



BETTER SAFE THAN SORRY GUIDELINES

**A general guide to safeguarding and safe working
for Fresh Start in Education's Education Specialists and NTP Tutors**

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DEFINITIONS

The following definitions will be used throughout this document:

- Fresh Start in Education Ltd will be referred to as 'the Company'
- The term 'staff' will be used to cover all Company employees, contractors and workers
- The term 'student' will be used to cover any learner placed with the Company
- The term 'Education Specialist' and or 'Work Place Mentor' will be used to cover staff working with students in an Education and Intervention Placement or staff accompanying students during an Accompanied Work Placement
- The term 'Clients' refers to any local authority, school, parent or body that commissions the services of the Company to work with a student or students
- 'NTP' stands for the Government's National Tutoring Programme
- The term 'NTP Tutor' will be used to refer to staff working within NTP placements
- ProNet or ES Portal is the name of the Company's Online Management Information System.

Please note:

Throughout this policy where the procedure for an Education Specialist (ES) and an NTP Tutor (NTPT) is the same the term ES will be used. Where the procedure differs for NTPT, the policy will reflect the difference. In the same way, the term Education Coordinator (EC) will be used where the procedure is the same for ESs and NTPTs, and the term NTP Administrator will be used when the procedures differ and relate only to NTP.

1. INTRODUCTION

These general guidelines have been written as a reference to basic policies and procedures to support safe working within the Company and should be read in conjunction with the following:

- **Safeguarding** Policy
- **Equality and Diversity** Policy
- **Behaviour Support** Policy
- **Lone Working** Policy
- **Driving with Young People Policy and Procedure**
- **Prevent** Duty
- **e-Safety** Policy
- **Data Protection** Policy
- **Risk Assessment and Risk Management** Policy
- **Code of Conduct** for Education Specialists
- **Keeping Children Safe in Education for Schools and Colleges**, DfE
- **Your Local Safeguarding Children Board (LSCB)** Procedures

This policy should assist staff in monitoring their own standards and practice.

2. KNOW YOUR STUDENT

Before you work with a student you will, in most cases, be provided with a Pen Portrait (PP). This is a comprehensive report including any social, emotional, and behavioural difficulties that constitute a barrier to the student's learning and any other relevant challenges which may hinder the student's readiness to engage and learn.

For Education and Intervention Placements (EIP) and Accompanied Work Placement (AWP) provisions the Company usually conducts an Engagement and Education Assessment (EEA) for each student prior to the Provision commencing. The EEA contains a Risk Assessment and gives a thorough assessment

of the student, their needs, and recommended strategies to minimise risk. ES's will be given access to view information gathered from the EEA in the student PP. The PP for National Tutoring Programme (NTP) provisions comes directly from referral information from the referring school only. The PP includes the following details:

- Relevant information and or safeguarding concerns relating to the student's background, home, or family life
- Any behaviour(s) the student may exhibit, for example:
 - Angry outbursts – verbal and or physical
 - Tantrums
 - Behaviour(s) that could indicate gang affiliation
 - Age inappropriate behaviour
 - Sexualised behaviour
 - Violence toward adults, other students and/or animals
 - Absconding
 - Making false allegations
 - Behaviour(s) related to Child Sexual Exploitation (CSE) or Female Genital Mutilation (FGM)
 - Behaviour(s) related to trauma or Post Traumatic Stress Disorder (PTSD)
 - Radicalisation
- The student's interests; for example, what sort of music they like, favourite subjects at school, hobbies and aspirations
- The student's dislikes: for example, crowds, loud noisy environments, certain subjects at school, classroom situations etc. that may trigger inappropriate responses
- Any allergies or phobias the student may have, or if they are on any regular medication. For example, they may be afraid of water, confined spaces or anything that may trigger reminders of previous traumatic or harmful experiences.

A thorough reading of the PP and included Risk Assessment, and discussions with your Education Coordinator (EC) will help to prepare you for working with the student, planning how you will manage any associated behaviours, and avoid situations where negative, challenging behaviours might be triggered.

Where EIP or AWP provisions are 2:1 or 3:1 you will need to write a Positive Handling Plan (PHP) for your student within the first week, including the strategies previously discussed and agreed. This PHP is to be shared with all relevant parties via your EC, including the student, if deemed appropriate. Please refer to the Company's **Behaviour Support** policy for further details on this. A template of the PHP can be found in **Appendix 1** of the **Behaviour Support** policy, and via links on ProNet.

