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# Ideal Centre for Tuition

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Company Policy and  
Procedure

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## 1. Goals, Aims and Objectives

Ideal Centre for Tuition is a children's education centre situated in Hull, UK. Ideal Centre for tuition believes that each child is entitled to; dignity and respect, privacy, informed decision making, safety and security, understanding potential and equality and diversity. Ideal Centre for Tuition ensures children are cared for in a safe and fun learning environment, providing development and confidence building, catered to each individual. Our tuition centre aims to provide a safe, welcoming, stimulating, and focused learning environment from Key Stage 1 up to A-Level students. Ideal Centre for Tuition encourages children to challenge themselves, to ensure that all children achieve their full potential. We provide one to one, as well as small group sessions. Each child has their own lesson plan, created to suit their individual needs and personal growth and development. This means each child learns at their own pace, creating a comfortable environment and ensuring they are not being held back or overwhelmed. Our tuition centre like our students to use pen and paper, and these mirrors the exams they will later undertake. Ideal Centre for Tuition only believes in positive reinforcement and ensure staff are using positive language to support the children and boost their confidence.

Ideal Centre for Tuition has a manager who is responsible for the hiring, training, and support of part-time staff who deliver support, care, and a fun learning environment for the children. Staff members will undergo a thorough vetting process to ensure safe recruitment standards, as explained in our Company Recruitment Policy. Staff members from Ideal Centre of Tuition, receive in depth training to ensure that the children's care and safeguarding needs are met efficiently. Our tuition centre liaises directly with parents and other organizations within the community regularly to ensure the children's needs are met efficiently. Ideal Centre of Tuition Staff work hard to comply with the Ofsted Childcare requirements in England to provide a safe learning environment for children. Our staff ensure that each individual is building their confidence and reaching their full potential. Ideal Centre for tuition ensures that the correct protocol is kept for storing sensitive information. Our staff treat every individual with respect and dignity.

Ideal Centre for Tuition is devoted to providing a safe learning environment for children from all backgrounds and nationalities. Our tuition centre has an equality and diversity policy in which we adhere by. Every individual child is treated equally no matter their age, background, culture, language, ability, religion, gender or race, or sexuality. Ideal Centre for Tuition complies with the guidelines of the Disability Discrimination Act 1995 and follows the Ofsted Childcare Requirements in England. Ideal Centre for Tuition welcome parent and children's feedback as we use this to help make improvements for the children's needs. Parents and children can provide feedback on a variety of issues such as environment, management, learning, staff, and any suggestions how our tuition centre can improve. Our tuition centre evaluates our feedback on a regular basis and act in response to the feedback given. We let the parents and children know how their feedback has been taken on board and used to improve our tuition centre. We also share the feedback with our other tuition centre, so we can improve as whole company across the country.

Ideal Centre of Tuition was created to give the best possible education to as many children as possible. This means that our company teaches a diverse range of children, racially and culturally, children of all abilities, a balance of both genders and children who are disabled or have special additional or educational needs. Our tuition centre achieves these goals by treating each child as an individual. Teachers in our tuition centre are welcoming to all children and make sure that each individual benefits from our services. This is achieved by giving each individual recognition, a high level of attention, positive social interactions with staff and classmates and praising them for their success. Ideal Centre for Tuition ensures that all our employees receive equal opportunities regardless of race, gender, social group, disability, and religion, this is in further detail in our Centre

Manager and Tutor Recruitment Procedures. In our tuition centre, teachers and children must be mindful and respect individuals of all cultures, races, and faith. Children should understand that even though people have different beliefs and values everyone can distinguish what is 'right' and 'wrong' in regard to the law in England.

Ideal Centre for Tuition is committed to providing an environment that promotes an academic programme for children from all backgrounds and all nationalities. Our vision is to empower children to acquire, demonstrate, articulate and value knowledge skills which will support them as lifelong learners. We hope to nurture children to achieve their full potential in a caring and challenging atmosphere. Our mission is to enable all children to access learning through the provision of-

- Differentiated, in-depth and cohesive learning programmes aligned to the year level content designed to meet their specific needs.
- Highly effective teachers, focussed on improving learner outcomes through quality instruction, evidence based practices, coaching and mentoring;
- A quality inclusive learning environment;
- Enriching engaging and targeted resources;
- Opportunities for all stakeholders to participate in the learning and decision making process.

Ideal Centre For Tuition encourages children to take on new challenges and make the most of their talents. We individualise our work to each child's needs allowing us to teach, support and encourage in a low child: staff ratio of 4:1. We believe in positive reinforcement and there are two reward schemes in the centre to reward effort as well as achievements. We encourage staff to use positive language and will always mentor new staff in doing so. We believe in the importance of creating confident and assertive young people as much as helping them with maths, English language and science learning. This is very much our vision and ethos for the centre.

Members of staff undergo a thorough and rigorous vetting procedure to ensure safe recruitment standards. These include a two stage interview process, self-declaration of suitability, full reference checks, current and historical medical checks, training needs assessment, as well as an Enhanced DBS/PVG check. The specific procedures are detailed within our Company Recruitment Policy.

Once recruited, the staff are provided with in depth training to ensure high levels of safeguarding and care of the children who attend. Our staff receive comprehensive training to provide a supportive and caring environment for the children; including the safeguarding of children, behaviour management, and health, hygiene and infection control standards.

