

Mock Transfer Tests

Mock Transfer Tests Child Safeguarding Policy



*When a helping hand
is all you need.*

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Mock Transfer Tests

Document Location

This document is only valid on the day it was printed.

The source of the document will be found in the footer information.

Revision History

Revision date	Previous revision date	Summary of Changes
1 st Oct 2016	None	V 0.1 Draft policy based on recent changes in safeguarding.
12 th Dec 2016	1 st Oct 2016	V1.0 Finalised policy
19 th Dec 2016	12 th Dec 2016	V1.1, added Records sheet and V1.2 added Disclosure Sheet.
5 th Jan 2018	19 th Dec 2016	Annual review
31 st Jan 2019	5 th Jan 2018	Annual review, Addition to sec 10.1 re Tutor Assignments Addition of sec 13.0 re use of mobile phones and photographs
22 nd Jan 2020	31 st Jan 2019	Reviewed. No change is required.
23 rd Jan 2021	22 nd Jan 2020	Reviewed. Added online facilities, Tutor Assignment sheets. (One2one / Online)
1 st Feb 2022	23 rd Jan 2021	Review, no updates
19 th Jan 2023	1 st Feb 2022	

Approvals

This document requires the following approvals.

Signed approval forms are filed in the Management section of the project files.

Name	Title	Organisation	Date of Issue	Version
Andrew Filer	Operations Manager	Mock Transfer Tests	19 th Jan 2023	V5
Gill Filer	Senior Tutor	Mock Transfer Tests	19 th Jan 2023	V5

Distribution

This document has been distributed to

Name	Title	Organisation	Date of Issue	Version
Andrew Filer	Operations Manager	Mock Transfer Tests	19 th Jan 2023	V5
Gill Filer	Senior Tutor	Mock Transfer Tests	19 th Jan 2023	V5
Tutors	Associate Tutors	See Training Records	19 th Jan 2023	V5
Tutor Assistants	Associate Tutor Assistants	See Training Records	19 th Jan 2023	V5
Various Schools	School details available	Various	19 th Jan 2023	V5

Mock Transfer Tests

Table of Contents

Document Location	2
Revision History.....	2
Approvals	2
Distribution	2
Table of Contents	3
1.0 Child Safeguarding Policy	4
2.0 Statement of Intent.....	4
3.0 Designated Safeguarding Leads (DSL)	4
4.0 Procedures	5
5.0 Procedures and Responsibilities	5
5.1 Dealing with disclosures /Allegations of abuse	5
5.2 Suspicion of Abuse (If abuse is suspected but there has been no disclosure)	6
5.3 Disclosure	6
6.0 Allegations of abuse made against a member of staff or associate.	7
7.0 Whistleblowing	7
8.0 What is Child Abuse?.....	7
9.0 Recognition of possible abuse	8
9.1 Signs & Symptoms of abuse	8
10.0 Safety within MTT Classes / Sessions.....	8
10.1 One2One Service.....	9
10.2 MTT Facilities	9
10.3 School Facilities	9
10.4 Online Classes / Events	9
10.5 COVID-19 Risk Assessment & Compliance	10
10.6 In all cases MTT staff / associates shall ensure that:	11
11.0 Recruitment	11
12.0 Training.....	11
13.0 Staff Behaviour and Conduct	12
13.1 Communication with students.....	12
13.2 Physical contact with students.....	12
13.3 Physical restraint.....	13
13.4 Physical Education (Sports Awareness Events).....	13
14.0 Records.....	13
15.0 Confidentiality.....	13
Appendix 1 - Types of Abuse and Neglect.	14
Appendix 2 – References.....	15
Appendix 3 – Safeguarding Record Sheet.....	16
Appendix 4 - Childcare Disqualification Regulations Declaration Form	17
Appendix 5 – One to One - Tutor Assignment Sheet	19
Appendix 6 – Online / Internet Classes – Assignment Sheet.....	21

Mock Transfer Tests

1.0 Child Safeguarding Policy

This policy is addressed to all Mock Transfer Staff, Associates¹ and Volunteers. It aims to be compliant with the latest guidelines and legislation provided by Hertfordshire County Council and where practical and appropriate Mock Transfer Tests will adhere to the requirement detailed in the Department of Education, Keeping Children Safe in Education Part 1 (KCSIE Pt1) Updated Sept 2016)

Other legislation

Mock Transfer Tests is aware of other UK Legislation and may refer to this from time to time, if required. See Appendix 2.