Where it is known that a student's general behaviour, temperament or character may pose a potential risk to the ES and or others, additional safeguarding measures may be necessary for the ES's wellbeing. This may involve, amongst other measures, the ES contacting the Company's Designated Safeguarding Lead (DSL) or their EC at agreed times throughout the working day.

It is important that you communicate any challenges you encounter with the student during your sessions, to your EC. We understand that working one on one with students whose needs are complex, may prove difficult at times. It is important that you give yourself the opportunity to regularly discuss your concerns with your EC, as this will help you establish a positive relationship with your student. The quality of this relationship has implications for you, both emotionally and professionally,

and for the student in terms of outcome and achievement. It is, therefore, important to us that you feel supported at all times whilst working with the Company - **communication from you is key to this.**

3. YOUR RESPONSIBILITIES AND PROCEDURES TO FOLLOW

3.1. For all Provision Types:

- Make sure your mobile phone is charged and, if relevant, that you have plenty of credit
- Carry the DSL and office contact details with you as well as your Company ID card proving who you are and that you are responsible for the student
- On arrival at a session use the Company Lone Working Web App to confirm that you have arrived.
- Follow the reporting procedures as outlined in the following videos on the Company website:
 - [EIP and AWP Provisions](#)
 - [NTP Provisions](#)
- At the end of each day after the session, complete the Daily Report on ProNet and record a summary of the session, together with any safeguarding concerns, any physical intervention and evidence of Learning
- Any accidents, injuries, safeguarding concerns or disclosures must be reported **immediately** to your EC by telephone as well as recorded on the Daily Report
- Adhere to the **Lone Working** Policy.

3.2. For EIP and AWP Provisions:

- Make sure you have sufficient cash and a Debit or Credit card for normal and emergency use
- When you collect the student, check on their health and mood with the parents/carers. They may have had a difficult night, a meeting, or a review the previous day, or contact with birth parents, that could have caused upset. Double check, that the activities you propose will 'work' and always have several fall-back alternatives if what you have planned to do during the session won't or doesn't work, to prevent the student becoming disengaged
- Let the parents/carers know where you are going, what you will be doing, and when you will be back.
- If you get delayed make sure that you inform your EC as soon as possible. Parents/carers are advised to contact the office if an ES fails to return with a student within half an hour of the agreed time and no contact has been made. In these situations, a safeguarding concern is triggered, and the safeguarding protocol followed. Please ensure that false alarms are avoided, as these cause unnecessary concern
- Make a mental or written note of what the student is wearing and what they look like - DON'T PHOTOGRAPH THEM. This is in case they run off or get lost whilst they are with you, and you need to report them missing

Complete Risk Assessments, Personal Learning Plan (PLP's) and PHP's (if applicable) at the beginning of each ½ term (6 weekly), and a PLP Review at the end of each ½ term

- Complete Weekly Plans before the beginning of each week (due 9am the Friday before), to include fall back options should the session need adapting or changing.
- Complete Daily Reports by 08:30am the day following each session, at the latest, even for cancelled sessions
- Email or call your EC to discuss any changes to the placement and or activity, providing adequate notice prior to any changes taking place

- Inform the parents/carers where you are going and time of return
- Make sure the parents/carers have the Fresh Start office telephone number, 0203 409 6410 option 2. Do not share your personal contact details with the student, parent/carer
- If delayed, let the office know!
- Report late arrivals on the Daily Report on ProNet, using the relevant code, as follows: L = Late: 15 to 30 mins. U = Late: over 30 mins.

3.3. For NTP Provisions only

- Complete Risk Assessments and PLP's at the beginning of each placement and a PLP Review at the end of each 15-week block. For students in groups of 2 or 3, Risk Assessments, PLPs and PLP Reviews should be completed for each student
- Complete Daily Reports by 08:30am the day following each session, at the latest, even for cancelled sessions
- Email or call the NTP team to discuss any changes to the session, providing adequate notice prior to any changes taking place
- Make sure the school has the NTP Team telephone number. Do not share your personal contact details with the student, parent/carer
- If delayed, let the office know!
- Report late arrivals on the Daily Report on ProNet, using the relevant code, as follows: L = Late: 15 to 30 mins. U = Late: over 30 mins.
- Adhere to the **Lone Working** Policy at all times.