All staff training is recorded and safely stored to allow close monitoring and assessment of their development, to continue to improve their knowledge and enhance their skills to provide the highest standards of care to the children. Staffs have regular appraisals to evaluate their knowledge and skill levels and identify their training needs. Mentoring and coaching is used within the centre to facilitate their development.

Ideal Centre for Tuition has an Equal Opportunities policy. Every child is treated equally and with dignity irrespective of age, culture, socio-economic background, ability, language, religious beliefs, racial origins or gender. The centre is run to work within the guidelines of the Disability Discrimination Act 1995. Our centre follows the Ofsted Childcare Requirements in England. We

use these standards and requirements as a basis for self-assessment and provision improvement within our centre.

We seek parents and children's feedback from the moment they join us, to help us evaluate our care provision and make improvements that are important to them as individuals. We provide different methods for them to provide their feedback about the environment, staff, management, activities and any suggestions they may have for improvement. These are recorded and evaluated on a regular basis to see how we can enhance our setting; and actions taken in response to feedback are communicated to both parents and children so they can see how their feedback has been taken on board. We also share this feedback between provisions so we can improve as a company across the country.

Integral to our aims and objectives, policies and procedures is our belief that each child is entitled to:

**Dignity-**

- be treated with dignity and respect at all times; and
- enjoy a full range of social relationships

**Privacy-**

- have your privacy and property respected; and
- Be free from unnecessary intrusion.

**Choice-**

- Make informed choices, while recognising the rights of other people to do the same; and know about the range of choices.

**Safety-**

- feel safe and secure in all aspects of life, including health and wellbeing;
- enjoy safety but not be over-protected; and
- Be free from exploitation and abuse.

**Realising potential-**

- achieve all you can;
- make full use of the resources that are available to you; and
- make the most of your life.

**Equality and diversity-**

- live an independent life, rich in purpose, meaning and personal fulfilment;
- be valued for your ethnic background, language, culture and faith;
- be treated equally and to live in an environment which is free from bullying, harassment and discrimination; and
- Be able to complain effectively without fear of victimisation.

We understand we have a responsibility to comply with each of these points and to effectively communicate this ethos with staff members and parents alike.

**Ideal Centre for Tuition staff is committed to-**

- Work hard to provide a safe learning environment complying with the Ofsted Childcare Requirements in England
- Treating each child as an individual with respect and dignity
- Ensure that teams are facilitating children to achieve their full potential in terms of academia, confidence and self-assertion.
- Following the correct protocol for the storing of sensitive information.
- Delivering Safeguarding training to all staff working with children.
- Liaising with policy reviewers in Ideal Centre for Tuition to make sure we are providing the best possible provision for our children.
- Promoting healthy eating and lifestyles to children and using the centre resources to do so.

**Reference:** All Members of staff must read DFE Keeping Children Safe in Education, September 2018(Parts1 and part 5)

**Policy Implemented:** September 2021-

**Policy Reviewed:**

**Next Review:** September 2023

## 2. Equal and Diversity Policy

Ideal Centre for tuition was founded to bring educational opportunities and benefits to as many children as possible. It is important to us that we serve a diverse mix of children and in particular:

- A balance of both genders
- Diversity of racial and cultural backgrounds
- Children of all abilities
- Disabled children, and those with special additional or special educational needs.

We are uniquely able to achieve these goals because our method of working treats every child as an individual and we operate with a very high staff ratio.

It is the job of our staff to ensure that the centre is welcoming to all children, and that they all benefit from what we have to offer. This includes a high level of individual attention, recognition, celebration of their successes and positive social interactions with staff and other children.

Ideal Centre for Tuition is committed to offering equal opportunities to both full-time and part-time employees irrespective of gender, race, social group, religion and disability, providing they meet our recruitment selection criteria. This is detailed in more depth in our Centre Manager and Tutor Recruitment Procedures.

Ideal Centre for Tuition staff promotes the fundamental British values of:

- Democracy
- The rule of Law
- Individual liberty, and
- Mutual respect and tolerance of those with different faiths and beliefs

Actively promoting the values means challenging opinions or behaviours that are contrary to fundamental British values.

Staff and children are encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that they should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Ideal Centre for Tuition Will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the centre and to society more widely;
- Encourage students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Encourage tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people;

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.



### 3. Promoting British Values Policy

#### Rationale

Ideal Centre for tuition has an obligation under section 78 of the Education Act (2002) which requires all tuitions, as part of a broad and balanced curriculum, to promote the Spiritual, Moral, Social and Cultural (SMSC) development of children at the tuition.

In June 2014, the Secretary of State for Education announced that tuitions would be required to actively promote British values from September 2014. The DfE have recently reinforced the need “*to create and enforce a clear and rigorous expectation on all tuitions to promote the fundamental British values.*”

The government originally set out its definition of British values in their 2011 Prevent Strategy and the Prime Minister has reiterated these this year.

The British Values are defined as:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

At Ideal Centre for tuition Tuition we are committed to actively promoting British values and this forms part of our wider work in tuition with children in relation to their Spiritual, Moral, Social and Cultural education (SMSC). At the heart of these values, lie good relationships in which teachers and children work together towards common goals. Much work was already in place to support and embed these values and it is our aim to ensure we effectively share this with children, staff and the wider community. These values are integral to our tuition vision and ethos and are reinforced regularly in a variety of ways.