This policy is reviewed, authorised, and approved annually by the Designated Safeguarding Leader (DSL) and may be updated as needed on an interim basis by the DSL if required.

2.0 Statement of Intent

The safety and welfare of all students attending or receiving services provided by Mock Transfer Tests (MTT) is our highest priority and MTT will provide a safe and caring environment so that every student can learn in safety.

Safeguarding is **everyone's** responsibility and anyone, not just MTT staff and its Associates can make a referral. In all matters relating to child protection MTT will follow the procedures laid down in this policy, and in conjunction with 3rd parties where their facilities are utilised by MTT for the provision of the services provided (Scout Association, Schools, etc).

MTT is committed to full co-operation with interagency working in accordance with local (3rd Party) procedures. The guidance provided in KCSIE will be followed (Unless there are exceptional circumstances) and the MTT DSL will ensure all staff and associates understand their roles and responsibilities in safeguarding.

MTT has a policy of partnership with parents and a student's school, but with child abuse, or suspicion of child abuse, MTT's first and only concern and responsibility is to the child. This may mean that parents are not informed or consulted in some instances, and in these cases MTT would liaise directly with the child's school. (Headteacher and/ or Schools DSL)

3.0 Designated Safeguarding Leads (DSL)

The Designated Safeguarding Lead (DSL) has ultimate responsibility for safeguarding and child protection for MTT.

The designated safeguarding leads are:

Designated Lead: Andrew Filer **Title:** Operations Manager **Mobile:** 07785 770801

Designated Lead Deputy: Gill Filer **Title:** Senior Tutor **Mobile:** 07752 690931

¹ Associates are self employed working under Mock Transfer Tests
Child Safeguarding Policy 19th Jan 2023 v5

Mock Transfer Tests

4.0 Procedures

Suspected cases of abuse or concerns, including suspicions about possible radicalisation, are reported, procedures adhered to and subsequent actions are taken by the appropriate agencies. In reporting concern or suspicion, all adults in school must follow the procedures set out below.

The main responsibilities of the DSL are managing referrals, training, and raising awareness. The DSL will make prompt contact with student's school. If action is taken any phone call will be followed up with a written record.

Reasons for Following Procedures

- It protects the student to the best of our ability.
- It avoids delay.
- It provides consistency.
- It protects all staff.
- It ensures that, if further action is taken by another agency, then MTT has followed the protection procedures.

MTT staff / Associates are in contact with students for a limited time during designated sessions, therefore where there are concerns about possible abuse; they will raise these with the DSL. The DSL will then determine if they should notify the student's school.

It is important to identify problems as soon as they emerge, and staff / associates are encouraged to talk to the DSL and seek early help. They must not think that by voicing concern they are necessarily starting procedures and should feel confident to freely raise concerns with the DSL (see paragraph on whistleblowing). The criteria should be that they have 'reasonable suspicion' and under the Children Act, 1989, this definition has been extended to include 'or may suffer in future'.

5.0 Procedures and Responsibilities

The process to report a concern will depend on the urgency of the situation. If it is a general concern about behaviour or changes in demeanour (i.e., a student in potential need of support) it will be discussed with the DSL, monitored, and reviewed and if necessary, advice will be sought from student's school. If there is a suspicion of abuse or an actual disclosure, the following procedures will be followed:

5.1 Dealing with disclosures /Allegations of abuse

MTT staff and Associates have an important role in hearing what children have to say. The tutor should endeavour to provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

All allegations or concerns, including suspicions about possible radicalisation, must immediately be reported to the DSL. All tutors (along with teachers, social workers, and healthcare professionals) have a statutory duty to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM (Female Genital Mutilation) appears to have been carried out on a girl under 18 (Serious Crime Act 2015).