4. TRANSPORTING OR 'OUT AND ABOUT' WITH A STUDENT

(Note this is not applicable to NTP Placements)

It is your responsibility to maintain public confidence in your ability to safeguard the welfare and best interest of your student. You must, therefore, adopt the highest standards of conduct at all times and in all situations.

4.1. General

- Always carry a charged mobile phone
- Make sure that the parents/carers know where you are going and when you intend to return
- Make sure that your EC and the office are all informed should you be delayed in returning the student home
- Always carry a basic First Aid kit for treating minor injuries; for example, minor cuts/scrapes, solely for occasions when an on-site First Aider is not present. Contact your EC BEFORE administering any first aid.

Please refer to **Section 7** of these guidelines for advice on how to proceed should the student in your care need First Aid.

- **Never give medication without written permission.** Please check the PP for any medication that needs to be taken regularly. This information must be included in any Risk Assessment. The student is to be offered any medication due at the specified time. Should the student not wish to take the medication willingly, do not engage in a dispute with them, but ensure you inform your EC that the student did not take their prescribed medication
- You should have a suitable fire extinguisher and warning triangle in your vehicle. It is required that you belong to a Recovery Service in case of vehicle breakdown. Should your vehicle break down, ensure you and your student(s) leave the vehicle if practical and retreat to a position of safety, particularly on a motorway, in case your vehicle is struck by another whilst stationary

- If a student goes missing whilst they are with you – DON'T PANIC. Keep calm and try to find them. Call the office if you can't find them immediately. The office will contact the student's parent/carer and then confirm whether it is necessary to call the Police.
- If a student runs away, again, DON'T PANIC. Don't run after them or shout at them but do follow them and make sure that they are safe. Try to defuse the situation, perhaps by suggesting a change of plan. Tell them that you will have to ask the office to call their parents/carers, and or the Police, as it is your responsibility to make sure that they are kept safe. You may only physically intervene (hold them to actively restrain their movement) if they are about to harm themselves or someone else. For example, where a student has no road sense, for their protection, you would 'hold' them to ensure they are not injured by traffic or cause an accident.

See the **Behaviour Support** Policy for further information. It may not be apparent why they ran off and they may not be able to explain it. Make sure you include the incident, however minor, in your Daily Report.

4.2. Public Transport

If you are travelling on public transport with a student, do not assume they have any knowledge or awareness of risk, or that they are even familiar with travelling by bus or train in a safe and orderly manner. You will have previously submitted a Risk Assessment. In this document, you will have had to reflect on the any possible hazards and should have already planned strategies to minimise risks. Your EC will review these Risk Assessments and will further advise you, if need be.

Be aware that other passengers may not have your tolerance levels for behaviour and language that the student may present. Plan accordingly. It is good practice to plan for activities to engage with the student whilst travelling, such as listening to their preferred music, wearing ear defenders to reduce noise and/or allowing for the student to take the lead during the journey. Most students like to show how skilful they can be at finding their whereabouts, so that they can go home with a good report to their parents/carers. Travelling is an excellent opportunity to help the student develop life skills, but please be aware that not all students are comfortable out and about. If this is a difficulty for your student, work towards it slowly, reducing any anxieties to a minimum.

4.3. Travelling by car

To ensure that we offer the highest standards of safety and to accommodate the specific needs of individual students, the Company has a clearance procedure for identifying ESs who may use their own vehicle to transport students.

Before you may use your own transport, you must check with your EC to ensure that we have cleared you for this task. We will require copies of the following documents and annual renewals of them to issue such clearance:

- Completed Driving Declaration
- Current Driving Licence and a Licence Check Code with details of any convictions or endorsements
- Current MOT certificate for the vehicle if more than three years' old, or a copy of the registration documentation if under three years' old
- Copy of current insurance showing business use, or identifying on the cover note or certificate, that you will use the vehicle in connection with your own, or your employer's business
- Current Breakdown cover membership.

You must ensure your motor insurers know that you are an ES and that your insurance cover extends to transporting a student for the job that you do.