#### Aims and Objectives

At Ideal Centre for Tuition we aim to:

- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Encourage children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Ensure that principles are actively promoted which:
  - Enable children to develop their self-knowledge, self-esteem and self-confidence;
  - Enable children to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the tuition is situated and to society more widely;

- Enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
- Promote further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- Prevent the promotion of partisan political views in the teaching of any subject in the tuition and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of children they are offered a balanced presentation of opposing views. This should be:
  - While they are in attendance at the tuition;
  - While they are taking part in extra- curricular activities which are provided or organised by or on behalf of the tuition
  - In the promotion at the tuition, including through the distribution of promotional material, of extra- curricular activities taking place at the tuition or elsewhere;
- Protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc.

## **Roles & Responsibilities**

The Staff at Ideal Centre for Tuition will:

- Ensure that fundamental British values are embedded as an integral part of the ethos and culture of Ideal Centre for tuition Tuition Primary Tuition;
- Challenge opinions or behaviours in tuition by children, staff, visitors, volunteers or parents that are contrary to fundamental British values, including extremist views;
- Ensure that all visitors to Ideal Centre for tuition Tuition are screened to ensure that they do not attempt to promote systems that undermine fundamental British values including extremism or radicalization;
- Ensure that our children understand that living under the rule of law protects individual citizens and is essential for their well-being and safety and that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law;
- Teach our children about the democracy and the rule of English civil and criminal law and will not teach anything that undermines it;
- Ensure all children within the tuition, regardless of age, have a voice that is listened to;
- Ensure that our children understand that the freedom to choose and hold different faiths and beliefs is protected in law;
- Ensure that we develop a tolerance and understanding of different faiths, cultures and beliefs by
- using teaching resources from a wide variety of sources to help children understand a range of faiths;

- Enable our children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to our local community and life in modern Britain;
- Enable our children to develop and demonstrate skills and attitudes that will allow them to participate fully in the community of the tuition. E.g. supporting younger children in lessons;
- Ensure an understanding of the importance of identifying and combatting discrimination, extremism and radicalization;
- Ensure that there are effective risk assessments and screening policies and procedures in place to safeguard and promote children' welfare against the threat of extremism and radicalisation.

### **Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

### **Review**

**Date Policy implemented:** September 2021

**Review Date:** September 2023

## 4. Disability, Special Educational and Additional Needs Policy

Ideal Centre for tuition Tuition was founded to bring educational opportunities and benefits to as many children as possible, including disabled children and children with special additional and special educational needs.

Ideal Centre for tuition aims to treat all children with equal concern, as individuals, with diverse needs, likes and dislikes. Our service has a lot to offer all children, irrespective of ability. We tutor with a high staff to child ratio of 1:4 which helps us take a child centred approach.

We ensure that-

- We take time to discuss a child's needs with the parent and child at the time of registration.
- We will take all reasonable steps to ensure children have access to the provision.
- All children enjoy the same support and encouragement from staff irrespective of ability.
- All children are included in the social life of the centre and feel 'members' in the full sense of the word, irrespective of ability.
- We regularly review children's progress and adapt their programmes if necessary.
- We make the best possible use of parent conferences and other opportunities for dialogue and feedback.
- Staffs are encouraged to be aware of disability issues and to attend development training on developing inclusive practice.
- We are always open to guidance from parents and professionals on the type of training that may be beneficial or necessary for working with a specific child.
- All parents and children using wheelchairs are immediately invited into the centre to ensure that they are free of any encumbrances in the reception area.
- Staff will respect the privacy and dignity of all members and staff, and make sure this is maintained whilst in our care.
- All information provided by a parent/guardian will remain confidential, and only shared with the minimum necessary members of staff.
- All information provided will be stored in the child's personal file and on their individual record on our membership database.
- We work within the guidelines of the Disability Discrimination Act 1995.

### **Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

### **Review**

**Date Policy implemented:** September 2021

**Review Date:** September 2023

## 5. Safeguarding and Child Protection Policy and procedures

### Purpose of regulation

1. To inform parents of Ideal Tuition policies and responsibilities concerning safeguarding and to stress the importance of communication.
2. To inform staff of their responsibilities when working with children.

Ideal Centre for tuition recognises that because of the day to day contact with children, centre staffs are well placed to observe the outward signs of abuse. The setting will therefore-

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the centre whom they can approach if they are worried.

Ideal Centre for Tuition recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The setting may be the only stable, secure and predictable element in the lives of children at risk. When at the setting their behaviour may be challenging and defiant or they may be withdrawn. The setting will endeavour to support the member through:

The setting ethos promotes a positive, supportive and secure environment and gives members a sense of being valued.

The Tuition has a behaviour policy which is aimed at supporting vulnerable members in the setting. The centre will ensure that all members know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

### Introduction

A child is defined as a person under the age of 18 (The Children Act 1989)

For the purpose of this policy document- The term 'child' will be used to describe all children and young people under the age of 18 years old participating as a member at Ideal Centre for tuition.

The term 'staff' will be used to describe those employed on a contract of employment at Ideal Centre for Tuition including those working on a voluntary or temporary basis.

Staff should implement this policy using the following guidelines when conducting work that involves children. This will protect the safety and well-being of children engaging with Ideal Centre for tuition and that of our own staff.

For all activity and events involving children at Ideal Centre for tuition, at least one member of staff should lead on safeguarding, raising awareness of this policy and its guidelines among other staff and, where appropriate children and parents. Where staffs are likely to engage with a child on a one to one basis, it is imperative that he/she is appropriately safeguarding trained.