Mock Transfer Tests

The DSL will keep a list of children causing concern. This includes all students who, for whatever reason, need to be monitored. Staff /associates are kept informed of any student who is on this list. Staff/associates must inform the DSL of any changes/additions so that this list can be kept up to date. All staff / Associates are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, bullying, gender-based violence/sexual assaults and sexting. A bullying incident should be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or likely to suffer significant harm'.

The DSL will deal with any allegations raised against other children in the school as both victim and perpetrator are 'at risk'.

If the disclosure/allegation of abuse is made against someone outside the MTT session (class, school, etc.) e.g., a parent/guardian it must be raised with the DSL. The DSL will then liaise with the student's schools and /or Children's Social Care.

As an organisation MTT acknowledge their duty to support and care for both students in need and students at risk. In the unlikely event of the DSL or Deputy DSL not being available to deal with an emergency involving a Child Protection issue, then a tutor must speak to the student's school.

5.2 Suspicion of Abuse (If abuse is suspected but there has been no disclosure)

- a) Ask casual open questions about the nature of the concern e.g., bruises, marks, change in behaviour etc. "Can you tell me about...?"
- b) Record the facts and conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence).
- c) Report the suspicion to the DSL, or Deputy DSL, who will take the appropriate action.

5.3 Disclosure

- a) Listen to what the student says and allow the child to talk freely. Do not press for details or put forward your own ideas or ask leading questions that might impede a subsequent investigation.
- b) Stay calm and reassuring.
- c) Do not make promises that cannot be kept e.g., confidentiality – tell the student that you will have to tell someone else who will be able to help.
- d) Believe the student but do not apportion any blame to the perpetrator (it may be someone they love).
- e) Reassure the student that they were not to blame, and they were right to talk to you.
- f) Mark on a diagram to indicate the position of bruising or any other injury.
- g) Keep an open mind.
- h) Record the conversation and facts verbatim in writing immediately afterwards (writing notes during the interview may put undue pressure on the student). Sign and date the report and give it to the DSL (it may be required as evidence). See Appendix 3 for Record Sheet
- i) Staff/ associates will be told of any further action taken i.e., Child Protection Service referral, monitor, etc. If the reported case is taken up and investigated by an external agency, then any meetings, case conferences or action taken will be followed through and staff/associates informed.

Mock Transfer Tests

6.0 Allegations of abuse made against a member of staff or associate.

- a) If the allegation is about a member of staff or associate, the MTT DSL must be informed.
- b) The DSL will then contact the parents / guardian of the student to discuss the allegation.
- c) MTT DSL will investigate the allegation and respond to parents / guardians within 48 hours. The outcome of the investigation of an allegation will record if substantiated or not, false, or malicious.
- d) If within a school the DSL will refer the allegation to the Headteacher or schools DSL within 24 hours without prior investigation.
- e) If suspension / removal from the class/school were deemed appropriate, MTT will record the reasons and justification and the individual notified of the reasons. (Note this is not the default option).
- f) The outcome of an investigation of an allegation will record if it is substantiated or not, false, or malicious. If it is established that the allegation is malicious no details of the allegation will be retained on the individual's personal file or referred to in employer references. In all other circumstances, a written record will be made of the decision and retained on the individual's personal file in accordance with the Department of Education advice.
- g) Where it is found that a student has made a malicious allegation, the school will be informed in writing and the student will be removed and not able to attend any of the services provided by MTT.
- h) Where the allegation is proven and felt the person posed a risk or harm to children, MTT will permanently remove the member of staff/ associate.

7.0 Whistleblowing

If a member of staff or associate has concerns about the behaviour of another member of staff towards a student, he or she should report it at once to the MTT DSL. Any concern will be thoroughly investigated. Where there are allegations of criminal activity, the statutory authorities will always be told. Wherever possible, and subject to the rights of the student, the member of staff will be informed of the outcome of the investigation.

No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

If staff and volunteers feel unable to raise an issue with MTT or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (Tel: 08000280285 or email: help@nspcc.org.uk).

8.0 What is Child Abuse?

There are different types of child abuse; these are defined in more detail in Appendix 1.