Ensure that your vehicle is regularly serviced in accordance with the manufacturer's instructions and that daily checks are made of tyre pressures, engine fluids and fuel. The vehicle should be clean and tidy and not contain anything that could be thrown, used as a weapon, or create a danger for anyone inside or outside the vehicle.

It is generally best to transport the student in the back of the car in the seat behind the passenger seat, diagonally behind you. Seatbelts must be worn; this is not negotiable. Child locks on the back doors should be operating and window locks if fitted, should be on, so that the windows can be controlled or overridden by you. Child seats should only be used if appropriate for the student's age and safety and must be to British or EU Standard Approval.

Older students may well refuse to travel in the back of the car, and it is your call as the driver, considering any risks that the student may pose, as to what the seating arrangements are. The seating arrangements, if different from that advised in these guidelines, will need to be reflected on the Risk Assessment. Under no circumstances may a student ever drive or assist with driving or operating your vehicle. If they interfere in any way, you must stop the vehicle and make it clear that this is not acceptable.

You should always be prepared to stop safely if the student starts to behave aggressively or inappropriately. Never turn round whilst driving to deal with an issue or allow yourself to become distracted by a student sitting beside you. Stop at the earliest safe opportunity and speak with them.

If you have to stop, make it clear that the journey cannot continue until the student stops misbehaving. Stay calm and try to defuse the situation or introduce a distraction of some kind; for example, try teaching them a song or a funny poem. Play something they know, via your audio system; even if it isn't to your taste, it may make the journey easier. It may be a good idea to break or terminate the journey and implement an alternative plan. All potential hazards and the strategies you put in place to minimise any potential risk, will be reflected in the Risk Assessment you have completed before the session.

When you arrive at your destination, let them out of the car safely, do not just let them leap out.

Never leave a student unattended in a car and always take them with you. It is also not appropriate to work with a student in the car.

Please see **Driving with Young People Policy and Procedure** for further information.

5. LONE WORKING WITH YOUR STUDENT

The Company has a responsibility to ensure the health, safety and welfare of the student and staff, but staff also have a duty to take reasonable care for themselves and others.

This is not about raising anxiety levels, but about recognising potential dangers and taking positive steps to reduce risk for yourself and for students in your care.

5.1. Working in Partnership with parents/carers (EIP and AWP provisions)

- When working at the student's home, always ensure that there is a responsible adult at home while the provision is taking place. This does not include the supporting or lead Education Specialist in 2:1 and 3:1 placement, or any other member of staff of the Company. The responsible adult must be a family member/carer or someone appointed by the parent/carer.
- You should **never be in the home alone** with a student, even if you have another Education Specialist or FSIE staff member with you. If for any reason the responsible adult (see point above) should need to leave the home, the student must go with them. You must then leave the house and wait for their return
- Show respect for parents/carers/families as equal partners in the relationship
- Do not assume that all students or parents/carers are literate or speak English. Where necessary translation services will be provided
- Be aware of social, cultural and religious differences
- If a parent/carer seeks to establish social contact with you, it is important that you keep only a professional relationship with any parents/carers you have met through your engagement with the student and their family. **See Point 5.5**
- You may, as part of your professional role, be required to support a parent or carer. If that person comes to depend upon you or seeks support outside of your professional role, this should be immediately discussed with your EC, who will seek further advice.

5.2. Safeguarding (All Provision Types)

- If when working in the home, the student leaves the house abruptly, assess the situation and then immediately alert your EC and the parents/carers. Ask your EC, or any member of the Education Team, what steps they would like you to follow
- Communication with the student should strictly take place within professional boundaries, this excludes texting, emails, social media and blogs etc. **See Point 5.5.**
- **Do not share any of your personal information** with a student, parent/carer or any other professional working with the student under any circumstances
- If another professional working with the student and/or their family asks for you details, please ask them to contact your EC
- Do not respond to personal information the student gives unless appropriate to your professional role. However, such information should be reported, as it may form part of a bigger picture that you are unaware of
- Be aware that inappropriate friendships, gifts or actions, and or relationships can easily be misconstrued as you grooming either the student or others.

It is illegal to engage in sexual activity with a student aged 18 years or below, or to incite the student to watch or engage in sexual activity. This is a criminal offence under the Sexual Offence Act 2003 and can lead to imprisonment.

Any sexual activity of any kind, including incitement, with any student, of any age is considered by the Company to be completely unacceptable behaviour and will lead to summary termination of contract irrespective of any prosecution.