## **Children's Rights**

All children have needs and rights:

- The need for physical care and attention
- The need for intellectual stimulation
- The need for emotional love and security
- The need for social contact and relationships
- The right to have their needs met and satisfied
- The right to be protected from neglect, abuse and exploitation
- The right to be protected from discrimination
- The right to be treated as an individual

## **How children's concerns and expressions of needs are perceived and responded to-**

Staffs needs to appreciate that children communicate their worries and concerns in a multitude of ways – in fact, direct verbal expression is less likely than e.g. behaviour changes or activity giving cause for concern, perhaps a piece of artwork which gives rise to some thought of “inappropriate” activity or knowledge beyond a child's years, flinching when a hand or arm is raised innocently as if scared of being struck, unusual depression, unexplained bruising, burns, cyst, injuries etc.

Above all, children and young people who are in need or trouble always deserve and require-

- Someone who will LISTEN
- Who will not make judgements
- Who will not make false promises about keeping a secret when that is not possible
- Who will not reject what they are saying as untrue

A troubled child or young person will need to be reassured that their needs are being put first, not being put second fiddle to other concerns. The staff member is in a unique position in terms of sympathetic environment and of TRUST.

## **Suitability and Nature of Physical Environment**

The layout of the activity, premises and sites have been considered in terms of a child's safety, including from a safeguarding viewpoint. A Risk Assessment is conducted annually in consideration of physical risks, as well as a daily audit to maintain standards within the setting.

In our provision for children Ideal Centre for tuition will ensure that-

- The welfare of the child is paramount
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff has a responsibility to report concerns to the appropriate safeguarding lead member of staff.

## **Policy Statement**

Ideal Centre for tuition staff have a professional duty to take such steps that, in the circumstances of a care setting, are reasonable to see that the child is safe from harm while involved in Ideal Centre for tuition activities. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. Ideal Centre for tuition will ensure the safety and protection of all children involved in its activities through adherence to the Safeguarding guidelines it has adopted.

## **Policy Aims**

The aim of the Ideal Centre for tuition Safeguarding Policy is to promote good practice:

- Providing children and young people with appropriate safety and protection whilst visiting/in the care of Ideal Centre for tuition.
- Allow all staff to make informed and confident responses to specific safeguarding issues.

## **Policy Implementation**

Ideal Centre for tuition Safeguarding Policy will be implemented by adhering to the policy guidelines within this document. All staff who work with children must adhere to this policy. The guidelines cover three main areas-

- Staff recruitment, support and training
- Staff conducts
- Safeguarding procedures

## **Staff Recruitment Support and Training**

For staff working with children at Ideal Centre for tuition, safe recruitment will be ensured by checking their suitability to work with children including:

- a. Suitability questions at interview.
- b. All staff complete a suitability self-declaration.
- c. An enhanced DBS/PVG check every five years.
- d. Two written and dated references requesting details of their previous experience and suitability to work with children. If available, one must be from their most recent employer.
- e. A record of staff's current and history of physical and mental health.

## **Staff Training Covers**

Induction training in health and safety, fire safety, safeguarding, behaviour management, and the common core skills and knowledge of the children's workforce'. All staff will read the Ideal Centre for tuition Safeguarding Policy & Procedure. A Radicalisation module on the signs and symptoms of radicalisation, how to protect children from terrorism or extremism, and The Prevent Duty. Awareness of safeguarding issues will continue to be addressed through on-going training and workshops.

The company Senior Designated Safeguarding Lead has undertaken Advanced Safeguarding Training and Prevent awareness training, and is able to provide advice and support to other members of staff on protecting children from the risk of abuse or radicalisation.

## **Staff Conduct**

All staff should demonstrate exemplary behaviour in order to protect themselves from allegations of misconduct. Staff should maintain their standards of behaviour therefore acting as a role model. The following are common sense examples of how to create a positive culture and climate within the centre. Good practice means:

- Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets). Never allow yourself to be left alone with a member. There may be rare occasions when a confidential one-to-one meeting is necessary and in such circumstances, the meeting should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby.
- Avoid all physical contact with a member at all times. There may be occasions where a distressed member needs comfort which may include physical comforting; staff should use their discretion to ensure that it is appropriate and not unnecessary or unjustified contact.
- Treat all children equally, and with respect and dignity. Ideal Centre for tuition will take positive action to eliminate discrimination against any person or group of people. Staff should ensure that children are protected from discrimination on any grounds, including ability and challenge discriminating comments and behaviour. Staff should promote positive attitudes towards differences.
- Never contradict an instruction given by a tutor/manager or other member of staff.
- Maintain a safe and appropriate distance from children e.g. it is not appropriate for staff to have an intimate relationship with a child i.e. do not pick them up, cuddle or allow them to sit on your lap).
- Building balanced relationships based on mutual trust which empowers children to share in the decision making process.
- Conducting yourself in a manner that sets a good example to the participants. Be an excellent role model- this includes not smoking or drinking alcohol or the discussion of in the company of /whilst responsible for children.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Never using physical force against a member, unless it constitutes reasonable restraint to protect him/her or another person or to protect property. If it is necessary to restrain a participant because they are in immediate danger to themselves or others or property the minimum force should be used for the shortest amount of time. Remain calm and get the attention of another member of staff. The incident should be recorded in writing, with a witness statement (where possible), immediately afterwards. The parent/carer should also be notified as soon as they come to collect the child.
- Never use physical punishment or threat of physical punishment.
- Secure parental consent in writing if the need arises to administer emergency first aid and/or other medical treatment where the participant is under 16. First aid given should be recorded in writing and reported to the lead member of staff who will inform the parent or carer.



