

Oxford Computer Science

Safeguarding Policy

Oxford Computer Science is fully committed to ensuring the welfare of its tutors and all those who use its services, either as students and their families receiving tuition or adults receiving tuition.

Oxford Computer Science has developed the following safeguarding policy to fulfil its legal and moral obligations which will be reviewed on an annual basis to ensure that it complies with current legislation.

Definitions

Under the Children Act (2004), a child or minor is defined as any individual under the age of 18. The Department of Health defines adults at risk as "those who are or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation".

The UK Government's guidance document *Keeping children safe in education* (DfE, 2024) defines child abuse as 'a form of maltreatment of a child' consisting of abuse or neglect by 'inflicting harm or by failing to act to prevent harm' (p. 10). The following four types of abuse apply to children and may also apply to adults at risk.

- *Physical*: The physical hurting or injuring of an individual
- *Emotional*: The persistent emotional maltreatment of an individual which results in severe or persistent adverse effects on their emotional development
- *Sexual*: The forcing or enticing of an individual to take part in sexual activities including non-contact activities and activities online
- *Neglect*: The persistent failure to meet an individual's basic needs, physically and/or psychologically in such a way as is likely to result in the serious impairment of their health or development. Neglect can include failure to provide the following: adequate supervision, adequate food, clothing and shelter; protection from physical and emotional harm or danger; adequate supervision; access to appropriate medical care or treatment (DfE, 2021, p. 8).

- Cyber bullying involves the use of technology to threaten or cause distress.

Responsibilities of the Designated Safeguarding Lead

The role of the Designated Safeguarding Lead (DSL) will normally be assumed by Mr Chris Hall, owner of Oxford Computer Science who will be responsible for:

- Serving as the first port of call for self-employed tutors and coaches for all matters relating to safeguarding, except where there is risk of imminent danger when 999 should be called;
- Reviewing the Safeguarding Policy on an annual basis and updating it as appropriate to ensure its compliance with current good practice;
- Cascading the policy to all self-employed tutors and coaches to ensure that all are aware of and willing to enact its contents;
- Making policy documents available to new self-employed tutors ;
- Ensuring policy documents are available to all relevant stakeholders, such as parents of children seeking tutoring or guardians of adults at risk;
- Record keeping of any incidents that might raise concerns of a safeguarding nature;
- Liaising with local Social Services Departments and the Police, as required; any referral will be made by the next working day either by the DSL or by someone else who they deem more appropriate who will report back to the DSL;
- Following up any referral to a statutory service in writing within 48 hours and a request for feedback on action taken will be made within 3 working days if such feedback has not already been received. If appropriate action has not been taken, the DSL may consider whether to escalate;
- Make a referral to the DBS where a safeguarding concern regarding a tutor or coach requires this by law.

Safeguarding of Children

Every attempt is made to recommend self-employed tutors who will uphold the safeguarding, welfare and wellbeing of children, promoting healthy development and positive educational outcomes. The following checks will be carried out on any prospective self-employed tutors, who are currently working as teachers in schools that are on the register of schools and colleges in England [Get Information about Schools - GOV.UK \(get-information-schools.service.gov.uk\)](https://www.gov.uk/get-information-schools)

- Photographic identification;
- Current enhanced (Disclosures and Barring Service (DBS) check (including barred list information);
- Discussion with the prospective self-employed tutor that they are physically and mentally able and fit to carry out the role;
- Two references from educational settings which include suitability to work with children and young people;
- Up-to-date safeguarding, including Prevent, training.

In addition, the following checks will be carried out on any prospective self-employed tutors, who are not currently working as teachers in schools that are on the register of schools and colleges in England [Get Information about Schools - GOV.UK](https://www.gov.uk/get-information-schools)

- Identity check using documents included in the government identification guidelines (<https://www.gov.uk/government/publications/dbs-identity-checking-guidelines>)
- Verification of right to work in the UK

Parental consent for tutoring will have been obtained through Oxford Computer Science, or Oxford Computer Science will have been commissioned by a commissioning organisation such as a Local Authority SEN department.

Where tutoring takes place remotely, contact details will be agreed with the parent and will only be used in the context of tutoring. It is recognised that a parent may need to change arrangements during a lesson if connection is lost on one device.

Whether work is online or in person, the tutor must have telephone or onsite access to a caregiver or parent.