5.3. Health and Safety

- Keep the door to the room that you are in open. This has two purposes: 1) it ensures that the student feels safe and not imprisoned, and 2) that you minimise the risk of any allegation that could be made against you

- Ensure that your mobile phone is operational and fully charged before the session
- If attending the student's home (EIP and AWP provisions only), demonstrate normal courtesy and wait to be invited in
- Do not use or visit bedrooms for any reason, unless accompanied by the parents/carers, otherwise keep in communal areas of the house at all times
- Dress modestly and appropriately for working with students. ES's are expected to maintain an appropriate standard of dress, appearance, and hygiene to ensure that the Company's professional image and reputation are maintained. Dress in a way that is appropriate and suited to the location of your session and the activity you are involved in
- Use common sense, trust your instincts and if a situation feels threatening, leave, saying for example, that you are going back to get something from your car or to make a personal telephone call
- If you get delayed make sure that you inform your EC (or a member of the Education Team), or your NTP Administrator, (or the NTP team for NTP placements), as soon as possible.
- Parents/carers are advised to contact the office if an ES fails to return with a student within half an hour of the agreed time and no contact has been made. In these situations, a safeguarding concern is triggered, and the safeguarding protocol followed. Please ensure that false alarms are avoided as they cause unnecessary concern
- If you are out with a student and meet a relative or friend of a student, be polite but never divulge any information about the student or yourself. Report the meeting in your Daily Report
- Personal hygiene is important since you are working 1:1 and in close quarters, so be aware of your body and breath odour. Be aware that some students are sensitive to the smell of tobacco, coffee, perfume, and aftershave
- Maintain appropriate professional boundaries, at all times, with students and their parents/carers and avoid behaviour that could be misinterpreted.

You should be aware that your behaviour, either in or out of the workplace, could compromise your position within the work setting in relation to the protection of students, loss of trust and confidence, or bringing the Company into disrepute.

5.4. Personal Boundaries

- If the student seeks comfort or a hug, do not do anything that can be misinterpreted or could be considered inappropriate. Be sympathetic and caring about their situation, but it is wise to avoid physical contact.
- Never introduce a student to any friend or family member of yours that you meet, just tell them you are at work and will contact them later
- Be aware of the risk of a student of either gender becoming infatuated with you. Respond sensitively and appropriately to maintain your and their dignity and safety. Be aware also of how your words and actions may be misinterpreted. Discuss any concerns as soon as possible with your EC.
- Consider your body language and ensure that you don't use any sudden, or what could be misinterpreted as threatening gestures, or gestures or expressions that could seem sexually provocative. Remember, all that is known of the student's past is what they have disclosed or has been observed by others. Even the student may not consciously remember what they may have experienced or seen, so try and avoid behaving in a way that could lead to any misunderstandings.

5.5. Communication with a student

All communication with a student should be 'face to face', via the Company's Online Tutoring Portal, or via the Education or NTP Team at the Company office. Make sure the student has the Company office telephone number listed on their phone: 0203 196 7226, therefore, should you get separated from the student whilst 'out and about', the student can call 0203 196 7226 and we will transfer their call to your mobile.

Under no circumstances should you give your mobile number to any student, and only to a parent/carer if authorised by your EC. For safeguarding reasons, you must make sure that any communication is made through the Company office. Should a student abscond, and they don't want to call you, they have a 'neutral' number to call and speak to an EC. This way, we can ascertain a student's whereabouts and seek assistance. Parents/carers can also call us and we will transfer calls to you if appropriate.

Email contact should also be via the Company using studentline@freshstartedu.co.uk through your EC. If you ask a student to do some extension work (homework) between sessions and you want it emailed to you, they can send it to this email address, and we will forward it to you.

As a general rule, please ensure that you do not take any personal calls while you are with a student, but particularly those that might require you giving your personal details; phone number, address or credit/debit card details etc. These could be recorded by a student without your knowledge, and may lead to unfortunate consequences for you.

Do not connect with a student or parent/carer on social media.

If you want to send a 'Goodwill Card' to a student, please check the wording with your EC first and send via the office.