- Keep a written record of any injury that occurs, along with the details of any treatment given.
- Always refer any problems to the safeguarding lead member of staff.
- Question any unknown adult who enters the premises and/or who attempts to engage with the children.
- Practices never to be sanctioned:
  - Engaging in rough, physical or sexually provocative games, including horseplay.
  - Engaging in any form of inappropriate touching including pinching or slapping.
  - Children's inappropriate use of language and/or behaviour. This should always be challenged.<sup>1</sup>
  - Sexually suggestive comments to a child.
  - Reducing a child to tears as a form of control.
  - Allegations made by a child to go unchallenged, unrecorded or not acted upon.
  - Do things of a personal nature for children or disabled adults that they can do for themselves.<sup>2</sup>

<sup>1</sup>Challenging behaviour: 'Bad' behaviour is often a response to a situation, or a way to seek attention. If children are occupied there will be less of a need to seek attention and less of a chance for boredom to set in.

The following guidelines can be used to deal with challenging behaviour constructively:

Be aware of what unacceptable behaviour is. Ask your lead member of staff if you are unsure.

Explain to children why certain behaviour is unacceptable. This makes children feel responsible for their behaviour and they are less likely to repeat it.

Make sure it is the behaviour that is punished and not the person. Always avoid labelling someone as 'bad'.

If appropriate ignore the bad behaviour for a while – a child may only be attention seeking. Give extra attention and praise for positive behaviour to discourage 'bad' behaviour.

## **Use of Photographic/filming Equipment**

Written consent to take and use images of children is obtained from parents when registering their child on the parents information form.

Parents will be made aware of when, where and how the images may be used in order to give their informed consent. This includes information regarding use of images e.g. in print, multimedia, broadcast; for what purpose e.g. promotion, publicity, evaluation, audit, review; and where possible an indication of who the audience will be e.g. the general public, the participating children and their families, other organisations and institutions.

Staff and children are not permitted to use phones in the centre; they should be stored in the office.

Parents are not permitted to take photos/videos unless it is of their own child and no other children feature in the background.

## **E-Security: Use of Computer and access to the internet**

Children have supervised access to computers throughout the centre. Strict controls are placed on access to websites. Ideal Centre for tuition has a centralised Fortinet sensory managed fire wall, which has a limited profile preventing access to unsuitable sites or images. Fire walls are regularly updated by the IT team.

## **SAFEGUARDING PROCEDURES**

Ideal Centre for tuition follows the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education and Skills to:

- All staff, visitors, parents and children who step through the gate must sign in and out so everyone is accounted for at all times for both fire and safeguarding regulations.
- Visitors, including parents, must be supervised by a member of staff at all times.
- Staff or Visitors with a criminal conviction or pending criminal investigation, in relation to children or sexual assault will not be allowed access to the premises.
- Ensure we have a Designated Safeguarding Officer in each centre, the Centre Director, for safeguarding who has received appropriate training and support for this role.
- Ensure every member of staff (including temporary staff) know the names of the Safeguarding Officers responsible for safeguarding, and their role.
- Ensure all staff understands their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for safeguarding.
- Ensure that parents have an understanding of the responsibility placed on the setting and staff for safeguarding by setting out its obligations in the settings Policies & Procedures.

### **Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

### **Review**

**Policy implemented:** September 2021

**Review Date:** September 2023

## 7. Cause for Concern Form

Child Name:  
Gender:  
Age:

Reported by:  
Role:  
Date:

**Briefly describe the context of the incident:** (e.g. where, when, who was there, .....)

**Please describe what caused you to be concerned:** (Try to factual as possible, reporting exactly what happened or what was said. )

**Name and signed:**

**Action(s) take:**

**Feedback to person who reported the concern: Yes/No**

**Name and Signed:**

**Role:**

**Date:**

Please do NOT photocopy this form-hand straight to a designated Safeguarding Officer.  
DO NOT leave this form lying around or in view of others.

## 7. Safeguarding Disclosure

### **What is Safeguarding?**

Safeguarding is defined in [Working together to safeguard children 2013](#) as:

- protecting children from maltreatment
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

### **Safeguarding at Ideal Centre for tuition Ideal Centre for tuition**

- a. All tutors, staff and volunteers at Ideal Centre for tuition have a UK DBS check to certify that 'the applicant has not been involved in any criminal case and that there is no criminal case pending against him/her in the court of law as per the district police records.
- b. All tutors undergo initial safeguarding training as soon as they join in. This is in line with UK guidelines.
- c. All tutors have provided original copies of their identification and education certificates.

### **Safeguarding at Ideal Centre for tuition regarding children-tutor interactions**

1. Tutors have the ability to raise a flag during and/or after each session if they suspect a possible safeguarding incident. These incidents are documented and communicated to schools.
2. Tutors have no access to children data (other than for academic requirements).
3. Children can only work with tutors when directed by their managerial or senior staff, and have no booking or access rights themselves.
4. Our tutors operate under the management of our Academic and Operational staff from our secure Academic Centres. Three senior staff are appointed as Safeguarding Officers and at least one of them is present at all times each working Day.