- Physical abuse including female genital mutilation.
- Emotional abuse including possible radicalisation.
- Sexual abuse
- Neglect.

Mock Transfer Tests

9.0 Recognition of possible abuse

Sometimes it is difficult to determine if abuse has occurred. Staff/associates should look carefully at the behaviour of their students and be alert for significant changes. This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place. It is important to understand that students with special needs and disabilities are vulnerable and more likely to be abused or neglected.

9.1 Signs & Symptoms of abuse

The list below provides a summary of some of the signs and symptoms of abuse, for further information please refer to the NSPCC's child protection factsheet "The definition and signs of child abuse".

- Students whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn, or clingy or they might have difficulty sleeping or start wetting the bed.
- Students with clothes which are ill-fitting and/or dirty.
- Students with consistently poor hygiene.
- Students who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Students who don't want to change clothes in front of others or participate in physical activities.
- Students who are having problems, for example, a sudden lack of concentration and learning or they appear to be tired and hungry; students who talk about being left home alone, with inappropriate carers or with strangers.
- Students who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Students who are reluctant to go home after class or activities.
- Students with poor attendance and punctuality, or who are consistently late being picked up.
- Parents who are dismissive and non-responsive to practitioners' concerns.
- Parents who collect their children when drunk, or under the influence of drugs.
- Students who drink alcohol regularly from an early age.
- Students who are concerned for younger siblings without explaining why.
- Students who talk about running away.

10.0 Safety within MTT Classes / Sessions

MTT delivers its services via different methods to meet the needs of its students. In all cases it is the responsibility of MTT staff to ensure the environment is suitable and safe for themselves and their students.

MTT staff / associates should not put themselves or their students at risk, if the environment provided is not suitable, staff/associates should postpone the class or other activity until any risk is mitigated or removed, or an alternative venue provided.

Mock Transfer Tests

10.1 One2One Service

Where staff / associates attend a student's house to provide a tutoring service, they shall make every effort to ensure the environment provided is suitable for tutoring and raise any concerns with parents / guardians at the time of the session or raise such concerns with the MTT DSL to address with parents/guardians before the next session.

Tutor assignment sheets, clearly state the terms under which a tutor will conduct home tutoring, ensuring requirements are explained and agreed with parents. See Appendix 5 / 6.

10.2 MTT Facilities

While MTT utilises 3rd party facilities, it is the responsibility of MTT staff / associates to ensure the facilities are suitable for services being provided. See general notes below.

MTT staff/ associates should notify the DSL of any concerns relating to the facilities. The DSL will investigate and agree with the 3rd party how best to remedy any concerns.

10.3 School Facilities

MTT will liaise with schools to ensure the environment provided is suitable for the services provided. If MTT staff /associates have any concerns, these should be raised with the school at the time. MTT staff / associate should provide details of any concerns to the MTT DSL for its records, with any resolutions that were agreed/ put in place.

Where requested staff / associates (current or future) are to be placed within a school facility they shall complete the Staff Disqualification Declaration Form (See Appendix 4). Signed copies will be retained by MTT for its records and may, where requested, provide copies to schools for their own records. If they answer YES to any of the questions it will not be possible to place them in a school facility.

Staff / Associates shall, where requested, follow instructions issued by a school in relation to the schools own safeguarding policy and procedures.

10.4 Online Classes / Events

Where MTT delivers a class or an event online (over the internet), MTT staff / associates are aware there are additional steps to be put in place to protect both students and tutors, to comply with safeguarding, security, and confidentiality requirements. See Appendix 6 for Tutor Assignment sheet Online class.

Access

MTT utilise a variety of software platforms, (ZOOM, Google Classroom, Meets) Tutors confirm with parents in advance which platform will be used.

Students require access to the internet, and an internet ready device (Tablet, Laptop, PC Smartphone.)

Parents are encouraged to support students with setting up and testing access to the agreed platform, opening accounts, dealing with Firewall issues, flagging in advance with MTT if there are technical issues.

Mock Transfer Tests

Attendance

Only parents contact details, email address can be used. Students' personal details must not be shared. (Students may wish to edit the name shown on screen, to their own if the platform allows in each session)

It is **MANDATORY** that a parent is in the vicinity of the student when sessions are taking place.