You may wish to give your student a small gift at the end of a placement, or to celebrate a birthday. This **MUST be done in liaison with your EC** before the gift is purchased, so all parties involved with the student are aware and it is done with agreement. We need to ensure that the giving of a gift is not interpreted as 'grooming'.

6. BASIC NEEDS: FOOD AND DRINK

Please make certain you, as well as the student, stay hydrated and eat properly. This will help maintain blood sugar levels, keeping you both alert.

When working with students with eating disorders, it is important that your eating habits set a good example for healthy eating. This should involve:

- Making sure you have breakfast before the morning session starts, unless having breakfast together is part of the PLP
- Eating healthy meals, preferably homemade with the student, as part of the session
- Eating fruit and vegetables at snack times
- Taking lunch breaks with the student so they are supervised at meal times
- Avoiding fast food restaurants if possible.

You are an important role model to the student in your care. Everything you do, say, eat and drink will be taken notice of by them.

7. FIRST AID

First Aid is the immediate care given to a student who has been injured, or who has become ill prior to the arrival of qualified medical assistance. The information provided in this section gives some guidance on common First Aid situations. However, it is not a replacement for doing a First Aid Training Course. You may already be a qualified First Aider and if so, make sure you notify your EC. St John's Ambulance, British Red Cross, NHS Ambulance Service and St Andrew's First Aid all provide a selection of First Aid courses. The Company encourages you to consider further training, should you find yourself regularly working outside school premises. The Company provides access to the TES Develop course – First Aid Essentials.

The student's PP will specify whether First Aid treatment can be administered, if necessary. If consent has not been given, then your responsibility is solely as follows:

1. Assess the severity of the situation and either call 999 for an ambulance, or 111 for NHS medical assistance
2. If in a school contact the on site First Aider
3. Call your EC to inform them of the incident. They may call the parents/carers who may provide the student with some advice or reassurance themselves
4. In discussion with your EC a decision will be made as to whether the session should be terminated
5. You must stay with the student at all times, until a parent/carer arrives to take care of the student.

The Company requires, that you report any First Aid treatment administered, and any injury to yourself or your student to your EC, and in your Daily Report. Your EC will then send the Student Accident and Injury Report Form to you for completion – please see **Appendix 1**. It is the Company's responsibility to inform the parents/carers, the Commissioning Body and the Health and Safety Executive under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013), if needed. However, when treating a minor injury, it is expected that you communicate this verbally to the parents/carers when returning the student home and record the incident in your Daily Report.

8. TOILET BREAKS

You and your student need to be comfortable to communicate with each other as and when either one of you needs to use the toilet. This reduces the risk of 'accidents' and reduces pressure on the session, so that concentration is interrupted as little as possible. Breaks for access to toilets should always be granted and embedded into session plans. Students should be made aware in advance of when these breaks will take place. Students with known medical conditions, or temporary medical difficulties, should be encouraged to use the toilet whenever necessary. This should be agreed between you, your EC and the student, or parent/carer.

8.1. Out and About

(EIP and AWP Provisions only)

When out in the community, on an enrichment activity or a visit to the local amenities, there will be occasions when you and or the student will need to use public toilet facilities. Wherever possible, use large and well-maintained public toilets; for example, in a shopping centre or similar location, preferably avoiding local park toilets and similar.

Please ensure the following common-sense procedures are followed:

- You must first check the chosen toilet is clean and free from any potential risks
- Make sure you stand outside the toilet facilities, while the student uses them
- Suggest the student uses a cubicle rather than the urinals (for boys)
- After a few minutes, check how the student is doing by asking if everything is OK. If the student takes longer than expected and they are not responding to you, tell them you are coming into the toilet facilities (not the cubicle) to assess the situation and then do so
- If a student has soiled themselves, move them to an area which is discreet and where you will not be overheard or unnecessarily observed. The student has the right to dignity and privacy. It is the parents/carers responsibility to provide the student with suitable underwear and or incontinence pants if they are potentially at risk, however, it is advised that you carry alcohol- and fragrance-free wet wipes if you feel the student is at risk of soiling/wetting. They should be appropriately covered while cleaning themselves, the door closed or screens, curtains or a coat put in place for privacy. Use a suitable bag for disposal of soiled underwear, wipes, etc. If in doubt about whether this type of incident may affect the student, please refer to the PP and discuss with your EC
- When you take the student home, inform the parents/carers of any soiling and wetting; this must also be recorded in the Daily Report.

