD-ON-CHILD ABUSE:** Child-on-child abuse can include: bullying; abuse in intimate personal relationships between children; causing physical harm; sexual violence; sexual harassment; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nude and semi-nude images and/or videos; upskirting; initiation/hazing type violence and rituals.



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

Volunteer Recruitment: DBS Checks

1. No volunteer can commence volunteering with us, nor can a Jacari member of staff, trustee or Committee Member take up post, before obtaining an Enhanced Disclosure and Barring Service (DBS) check. 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. DBS checks must be renewed every 2 years for all volunteers, staff, and trustees.
4. Coordinators are not required to see the paper copy of the DBS certificate, as long as they have 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.
5. 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 C.
6. 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. Coordinators should ask the Director for further details and procedures.

Volunteer Recruitment: References and interviews

7. All volunteer role descriptions will make reference to the responsibility of safeguarding and promoting the welfare of children. At the application stage, we will ask all volunteers to complete a Self Disclosure form.



8. Jacari asks all volunteers to provide two satisfactory references before commencing tutoring. These references should be from an appropriate professional or educational contact and should not be provided by the volunteer's friends or family members. In some instances where student volunteers are only able to provide one suitable reference, Jacari will accept this alongside their Enhanced DBS check, but will inform schools that this is the case.
9. All new volunteers will be required to attend an informal interview with their respective Coordinator before commencing their training, to discuss their motivations for volunteering.

Safeguarding Training: Volunteers

10. All volunteers must complete 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
 - Jacari's Code of Conduct
11. Volunteers must complete 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.
12. Volunteers must all read Jacari's 'Volunteer Safeguarding Guidelines' booklet, prior to commencing tutoring.

Safeguarding Training: Coordinators

13. New senior members of staff (eg. in the Director role) must undertake both Generalist and Designated Lead Safeguarding training as soon as possible after taking up their post. 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. All staff 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. This will include reading 'Keeping children safe in Education Part One' on an annual basis.
16. As soon as possible after taking up their post, new Coordinators will receive in-house Safeguarding training from the Director 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 other relevant aspects of our work, including safe recruitment of volunteers, online safeguarding and Prevent.

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 either be the approved training provided by OSCB in Oxford or BSCB in Bristol, or the NSPCC's online Trustee Safeguarding training.
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. This will include reading 'Keeping children safe in Education Part One' on an annual basis
21. All other new trustees must complete Jacari's in-house volunteer 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.

Staff 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/or senior staff members before being appointed to their post. These trustees and/or 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 identity 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.



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

Guidelines for Volunteers - General guidance

1. All children must be treated with dignity and respect.
2. 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.
3. Volunteers must not interact with their pupils or their pupils' families on any form of social media.
4. 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.
5. 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.
6. 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 family unless they have consent from the parent/carer(s) to do so. At the end of the arrangement, the volunteer should at this point delete the initial match email which was sent to them with the pupil's personal details and family's contact details, plus remove any contact details from their phone/computer.

Guidelines for In-Home Tuition

7. Jacari staff ensures that schools do 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.
8. 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 to report the situation.
9. 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

10. 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.
11. The volunteer must ensure they sign in and sign out at the school reception before and after the lesson.
12. 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

13. Parental consent must have been received for Jacari online tutoring to occur.
14. Video chat functions are permitted between tutors and pupils but must be conducted for Jacari online tutoring purposes only.
15. 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.
16. 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.
17. 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.
18. 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 Events and Trips

19. 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.
20. No Jacari outing can go ahead unless an adult-to-child ratio of at least 1:5 can be guaranteed.
21. Whether during home tuition or at a Jacari outing, children should not be taken to the toilet or have their clothes changed by a volunteer or Jacari staff member. In exceptional circumstances, if required, a Jacari member of staff may assist a child, but parental permission must be sought first and the staff member must be accompanied by an additional staff member.



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 Director/ 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. children should not be taken to the toilet or have their clothes changed by a volunteer or Jacari staff member. In exceptional circumstances, if required, a Jacari member of staff may assist a child, but parental permission must be sought first and the staff member must be accompanied by an additional staff member.



Guidelines for Trustees

1. Trustees must ensure that this Safeguarding policy is reviewed annually 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 person, particularly to what is communicated spontaneously
- Beware of any delay by the parent/carer(s) 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 parent/carer(s)
- 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. Listen to what the child communicates and keep calm

- Do not ask questions, unless you need to clarify something
- 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.

2. Make a written record

- Do this as soon as possible
- Write down as many specifics as possible including date and time
- Use the child's words wherever possible
- Keep your record factual and avoid emotive language
- Use form A1 or A2 in the Appendix if possible

3. Contact the Coordinator / Jacari Safeguarding team

- Do this as soon as possible
- Do this if you have any concern
- If it is out-of-office hours, contact the Jacari Safeguarding team on 0117 990 2190 (Bristol) / 01865 570110 (Oxford) / safeguarding@jacari.org
- If you cannot contact any of Jacari's Safeguarding team and you believe your concern is of a serious nature, contact your local safeguarding authority (0117 903 6444 - Bristol / 0800 833 408 - Oxford)

Things to remember

- 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
- Do not carry out any physical examination of the child
- You do not need to tell the parent/carer(s) that you are raising a concern
- Do not discuss the concern with anyone except the Jacari Coordinator / Safeguarding team



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. **Report it** as soon as possible to Jacari's Designated Safeguarding Lead (the Director and/or Safeguarding Trustee)
2. Ensure volunteers have made a written record of their concern. Provide them with Form A1 or A2 (as appropriate)
3. If requested by Jacari's DSL, forward the concern to the DSL at the child's school and assist them to follow up the concern in any way you can (for example, by aiding communication with the volunteer.)
4. Consider carefully whether the tutoring arrangement should continue. Discuss with Jacari's DSL and the school DSL. Consideration should take into account and prioritise the pupil's safety and wellbeing, but also consider that of the volunteer.