- Primary school - parent must be in the same room.
- Secondary school - parent carer should be in earshot (next room)

Where a tutor is providing 121 classes, tutors should confirm that a parent is in the vicinity at all times. The tutor may wish to record the class, if so, they will ensure this is confirmed and agreed before commencing the lesson.

Invitation

- parents are notified in advance of the time of each session.
- description, title, along with access codes and passwords for each session are clear.
- parents are reminded of start times, along with "waiting room" protocols.
- If there is an unavoidable delay, parents should contact the tutor. It will be at the tutor's discretion if the session is extended.

Support

Parents are encouraged to support students with the set-up for sessions. Students should:

- be located in a communal area of their house / flat which adults have access to.
- be seated in a quiet environment, away from distractions.
- have additional resources before the start, such as pencils, paper, etc.

Confidentially

Online sessions are primarily conducted with the student in a home environment, parents should be reminded that the background should be appropriate and one that can be shared online.

During class / event

MTT understand that parents may wish to encourage / support the student during the session, however it is more beneficial if the student works unaided.

Tutors will discuss and advise on screen etiquette for the session, in most cases, students:

- should mute their microphone unless invited to speak by the tutor.
- are encouraged to keep their camera switched on, to fully interact with the tutor.
- are encouraged to use the online facilities, Chat Area, Thumbs Up, Hand Up functionality

If a student needs to leave the session, they should notify the tutor before leaving and advise if they will be returning. (Comfort break etc)

10.5 COVID-19 Risk Assessment & Compliance

MTT shall have in place and maintain a full COVID-19 Risk Assessment to ensure:

- The facilities are prepared and maintained in line with Govt guidelines.
- The safety of staff, students and parents is a priority at all times.
- That all staff are provided with a copy of the Risk Assessment and given appropriate training.

Mock Transfer Tests

10.6 In all cases MTT staff / associates shall ensure that:

- a) A tutor Assignment Form is completed and issued to Parent & Tutor (See Appendix 5 & 6)
- b) There is a full register all of students attending the class / activity.
- c) Parents / guardians sign students in and out of each session (this may not be possible within schools / online)
- d) Registers shall include contact details of parents / guardians so they can be contacted in the case of an emergency during the class/activity.
- a) Access to/from the facilities is secure. The security system on the doors leading into and out of the school must be maintained at all times.
- b) No unauthorised persons gain access to the facilities while the class / activity is underway.
- c) Tradesmen may not normally carry out repairs in working hours where it would bring them into possible contact with the students. Where this is necessary in emergencies, they will be chaperoned by a member of staff.
- d) COVID compliance is in place as per the MTT COVID Risk Assessment documentation.

11.0 Recruitment

MTT takes recruitment very seriously to ensure all staff and /or associates meet the standards of delivery and teaching expected.

MTT will ensure all staff/associates have an up-to-date DBS check and copies of certificates obtained and held by MTT for its records.

MTT will ensure all tutors provide evidence of their teaching qualification, such as certificates, copies may be taken and held by MTT for its records.

MTT may approach previous employers and /or clients to obtain references for potential new staff and associates.

MTT will ensure all staff / tutors provide original certificates and photo ID upon visiting school facilities or other 3rd party facilities where requested.

12.0 Training

MTT shall ensure all staff are provided with the appropriate training to ensure the safety of students in their care.

MTT shall maintain a record of any training provided for each member of staff/ associate. Staff/ associates will be provided with copies of each policy or process.

New staff will be provided with appropriate training prior to attending a student's house or attending a MTT Class or activity. All staff will receive regular updates, as required or to meet any changes in policy or legislation.

