

Science Boost CIC - Safeguarding Guidance for staff & volunteers

This guidance outlines procedures for staff (including volunteers) to keep themselves and our service users safe. This document has been written drawing guidance from expert sources and legislation. It will be updated and recirculated as needed.

Safeguarding is part of the Child Protection obligation that is a professional duty for all staff in their relationship with our service users. By following correct safeguarding and child protection procedures, you are protecting our service users and yourself.

In addition, it will help to ensure you know what to do if there are any concerns about a child's welfare. It also helps reassure parents and carers that you are taking all the necessary steps to keep their child safe.

Reporting safeguarding concerns

Having completed your safeguarding training, you will be aware of types of abuse and how to recognise the signs of abuse. It is your responsibility to safeguard the young people you work with, if you feel you need additional training in order to do this, you must tell Science Boost management who can arrange this.

If you have any safeguarding concerns, these should be recorded using the *reporting a concern* form and reported immediately to the Designated Safeguarding Lead (DSL).

Dealing with disclosures of abuse

If a pupil makes a disclosure to you, remember the following:

- Stay calm. Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never agree or promise to keep it a secret. Assure them you will try to help, but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.

- Encourage the child to talk but do not ask "leading questions" or press for information. Use the acronym T.E.D: *Tell me. Explain. Describe.* to avoid leading questions.
- Listen, remember and record. Check that you have understood correctly what the child is trying to tell you, write the information down as soon as possible following your conversation.
- Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you.

It is essential to record in writing all you have heard, though not necessarily at the time of disclosure. It can be off putting for a child making a disclosure to see you are making notes. At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.

As soon as you can afterwards, use the *reporting a concern* form to make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations, keep it factual (dates, times, names mentioned and to whom the information was passed need to be clearly recorded). If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

The information should then be passed immediately to the DSL.

Safeguarding procedures specific to online 1:1 tuition

Each lesson must start with a quick exchange between the tutor and the parent or carer. The parent or carer should then remain within earshot but is not expected to participate in the lesson. It is important you see the parent to confirm they are present during the lesson. This is to safeguard you and the student(s).

Students should access the lesson from a shared area of the house (i.e. not a bedroom). Students should be dressed appropriately.

If you have concerns over dress, where the student is accessing the lesson or whether the parent is present, this should be taken up with the parent or carer in the first instance and concerns passed on to a Science Boost Director.

You must dress appropriately and professionally. Your use of language should be appropriate at all times, and any use of illustrative materials or text should be task orientated and appropriate. Language use with students should be

engaging, polite and courteous and show non-possessive warmth. Challenges from students should be met with politeness at all times.

You will be trained in the use of suitable online technology and its best use. It is your responsibility to safeguard yourself and the student when using online tools. In particular, we draw your attention to the need to ensure people other than the student and members of Science Boost staff are not able to join your lessons. When you are sharing your screen, you must only share one window with the student rather than your whole computer screen and it is your responsibility to ensure the student cannot see or access anything they shouldn't see, including any personal email addresses or login details.

You must be honest with Science Boost management about any training you need to ensure your online practice remains safe for you, the student and the organisation. Other members of the Science Boost team may 'drop in' to online lessons for monitoring and training purposes.

Contact details

If the student is immediately at risk of harm and you consider it an emergency, you should contact the police by dialling 999.

In other circumstances, all safeguarding concerns should be passed on to the DSL or another director.

The Designated Safeguarding Lead (DSL) is:

- Katie Marshall - katie@scienceboostfrome.com 07852946743

In the event of Katie Marshall not being available, contact:

- Vicky Heslop - vicky@scienceboostfrome.com
- Fi Dawson - fi@scienceboostfrome.com

If you are dissatisfied with how a safeguarding concern is being handled or you wish to consult someone outside Science Boost CIC, you can contact the Somerset Safeguarding hub directly: www.sscb.safeguardingsomerset.org.uk