Safeguarding of Adults at Risk

The majority of adult clients presenting for coaching or tutoring will not fall under the definition of adults at risk and will, therefore, not be subject to this policy document. Identifying those who would be considered at risk is, therefore, essential and should be considered part of the initial coaching assessment session.

If a client is suspected to be at risk, a full risk assessment should be conducted, with input from the client, which covers:

- The client's past medical history ;
- The client's history of counselling and any relevant issues that may have arisen;
- Support networks available to the client;
- Organisations currently involved in their welfare, such as Social Services.

Once completed, work may begin with clients at risk but *only* with the knowledge of the DSL. All sessions should not only conform to good practice and the Career Development Institute (CDI) code of ethics but should also take the following into consideration:

- Sessions with adults at risk should be planned solely around times when the tutor will not be alone in the building in order to protect against false allegations of abuse;
- The other person present should be informed of the situation, although confidentiality should be maintained by withholding the client's identity;
- Where the likelihood of false allegations may be considered high e.g. due to a past history of such issues, consideration should be given to meeting in a more public space, such as the living room;
- A parent, guardian or friend might be invited to accompany the client and remain in a room close by during sessions.

Code of conduct in upholding the Welfare of Children and Adults at Risk

Tutors and coaches agree:

- Not to allow a child into their home alone whilst not engaging in tutoring unless an explicit arrangement has been made with their parents / guardians with a particular purpose;
- To challenge inappropriate language from a child ;
- To be edifying, refraining from insensitive remarks;
- Not to make comments of a sexually suggestive nature, even if these comments are made in fun;
- Not to provide any personal care unless they find themselves in a situation where there is no alternative. In an emergency situation, presence of another adult will be sought wherever possible as appropriate;
- To act upon allegations made by a child that lead to a safeguarding concern, in accordance with our procedures below, involving information about a child or adult at risk who has been or who is at risk of harm by themselves or others;
- Not to give their personal contact details to their tutees unless this is arranged with parents as part of a lesson using Whatsapp or similar platform to run a lesson accessed by the student's phone, where, for example, the wifi signal is lost on their computer during a session and the parent needs to retain access to their own phone. Such contact details will only be used in the tutoring context when specifically requested by the parent.

Encountering Evidence of Abuse from a Third Party

The following signs may indicate that an individual is being abused or has been a recent victim of abuse:

- Unexplained or suspicious injuries, particularly if such an injury is unlikely to have occurred accidentally;
- An injury for which the client's explanation appears untenable or inconsistent;
- Unexplained changes in behaviour, such as the failure to respect personal boundaries;
- Inappropriate sexual awareness or sexually explicit behaviour;
- Withdrawal from normal social activities;
- An inherent sense of mistrust;
- Increasing neglect of the client's appearance or personal hygiene;

- Description by the client of an abusive act or situation.

If a child or adult at risk discloses abuse, the tutor / coach will endeavour to:

- Listen non-judgementally, asking for clarification where appropriate;
- Explain who the information will need to be shared with;
- Avoid asking any leading questions;
- Make clear notes which should include:
 - The individual's account of what has occurred;
 - Any dates, times or places and any other potentially useful information;
 - The nature of the allegation or concern;
 - A description of any visible physical injury or suspicious signs of abuse.

Reporting a safeguarding issue

Upon suspecting abuse, the tutor or coach has an obligation to act according to the following guidelines:

- If a child or adult at risk is in immediate danger, 999 should be called.
- The designated safeguarding lead (DSL) should be informed of concerns by phone at the first opportunity. Information should be shared with MASH where an immediate referral needs to be made.
- If the DSL cannot be contacted, advice may be sought from outside agencies (please see below for contact details).
- For coaching clients, the breaking of confidence under such circumstances, in the absence of explicit permission, in order to satisfy legal obligations, is clarified in the initial coaching assessment.
- In the event of safeguarding concerns with a self-employed tutor who may no longer continue to be recommended through OLC, a referral will be made to the Disclosure and Barring Service (DBS) in line with the law. Please see Keeping Children Safe in Education (2024).

- A record is kept of each safeguarding concern, completing as much detail as possible. Please see Appendix for form.
- A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals, to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Responsibilities in relation to the Prevent duty

Report concerning changes in behaviour to the DSL.