If you, personally, need to use the toilet during a session, please follow this common-sense procedure:

- Find the nearest toilet
- Do not leave the student outside alone even if there is little risk of the student absconding. The student (if of the same sex as yourself) will have to enter the facilities with you until you have used the toilet. Suggest they use the toilet too. Explain it is safer for them to wait inside than standing outside the public toilet facilities
- Always be honest with the student. If they won't use the facilities themselves, encourage them to stay nearby until you have used the toilet. They can always talk to you through the door if they are worried
- If both you and the student need to use the toilet at the same time, make sure you both use separate cubicles.

Procedures for students using the toilet facilities on school premises must be thoroughly reviewed with the designated teacher or first contact, prior to the session taking place. You may need to ask a member of the school staff to oversee the student(s) while you go and use the toilet.

9. DISCLOSURES

If a student discloses sensitive information about themselves or a third party to you, be very careful how you immediately react. Listen, do not question, and reassure them. As soon as you can, write down exactly what they said, but not in their presence.

Tell the student, that you know someone else in the Company (the DSL) who knows more about this sort of thing than you do and that you will need to make them aware of this information to make sure that the student, or the third party is kept safe. No matter how unpleasant or improbable you may think what they have told you is, they may well have experienced or seen it, or been told about it by another person. It will need to be taken further and must not be kept to yourself.

Remember, you may be the only person that the student has felt they can trust with this information. Should you mishandle it or fail to pass it on to the student, or another may suffer harm as a result.

NEVER agree to keep a secret and do not make any guarantees of what will or won't happen. Reassure them that they or the third party will be kept safe, as, in the Company, keeping children safe is everyone's prime concern. Please refer to the **Safeguarding** Policy for more detailed information.

Do not discuss a disclosure with anyone except the DSL, or your EC. Do not discuss or mention it to the student's parent/carer until authorised to do so by the Company or Police.

10. COMMUNICATION

Anything that concerns you, or you feel may be a matter of concern to someone else responsible for the care of the student, must be communicated **on the same day** that you discover it. In the first instance, you or your EC should inform the DSL by phone. Normally your EC or DSL will contact the student's Client directly. Keep a written record of any conversations and log them via ProNet on your Daily Report under 'Safeguarding Concerns'.

Please refer to **Appendix 1 of the Safeguarding** Policy for more guidance on, how to raise a concern.

11. BEHAVIOUR SUPPORT

Always treat a student with respect and dignity even when challenging. Never be degrading, never use sarcasm or make demeaning comments.

Many students that you are likely to work with have previously been given little approval or credit for achievements, or recognition for completing a task. Positive feedback is essential for personal growth, self-esteem, and resilience, particularly in the early years. Without it, it is difficult to grow up with a sense of self-worth or develop a proper sense of identity.

The benefits of giving approval at a basic level, when appropriate, should not be underestimated. Some ways of doing this are:

- Recognising that something has been attempted or achieved, and acknowledging it; for example, 'well done'
- Saying 'thank you' for doing what was asked
- Saying 'thank you' for any small courtesies, given voluntarily
- Giving encouragement in the form of feedback during a task, as well as immediately after
- Positive facial expressions, a nod or a smile
- Gestures, which may include physical contact; for example, resting a hand briefly on an arm or shoulder, but it is important to avoid actions which could be misinterpreted.

The rewards mentioned above tend to work effectively where you have developed a trusting relationship with a student. With severely traumatised students, there may well be a need to provide more tangible reward incentives and reinforcement for an initial period to build and develop a trusting rapport.

It is essential that these improvements can be measured; for example, when attempting to change a habit of swearing indiscriminately, it is better to set clearly defined targets such as:

"If you can get through all of this morning's activity without swearing, you can..."

Rather than,

"If you learn to behave yourself you can..."

You are responsible for developing, monitoring, and reviewing your student's PHP, a template is provided in **Appendix 1** of the **Behaviour Support** Policy and via ProNet links. This document is to be completed during the first week of engagement and should specify what strategies will be used to prevent any crisis, including what type of rewards will be used and for how long – if applicable.