Mock Transfer Tests

13.0 Staff Behaviour and Conduct

MTT staff and associates are expected to behave in a professional and appropriate manner. Each member of staff / associate is provided with these guidelines and issued new copies annually or when any amendments are made. MTT staff / associates should:

- a) Treat all pupils with respect and listen to their needs.
- b) Try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in a One2One lesson, it is good practice to ensure that others are within earshot.
- c) Where possible, a gap or barrier should be maintained between teacher and child at all times.
- d) Any physical contact should be the minimum required for care, instruction, or restraint.
- e) Avoid taking pupils in his/her own in a car.
- f) Avoid using washrooms at the same time as students.
- g) Avoid the use of mobile phones, unless in the context of the lesson, e.g., check definition of words, support subject knowledge. It is accepted there may be exceptions in the case of emergencies.
- h) Refrain from taking photographs or videos during any lessons, sessions, or events, unless MTT have written consent from parents.

13.1 Communication with students

MTT aims to maintain communication with parents / guardians through the primary use of email.

MTT has a legal obligation to comply with the Data Protection Act. MTT is required to put in place and maintain a Data Protection Policy.

Therefore, MTT are mindful that communication needs to be carefully managed. MTT staff / associates should:

- a) Not give their personal mobile phone numbers or email addresses to students, nor shall they communicate with them by text or personal email.
- b) Only communicate via email using the email address provided by the parent /guardian.
- c) Should only provide links to approved and appropriate websites via parents.

13.2 Physical contact with students

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, always use their professional judgement.

Staff should not have unnecessary physical contact with students and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers. A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the student's file.

Mock Transfer Tests

13.3 Physical restraint

Any physical restraint is only permissible when a student is in imminent danger of inflicting an injury on themselves or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL who will decide what to do next. Parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

13.4 Physical Education (Sports Awareness Events)

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with students and, wherever possible, contact should be avoided. It is acknowledged that some staff / associates, for example, those who conduct Mock Sports Tests, on occasions, have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the students' agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff/associate should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

14.0 Records

MTT shall retain records of any safeguarding incidents and all concerns, decisions, and reasons for those decisions in writing. These records shall be kept secure by the DSL together with records of student details. Records shall be kept for a period of 6 months after the last MTT sessions the student attended.

15.0 Confidentiality

MTT understands the importance of confidentiality and its staff and associates will guarantee absolute confidentiality to students, and /or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing student or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

Mock Transfer Tests

Appendix 1 - Types of Abuse and Neglect.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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 student.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a student.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another, serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Mock Transfer Tests

Appendix 2 – References

Working Together to Safeguard Children	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Children.pdf
Keeping children safe in Education 2016	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping children safe in education guidance from 5 September 2016.pdf
What to do if you are worried a child is being abused	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf
Disqualification by Association	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual stat-guidance Feb 15 3 .pdf
Information Sharing Advice	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information sharing advice safeguarding practitioners.pdf
Mandatory Reporting of FGM	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf
CEOP	www.ceop.police.co.uk www.thinkuknow.co.uk www.net-aware.org.uk www.saferinternet.org.uk
Channel Duty Guidance	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel Duty Guidance April 2015.pdf
Radicalisation and Social Media	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How social media is used to encourage travel to Syria and Iraq.pdf
Promoting the Fundamental British Values	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC Guidance Maintained Schools.pdf
The Prevent Duty	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
National Tutoring Programme	
Best Tutoring Practice	https://nationaltutoring.org.uk/resources/best-tutoring-practice-for-schools
Supporting online tuition at home	https://nationaltutoring.org.uk/resources/supporting-online-tuition-at-home

Appendix 3 – Safeguarding Record Sheet

Student's name:	Male / Female [] []	Date of birth:
Parent's name:	Mobile No:	
Home address:	Email Address:	
Details of the concern being raised	Date file opened:	
Venue & Location of concern:	Date:	Time:
Person completing the forms account of the concern: (what was said, observed, reported and by whom)		
Additional information:		
Initial response provided: (what was done, said, actions taken)		
Where other professionals / Agencies contacted? Yes [] No [] Pending []		
Organisation: Address:	Name: Email: Mobile:	
Person completing form:	Signature:	
Position held:	Date:	Time:
Action and response of DSL:		
Feedback given to member of staff reporting concern:	Information shared with other staff:	
Name:	Date / Time	