Guidelines for Jacari's Designated Safeguarding Lead

Procedure if a cause for concern is raised:

1. Ensure volunteers have made a written record of their concern.
2.
 - a) If during school hours, forward the concern to the DSL at the child's school and assist them to follow up the concern.
 - b) If out of school hours and you believe it is required, make a referral to the appropriate out-of-hours team (MASH / First Response team.)
3. Ensure all actions and decisions are documented carefully and accurately. This will include the decision around whether the tutoring arrangement will



continue, and who will communicate this to the pupil and their parent/carer.

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 local safeguarding authority:

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 the parent/carer(s).
2. Examples should be given that reflect your concerns, with as many specific details as possible.
3. A list and analysis of the risk factors and protective factors (things making risk less likely) should be included.
4. Your expectations following the referral should be included.

Do:

- Explain what worries you most and why
- Focus on the impact on child/children
- Answer all the questions as fully as possible
- Provide all the information that you have access to
- Provide details of everyone who lives with the child (and anyone significant that lives elsewhere)
- Talk to the child – what are they worried about? What do they want to happen?
- Talk to the parents – include their views
- Get parental consent/notify (unless to do so would place child at further risk)
- Remember to include strengths (signs of safety)



Avoid:

- Making a referral before you have offered support that you have access to (directly or via direct referral to another service)
- Asking First Response whether or not you should refer
- Complex language, jargon or language/abbreviations that are only used internally
- Assumptions - First Response don't always know the family, or have access to info to fill in gaps
- Leaving gaps on the referral form
- Vague comments or language - e.g. 'self-harm'
- Leaving the child out



PART 5: Procedures for Allegations Made Against Volunteers, Staff or Trustees

In the case of an allegation against a volunteer, as reported to the Coordinator, the Coordinator should tell the Director, who should contact the LADO at the local Safeguarding authority.

In the case of an allegation against a staff member or trustee, the person reporting the allegation should contact Matt Lister, Chair of Trustees: trustees@jacari.org / matthew.lister@jacari.org, who should contact the LADO.

In the case of an allegation against the Chair of Trustees, the person reporting the allegation should contact the LADO directly.

After an allegation has been reported, the Coordinator / Director / Chair of Trustees / person reporting the allegation (if against the Chair) must follow the course of action recommended by the LADO. They must not at this time discuss the allegation with the volunteer/staff member/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 staff member remains the responsibility of the Board of Trustees and they should not automatically seek to suspend them. 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 / staff member and/or trustee 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 A2: Record of a Concern of Significant Harm of a Child

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

This form should be used if you believe or suspect a child has suffered significant harm.

Name of person reporting concern:	
Name of child:	
Child's school:	
Child's date of birth:	
Child's gender:	
Child's address:	

Reasons for a suspicion or belief of significant harm

Please record carefully details about what has been observed and when and where observed. Please also include details of any witnesses. Signs of physical injury should be described in detail or sketched:

Who have you reported this to?

Time and date reported:



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

The Enhanced DBS checks processed by the Jacari Coordinator only show criminal record information for offences in the UK. For overseas volunteers, additional safeguarding measures must be taken before they can tutor.

An overseas volunteer is defined as an individual who has had a permanent address outside of the UK for more than three months in the past five years, regardless of their nationality.

For a British citizen who has had a fixed address abroad for more than three months, they need to provide a reference from a suitable individual from that country (employer, volunteer coordinator or academic supervisor), as well as an additional reference from the UK. They will also need to pass the standard DBS check.

Non-British citizen overseas volunteers must provide a satisfactory reference (employer, volunteer coordinator or academic supervisor) in the previous country of residence prior to tutoring, and a valid Biometric Residence Permit, which serves as proof that the individual has already undergone a criminal records check in order to obtain their visa.

For those who do not have a BRP card, they need to obtain a Certificate of Good Conduct from the overseas country/ies where they have been resident within the last 5 years.

Coordinators should keep a record of all overseas volunteers and the documentation that was provided by each individual.

Note on Biometric Residence Permits:

All applicants for Tier 4 visas must undergo a criminal records check in their home country before their Biometric Residence Permit is granted.

Please see

<https://www.gov.uk/government/publications/when-can-i-refuse-on-the-grounds-of-criminality-rfl10/when-can-i-refuse-on-the-grounds-of-criminality> for guidance regarding when visas are refused on the basis of criminality.

If a Biometric Residence Permit has been granted to an individual, Jacari considers that any offences committed by this individual in their home country have been low risk enough not to pose a substantial concern when volunteering with us.