## What is abuse?

**CHILD ABUSE:** A term to describe a range of ways in which people, usually adults, harm children. Often the adult is a person who is known and trusted by the child.

## **CHILD ABUSE IS NEGLECT, PHYSICAL INJURY, SEXUAL ABUSE OR EMOTIONAL ABUSE**

inflicted or knowingly not prevented, which cause significant harm or death. NSPCC (1999)

## **Awareness of actual or likely occurrence of abuse**

There are a number of ways in which abuse can become apparent:

- A child discloses abuse.
- Someone else discloses that a child has told him/her or that he/she strongly believes a child has been or is being abused.
- A child may show signs of physical injury for which there appears to be no satisfactory explanation.
- A child's behaviour may indicate that it is likely he/she is being abused.
- A member of staff's behaviour or in the way in which he/she relates to a child causes concern.

## **Issues of Disclosure**

Becoming aware of abuse can cause a multitude of emotional reactions, which are personal to each individual. Whatever the reaction and however the abuse has become apparent, actual or

suspected, it must be reported in the correct manner according to the procedure outlined here. Even if the truth of the disclosure is uncertain – an appropriate response has to be made.

A response in accordance with the procedure outlined here will be supported by the lead member of staff and ultimately Ideal Centre for tuition.

## **Responsibility**

Staff made aware of suspicions, allegations or actual abuse, are responsible to take the appropriate action according to this procedure.

The primary responsibility of the person who first suspects or who is told of abuse is to report it to the lead member of staff, and to ensure that their concern is taken seriously whilst adhering to the dos and don'ts below-

It is not for staff to decide whether or not a suspicion or allegation is true. Staff should never try to deal with a suspicion, allegation or actual incident of abuse by him/herself. The safeguarding lead will take responsibility for dealing with allegations or suspicions of abuse, and liaising with appropriate authorities

## **What to do upon suspicion or disclosure of abuse**

There are some basic principles in reacting to suspicions, allegations, and/or disclosures.

### **What to do**

- Stay calm; provide a safe, private environment.
- Take the time to give your full attention; listen, hear, be supportive and show you believe them.
- Establish the facts and clarify the situation/circumstances. Encourage the child to tell you as much as they feel comfortable to tell you. Let them use their own words.
- Try to distinguish if this was a behaviour management incident or something more serious, but do not accuse the child of doing anything wrong or deserving what happened.
- Use open questions i.e. "Can you tell me more about what happened?"
- Give time to the person to say what they want, try not to interrupt.
- Reassure and explain that they have done the right thing in telling someone.
- Explain that only those professionals who need to know will be informed.
- Act immediately in accordance with the procedure in this policy.
- Record in writing ASAP as verbatim as possible what they said.
- Report to the lead member of staff in your team.
- Complete an Incident Report
- Consider if it is safe and appropriate for the child to go home, or if this may put the child at risk.

### **What not to do**

- Ignore the situation.
- Panic or over-react. It is extremely unlikely that the child is in immediate danger.
- Make assumptions.  
Don't paraphrase or offer alternative explanations.
- Ask leading questions, or put words in their mouth, this could influence what they say and lead to a false statement.
- Push the child if they do not wish to discuss it. Heavily questioning the child may affect how the child's disclosure is received at a later date.
- Make a child repeat a story unnecessarily. This can cause further distress.
- Promise confidentiality to keep secrets or that everything will be ok, you cannot guarantee this.
- Try to deal with it by yourself; it is not your role to counsel the child or investigate his/her claims. Always contact a senior staff member for support.
- Make negative comments about the alleged abuser. Always remain impartial.
- Gossip with colleagues about what has been said to you. Only discuss with senior staff that need to be informed.

Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.

- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Develop and then follow procedures where an allegation is made against a member of staff.
- Ensure all safeguarding incidents are reported centrally to the Head Office Senior

Designated

- Safeguarding Officer (Head of Ofsted) to be recorded on the Company's Central Incident Record file.
- Ensure safe recruitment practices are always followed.

At Ideal Centre for tuition our aim is to provide an environment where our children are safe and feel safe, where they are encouraged to talk and are listened to when they have a worry or concern. We require all staff and volunteers to share this commitment.

Parents and Carers may also contact us when they have concerns about the welfare or safety of a child or children.

We are committed to doing everything in our power to protect children, promote their welfare and support their families. We work closely with other professionals, including Children's Services, Police and Health Authority staff.

We endeavour to work in an open and transparent way and, unless the welfare of a child is believed to be at risk, we would share any concerns with parents before sharing them with other professionals. If you have any concerns about Safeguarding and Child Protection, or if you have any concerns about a child, please speak with one of our Safeguarding Leads.

**Our Designated Safeguarding Leads (DSLs) is:**

- Mr A B M Jummer Hossain

**Our Deputy Designated Safeguarding Leads (DSLs) are:**

- Mrs Sajia Farah

**Designated Officer for the Local Authority (DOLA) is:**

Email: Hull Safeguarding Children Partnership at [hscp@hullcc.gov.uk](mailto:hscp@hullcc.gov.uk)

Address: Hull Safeguarding Children Partnership

Midmere Centre, Dorchester Road, Hull, HU7 6BD

Telephone: 01482 379090

Our Safeguarding – Child Protection Policy is reviewed annually. Safeguarding and Child Protection Policy Sept18 (Link)

**Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

**Review**

**Policy implemented:** September 2021

**Review Date:** September 2023

## 8. Arrival and Collection of Children Policy

Our tuition has the highest regard for the safety of the children in our care – from the moment they arrive to the moment they depart at the end of the tuition sessions. They will be collected from the tuition entrance upon arrival. Members of staff will be in their areas ready to receive children 10 minutes before the start of the tuition session. The tuition day officially starts at 4:00 pm and ends at 9.00 pm on weekdays and starts at 9:00 am and ends at 7.00 pm on weekends.