Mock Transfer Tests

Appendix 4 - Childcare Disqualification Regulations Declaration Form

School			
<p>The Department for Education (DfE) has issued a number of recent updates to its Statutory Guidance "Keeping Children Safe in Education". https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006</p> <p>These updates require organisations that provide care for pupils under the age of 8, to ensure that staff working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. Reference: http://www.legislation.gov.uk/uksi/2009/1547/schedule/3/made</p> <p>A person may be disqualified through:</p> <ol style="list-style-type: none"> 1. having certain orders or other restrictions placed upon them. 2. having committed certain offences 3. living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association) <p>You are required therefore to sign the declaration below confirming that you are not disqualified under those Regulations. You are not required to provide details regarding any protected cautions or protected convictions. If you fail to complete and return the form, this will be regarded as a disciplinary matter, which may result in dismissal.</p> <p>A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from Ofsted. Reference: http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcare-providers</p>			
Name	Post		
Please circle one option for every question			
Section 1 – Orders or other restrictions			
Have any orders or other determinations related to childcare been made in respect of you?			YES / NO
Have any orders or other determinations related to childcare been made in respect of a child in your care?			YES / NO
Have any orders or other determinations been made which prevents you from being registered in relation to childcare, children's homes or fostering?			YES / NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations? These are summarised in the following document: www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006			YES / NO
Are you barred from working with Children (Disclosure and Barring Service (DBS))?			YES / NO
Are you prohibited from Teaching?			YES / NO

Mock Transfer Tests

Section 2 – Specified and Statutory Offences			
Have you ever been cautioned, reprimanded, given a warning for or convicted of:			
Any offence against or involving a child? (A child is a person under the age of 18)?			YES / NO
Any violent* or sexual offence against an adult? * a violent offence in this context is murder, manslaughter, kidnapping, false imprisonment, ABH or GBH			YES / NO
• Any offence under the Sexual Offences Act?			YES / NO
Any other relevant offence? A summary of relevant offences is available from the following link www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006			YES / NO
Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?			YES / NO
Section 3 – Disqualification by association			
To the best of your knowledge, is anyone in your household* disqualified from working with children under the Regulations? *household – includes family, lodgers, house-sharers, household employees This means does anyone in your household have an Order or Restriction against them as set out in Section 1 or do they have an <i>unspent</i> conviction, namely a caution, reprimand, warning or conviction for any offence in Section 2. Guidance on whether a conviction is spent can be found here www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974 .			YES / NO
Section 4 – Provision of Information			
If you have answered YES to any of the questions above you should provide details below in respect of yourself, or where relevant the member of your household. You may supply this information separately if you so wish, but you must do so without delay.			
Details of the order, restriction, conviction, caution etc.			
The date(s) of these			
The relevant court(s) or body(ies)			
You should also provide a copy of the relevant order, caution, conviction etc.			
Section 5 – Declaration			
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:			
• I understand my responsibilities to safeguard children.			
• I understand that a copy of this form will be retained on my personal file.			
• I understand that I must notify my Headteacher immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in respect of me or unspent convictions of the same for a member of my household that would render me disqualified from working with children.			
• I understand that I must notify the Headteacher immediately if there are any changes or additions to the information, I have supplied on the form that may occur in future.			
Signed			
Print Name		Date	

Mock Transfer Tests

Appendix 5 – One to One - Tutor Assignment Sheet

Tutor Assignment Sheet – One2One

Mock Transfer Tests administration shall complete the details below where an Associate Tutor is being assigned to a new student. This text must then be cut/paste into an email to the parents.

Parents shall confirm receipt and acceptance of the terms set out below and this shall be printed off and attached to the students file for reference.

Dear [parents name]

Please take this email as an introduction to [tutors name]

[tutors name] will contact you to make arrangements (day/time) as well as any specific concerns or areas you wish them to focus on.

Tutors will follow a structured programme, but as qualified teachers are able to assess each child's needs and amend the programme accordingly. Tutors will liaise with parents to agree the best approach going forward.