Resources

Keeping children safe in education: statutory guidance for schools and colleges (Department for Education, 2024) [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/121251/Keeping-children-safe-in-education-2024.pdf)

Working together to safeguard children - Statutory framework: legislation relevant to safeguarding and promoting the welfare of children (2018, with updates July 2022) [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711611/Working-Together-to-Safeguard-Children-2018.pdf)

[Working together to safeguard children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/working-together-to-safeguard-children)
[Cyberbullying \(updated 2022\) - Safeguarding Hub](https://www.gov.uk/guidance/cyberbullying)

Online courses on Prevent awareness include:

- [Prevent awareness elearning](#) - an introduction to the Prevent duty (Home Office)
- [Prevent referrals elearning](#) - make a referral that is robust, informed and with good intention (Home Office)

Update to Working together to safeguard children 2018

This is a factual update to Working Together to Safeguard Children 2018 to reflect recent changes to legislation, including:

- Integrated Care Boards: from 1 July 2022, integrated care boards have replaced clinical commissioning groups as a result of the Health and Care Act 2022
- Public Health England: has now been replaced by the UK Health Security Agency and the Office for Health Improvement and Disparities (OHID), which is part of the Department of Health and Social Care, and by the UK

Health Security Agency. The Chief Public Health Nurse role has transferred to OHID

- Domestic Abuse Act 2021: references to the Domestic Abuse Bill should be read as the Domestic Abuse Act 2021
- UK GDPR: references to the GDPR should be read as the UK GDPR. The UK GDPR is the retained EU law version of the GDPR. The UK GDPR sits alongside the Data Protection Act 2018

Contacts

- If there is risk of imminent danger, phone 999
- Chris Hall (DSL) 07815899698
enquiries@oxfordcomputerscience.com

Oxfordshire

- Oxfordshire Children's Social Care
The Multi-Agency Safeguarding Hub (MASH) is the front door to Children's Social Care for all child protection and immediate safeguarding concerns. [Multi-Agency Safeguarding Hub \(MASH\) | Oxfordshire County Council](#)
0345 050 7666 (MASH)
Office hours 8:30am – 5pm Monday to Thursday; 8:30am – 4pm Friday
0800 833408 (Out of Hours duty team)
- NSPCC Helpline Tel. 0800 800 5000 (Available 24 hours) help@nspcc.org.uk
- Locality and Community Support Service (LCSS)
For non-immediate safeguarding concerns. LCSS offers a no-names consultation service suitable without family consent, where there is no immediate safeguarding concern [Locality and Community Support Service \(LCSS\) - No Names Consultation - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#)
0345 050 7666 Monday – Thursday 8:30am – 5pm
- Oxfordshire Safeguarding Children Board. [Home - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#) For concerns about people working with children.
Contact: Jo Lloyd Local Authority Designated Officer (LADO). Contact: lado.safeguardingchildren@oxfordshire.gov.uk or Tel 01865 810603

Appendix

Oxford Computer Science- Referral of safeguarding concern		
Details of the child or adult at risk		
Name:		Sex:
Age:	Dob:	Religion:
Ethnicity:		
Additional needs (eg disability, support with language):		
Address:		
Mode of sessions when safeguarding concern arose (tick any that apply):		
Face to face:	Skype	Zoom
Other online platform (please name):	Online contact details used eg skype address:	
Parent / carer contact details:	Name:	
	Phone:	
	Email:	
Any other information:		
Where relevant, details of the tutor or coach that concerns have been raised about		
Name:		
Role:		
Phone:		
Email:		
Your details (as the person completing this form)		
Name:		
Role:		
Phone:		
Email:		
Date and time of contact (or attempted contact) of the DSL:		
Date and time of completion of this form:		
Date first aware of concern:		
Where relevant, details of someone else who raised the concerns that you are reporting		
Name:		
Role:		
Phone:		
Email:		
What is the nature of the safeguarding concern?		
Details of any account given by child or adult at risk		

Known details of person causing safeguarding concern
Name:
Role:
Phone:
Email:
Other relevant information:
Known details of witness (es)
Name:
Role:
Phone:
Email:
Other relevant information:
Name:
Role:
Phone:
Email:
Other relevant information:
Information about any additional witnesses:
Actions taken

State any immediate risk of danger:
Identify any action taken already:
Identify whether those involved are aware of any contact / report you have made:
Additional information / comments:
Thank you for completing this form. Please save this file to OCS-DSL-[date], password protect the file and email to enquiries@oxfordcomputerscience.com. Please contact the DSL separately with the password.

To be completed by the DSL		
Decisions and actions taken		
Date and Time	Name	Notes

Please expand sections as necessary. This file will be password protected.