**Note for Parents:** If your child is absent from tuition, parents/carers/legal guardians are required to inform the tuition as soon as possible so that the tuition is fully informed as to why your child is not present at tuition.

UNDER NO CIRCUMSTANCES ARE CHILDREN ALLOWED OFF THE PREMISES WITH ANYONE OTHER THAN AUTHORISED COLLECTORS i.e. THOSE ADULTS SPECIFIED BY PARENTS/CARERS OR LEGAL GUARDIANS. IF A CHILD HAS A CHILDMINDER, THE PARENT MUST PROVIDE US WITH THE CHILDMINDER'S ADDRESS AND PHONE NUMBER.

- a. Parents must name the authorised collectors of their child when registering. If there are any changes to these arrangements parents need to inform the tuition immediately either by contacting the tuition office. In cases where the new “collector” is unknown to the tuition, the tuition will ask for a photograph or introduction to the new “collector” to ensure they know by sight who is collecting their child. It is the parents/carers/legal guardian’s responsibility to ensure the tuition knows who will be picking up their child. The authorised collector for a pupil in EYFS, KS1 and KS2 must be an adult 18 years or older or a sibling who is 15 years or older with parents written consent. The children are released only once the tutor has seen the authorised adult or a sibling 15 years or older.
- b. If anyone other than the authorised collector is collecting, permission must be given by the methods stated above. This includes children being taken to parties by other children’s parents etc.
- c. If there is request for a specific person not to be allowed to collect a child (e.g. in child protection or custody cases) written instructions must be provided to the tuition by the parents/carers or legal guardians so the tuition is fully informed and copies of documentation would be requested, for the child’s file. The tuition will request a photograph of this person.
- d. If in an emergency, a parent phones and asks for an unauthorised collector to collect the child that day, the tuition will ask the parent the child’s date of birth and also ask the collector for a password as a security measure. If the collector is unknown to the tuition, the collector will be required to pick the child up from the tuition office.
- e. It is the parents/carers/legal guardian’s responsibility to ensure the safe collection of their children (at the end of their tuition session) by providing the tuition with the correct and up to date information. If there is any doubt about the collection of a child at the end of the tuition day in EYFS or Key Stage One the class tutor or member of staff in charge of the children is to investigate immediately including phoning all emergency contacts or taking advice from senior members of staff.



- f. If no-one arrives to collect a child and the parent cannot be contacted within half an hour of the end of the tuition day, the tuition will contact Social Services to inform them we have an uncollected child on the premises. The child will then be taken to the tuition office reception and every attempt to contact the legal guardian/s of the child in order to facilitate safe collection will be made. During that time the child will be under the supervision of tuition staff and therefore safe.
- g. If no-one arrives to collect the child and if the parent/carer cannot be contacted by 9:45pm, the tuition will contact Social Services to inform them we have an uncollected child on the premises.
- h. Year 5 children and over are dismissed at the end of their tuition session by their tutor or member of staff responsible for them. It is the parent's prerogative to make a decision that their child should walk home alone; this must be put in writing addressed to the class tutor. Again the tuition must be kept up to date with this information and parents need to understand that they are then responsible for the safe departure of the children from tuition in this situation
- i. Periodically the tuition will request updates from parents regarding all issues of safety, this may be their contact details, collection details or medical information. At all times the responsibility remains with the parents/carers/legal guardians to keep the tuition informed of any changes to arrival, collection or other procedures. Please note: The tuition office keeps a record of each time a pupil is collected late and the reason for this if this information has been passed on to them. It causes children a great deal of distress when a child has been left behind after tuition, even if it is for just 5 minutes. Ideal Centre for tuition does not have staff assigned to look after children after tuition finishes therefore you may incur child minding charges.

### **Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

### **Review**

**Policy implemented:** September 2021

**Review Date:** September 2023

## 9. Collection Consent Letter

### PERMISSION FOR ANOTHER PERSON (OTHER THAN A PARENT) TO PICK UP A CHILD AFTER TUITION

Dear Parent/Carer,

From time to time you may find it necessary for someone else to pick up your child from Tuition. In order to ensure the safety of all children in our care, we are unable to hand your child over to any adult other than you the parent, unless you have given us prior written permission. Please list below any adults that have your permission to pick up your child and when they are likely to do so (not specific dates). If they will be picking up on a regular basis on regular days, please specify. If they are permitted to pick up anytime, please state 'any day'. Please note that handing a young child (under 9 years old) over to an older sibling of secondary age will **ONLY** be allowed by prior written arrangement. Any further unexpected pick up arrangements will be allowed as they occur, as long as we have your written permission or you have phoned the tuition to advise the reception before the end of the session.

Thank you.

I, ..... (insert your name), relationship to child

..... give permission for my child ..... age..... to be collected after tuition by the following people.