It is important to remember that the Company's aim is to help students re-engage with education, and return them to a suitable educational setting. Building strong and trusting relationships is key to any student's success. The social and emotional difficulties that our students have rarely present in isolation, so it is quite common that they are combined with cognitive difficulties and or medical needs. Helping students to develop positive behavioural skills will enable them to be ready to learn, which is fundamental to our work. It is, therefore, important that the student's anxiety levels are kept as low as possible.

Please refer to the **Behaviour Support** Policy for more information on Positive Reinforcement and Sanctions.

12. GIFTS

Do not accept bribes or gifts or give gifts, unless they are an acceptable reward for achievement or part of the student's PHP, which will have been previously discussed and agreed with your EC and the parents/carers. Please see **Point 5.5**.

13. FAVOURITISM

If on an NTP Placement, it is likely that you will have more than one student in your care, so be careful not to show favouritism. When out or involved in an activity, should you meet an ex-student or a friend, remember, be careful not to exclude or ignore the student for whom you are currently responsible.

14. DUTY OF CARE

- You have a Duty of Care and are accountable for the way in which you exercise authority, manage risk, use resources, and protect students from discrimination and avoidable harm
- You are expected to be caring, fair and committed to the best interest of the students entrusted to your care and should seek to motivate, inspire and celebrate their efforts and successes
- You will acknowledge and respect the uniqueness, individuality and specific needs of your students and will promote their holistic development to the best of your ability
- You are required to commit to equality and inclusion, and to respect and accommodate diversity, including those differences arising from gender, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity and socio/economic status.

Therefore, you must:

- Understand the responsibilities, which are part of your Contract with the Company, and be aware that sanctions will be applied if these provisions are breached
- Always act, and be seen to act, in the student's best interest
- Take responsibility for your own actions and behaviour, avoiding any conduct which could lead any reasonable person to question your motivation and actions
- Be aware that breaches of the law and professional guidelines could result in disciplinary action being taken against you, criminal action and or other proceedings including barring by

the Disclosure and Barring Service (DBS) from working in regulated activity, and for acts of serious misconduct, prohibition from teaching.

15. CONFIDENTIALITY

- You may have access to confidential information about students and their families. You must respect the privacy of others and the confidentiality of information gained in the course of your professional practice, unless a legal imperative requires disclosure or there is a legitimate concern for the wellbeing of an individual
- You may not share information relating to a student with those who don't need to know. If you are unsure who this applies to, speak to your EC – NTP tutors, contact a member of the NTP team - about what you may or may not share and with whom
- Information must never be used to intimidate, humiliate, or embarrass a student
- Confidential information should never be used casually in conversation or shared with any person other than on a need-to-know basis
- If a student or their parents/carers make a disclosure regarding abuse or neglect, you must follow Company procedures. You should not promise confidentiality to the student or parents/carers but provide reassurance that the information will be treated sensitively.

16. COVID-19

Dependent on the government guidance at the time, there may be lockdown rules that you will need to be aware of and adhere to whilst in session with your student. You may also need to be mindful of the rules and advice around social distancing and complete a COVID-19 Risk Assessment prior to conducting a face-to-face session.

At the time of review, the following needs to be considered:

- Follow government advice around social distancing wherever possible
- Have hand sanitiser readily available for you and your student
- Wear a mask where social distancing isn't possible; for example, in the car
- Remain at a safe distance (two meters) from your student, where it is safe and practical to do so
- Practice and 'role model' good hygiene
- Avoid sharing the same equipment (such as a pen or pencil), where it is practical to do so.

You will be informed when there are changes to regulations and the impact (if any) on provision requirements, and this policy will be updated accordingly.

Created: September 2012
Reviewed: July 2021
Review date: July 2022

STUDENT ACCIDENT & INJURY REPORT FORM			
1. About the student who had the accident			
Name:	Age:		
Date of Birth:	Year Group:		
2. About you, the person filling the form			
Name:			
Address:		Postcode:	
Role:			
3. About the accident			
Date:	Time:	Location:	
Explain how the incident happened. Give the cause if you can:			
Your signature:		Date:	
4. Parents/carers			
Have the parents/carers been informed?	Time:	Date:	Method:
YES/NO			
5. For Office use only			
Has the Commissioning Body been informed?		How was it reported?	
YES/NO			
Comments about their response:			
Does the accident/incident need to be reported to the HSE under RIDDOR? <i>If YES, send copy of the form to the Health and Safety Officer.</i>			