Tutor:	
Mobile:	
Email:	
Parents full name:	
Mobile:	
Email:	
Address:	
Parking:	
Childs full name:	
Date of Birth:	
School:	
School Year:	
Service provision:	The provision of One 2 One tutoring services
Venue:	
Day / Time:	
Duration:	
Cost:	The cost of this session shall be £. (additional time will be charged pro-rata)
	Tutors are associates and contracted for the time agreed above. Tutors will respond to emails where it is reasonable, however if it is deemed over and above the expected service,

Mock Transfer Tests

	additional time will be charged on a pro-rata basis
Safeguarding:	To comply with our Safeguarding Policy, we would ask that tutors are not left alone in the house with students and that a responsible adult shall be in the above address for the duration of each session.
Support Materials:	Session worksheets are covered in the cost of the session; however, workbooks and other materials / services are charged at an additional cost.
Cancellations:	As set out in our Terms and Conditions (see website or request a copy) Unless reasonable notice is given and acknowledged, missed classes may be charged
Payment:	TBC
Signature:	Tutors shall request parents to sign their attendance sheets at the end of each session.
Terms & Conditions	This service is covered by our terms and conditions. Please see our website or request a full set of terms and conditions if required.
Notes:	Parents to discuss any specific areas they wish the tutor to be aware of, or where the student may require extra support.

Mock Transfer Tests

Appendix 6 – Online / Internet Classes – Assignment Sheet

Tutor Assignment Sheet - Online

Mock Transfer Tests administration shall complete the details below where an Associate Tutor is being assigned to a new student. This text must then be cut/paste into an email to the parents.

Parents shall confirm receipt and acceptance of the terms set out below and this shall be printed off and attached to the students file for reference.

Dear [insert parents name]

Please take this email as an introduction to [insert tutors name]

[insert tutors name] will contact you to make arrangements (day/time) as well as any specific concerns or areas you wish them to focus on.

Tutors will follow a structured programme, but as qualified teachers are able to assess each child's needs and amend the programme accordingly. Tutors will liaise with parents to agree the best approach going forward.

Tutor:	
Mobile:	
Email:	
Parents full name:	
Mobile:	
Email:	
Address:	
Parking:	
Childs full name:	
Date of Birth:	
School:	
School Year:	
Service provision:	The provision of One 2 One Online tutoring services
Venue:	Students should be provided with an internet ready device and a quiet space, away from day-to-day distractions if possible.
Day / Time:	TBC
Duration:	TBC
Cost:	The cost of this session shall be £ . (additional time will be charged pro-rata)
	Tutors are associates and contracted for the time agreed above. Tutors will respond to emails where it is reasonable, however if it is deemed over and above the expected service,

Mock Transfer Tests

	additional time will be charged on a pro-rata basis
Safeguarding:	To comply with our Safeguarding Policy, we would ask that tutors are not left online alone with students and that a responsible adult shall be in within the vicinity of the online device / student for the duration of each session.
Contact details	For the purposes of accessing Online classes, tutors shall only use parents contact details, email address and mobile phone number. MTT request that parents <u>do not</u> provide tutors with student's personal contact details.
IT Support	Please could parents be available to assist students to gain access to the Online classes.
Internet Access	Students require a laptop, tablet or PC connected to the internet. Student should keep their camera turned on so that the tutor can interact fully with the student. To respect confidentiality, parents should ensure the background is suitable to be shared online. MTT and its tutors will issue class invitations or access codes for students to join the class. Should students be unable to access the class or have internet issues, parents should contact the tutor using the above contract details. It is at the tutor's discretion if the session shall be extended for any lost time.
Applications	MTT and its tutors shall use video conferencing applications for the purposes of hosting the class, supported by additional applications for the provision of classwork. Currently ZOOM and Google Classroom are being used. (Alternative solutions maybe considered going forward). Parents may be required to open accounts for such applications. Tutors will offer basic support in the use of these applications relating to their use in the class. They are not able to offer details support. If parents require further assistance, they should contact MTT.
Support Materials:	Session worksheets are covered in the cost of the session; however, workbooks and other materials / services are charged at an additional cost.
Cancellations:	As set out in our Terms and Conditions (see website or request a copy)
Payment:	TBC
Signature:	Where tutors are not able to collect a signature, a register will be maintained of the classes attended.
Terms & Conditions	This service is covered by our terms and conditions. Please see our website or request a full set of terms and conditions if required
Notes:	TBC

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