Name of adult	Relationship to child up	When, which days to pick up
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I, ..... (insert your name), relationship to child

..... give permission for my child ..... age ..... to go home after tuition with his older sibling (s) of secondary age, ..... (insert name).

Signed .....

Date .....

## 10. Positive behavior Policy

At Ideal Centre for tuition we aim to create a positive, safe and secure learning environment based upon mutual respect and high expectations, so that all members of the tuition community can excel and enjoy a full tuition life.

### **Our aims:**

*Positive relationships through mutual respect.*

*Equity* - we all have rights and responsibilities and believe that everyone in the tuition is important and to be valued. We expect each individual to respect others, their families, their cultures and beliefs - ensuring fairness of treatment for all.

*To encourage self-discipline and a reflective mind-set*, where pupils are able to recognise and manage their own behaviour and treat each other and staff with courtesy and respect.

*Leading by example*. Adults are key role-models and should at all times set a good example – being assertive, consistent, fair, approachable and willing to listen.

*Partnership* - to form positive relationships with parents and carers to develop a shared responsibility in the implementation of the tuition's policies.

*Consistency of response to both positive and negative behaviour.*

*Challenge* - to ensure that all lessons fully engage and meet the needs and interests of all students. Proud to be Ideal Centre for tuition - to encourage all students to take pride in their academic work.

### **Expectations**

You can expect the adults at Ideal Centre for Tuition to:

- uphold the principle of mutual respect;
- have high expectations for all students;
- maintain a calm manner & learning climate with clear, consistent routines;
- build positive relationships and lead by example;
- promote personal responsibility and self-management;
- be fair and consistent in response to positive and negative behaviour;
- acknowledge and praise pupils when they try their best.

Ideal Centre students are expected at all times to:

- uphold the principle of mutual respect and have regard for authority;
- take responsibility for their own actions;
- reflect carefully on the impact of their behaviour;
- have high expectations for themselves;
- participate fully, embrace challenge and collaborate effectively in lessons;
- promote the good name of the tuition by being positive role models both inside and outside of tuition;
- keep themselves and each other safe, including on the internet;
- Supporting pupils.
- take pride in the appearance of their uniform and their tuition environment

**We will always try to:**

- remind students as positively as possible when they fall short of our expectations;
- understand why a student is exhibiting certain behavior, and find strategies to modify it;
- apply the smallest sanction we can and help the student reflect on their actions and understand the benefits of positive behaviors;
- work closely with parents and anticipate their support as soon as we become concerned;
- provide further, more structured support where this is required;

**Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

**Review**

**Policy implemented:** September 2021

**Review Date:** September 2023

## 11. Complaint policy

### Introduction

Organisations are required by law to have a procedure in place to deal with complaints relating to aspects of the tuition or the provision of facilities or certain services at the workplace. The procedure outlined in this document is based upon current Department for Education guidance. A complaint can be brought by a parent of a registered child at the tuition or any person who has been provided with a service or a facility at the tuition. This document refers to this person as the complainant.

The complainant must feel able to raise concerns and complaints with members of staff without formality, either in person, by telephone or in writing.

At first it may be unclear whether a complainant is asking a question or expressing an opinion rather than making an education complaint. A complainant may want a preliminary discussion about an issue to help decide whether he or she wishes to take it further.

A concern or unresolved problem becomes a complaint only when the complainant asserts that the tuition has acted wrongly in some significant decision, action or failure to take action.

Even when a complaint has been made it can be resolved or withdrawn at any stage.

Workplaces may have a nominated member of staff with responsibility for the operation and management of the tuition complaints procedure. At Ideal Centre for tuition this nominated member of staff is the Head teacher.

### Special circumstances

Any complaint or other notice that suggests that a child has been at risk of significant harm through violence, emotional abuse, sexual abuse or neglect should be referred without delay through the tuition's safeguarding processes. If social services decide to investigate a situation this may postpone or supersede investigation of the complaint by the tuition.

Where a matter is capable of resolution through a legal appeal it will not be considered as a formal complaint and the complainant should be directed to the appropriate appeal procedure. The key areas are: admissions decisions; certain decisions relating to formal assessment of special educational needs; and decisions to exclude a child.

### Dealing with concerns informally

The vast majority of complaints and concerns can be resolved informally.

The complainant will be encouraged to discuss their concern with the appropriate member of staff. On major issues, the Head teacher of Tuition may be the appropriate member of staff at this stage, but more usually it may be the Deputy Head teacher or Head teacher of Department.

- The complainant may bring a friend to any discussion.
- The member of staff dealing with the concern should make sure that the complainant is clear what action (if any) or monitoring of the situation has been agreed.
- This stage should be completed speedily and concluded in writing with a letter to the complainant copied to the Head teacher of Tuition, with appropriate detail.
- Where no satisfactory solution has been found, the complainant should be informed that s/he will need to consider whether to make a formal complaint in writing to the Head teacher of Tuition. To assist in this process the complainant should be provided with a copy of the Ideal Centre for tuition Formal Complaint Form. However, formal complaints may be made in any written format.

## **FORMAL STAGE 1 – REFERRAL TO HEAD TEACHER OF TUITION FOR INVESTIGATION**

The Head teacher of Tuition must acknowledge receipt of the complaint in writing. In some cases the Head teacher of Tuition will have already been involved in looking at the matter; in others it will be his/her first involvement.

1. The Head teacher of Tuition should consider providing an opportunity to meet with the complainant to supplement any information previously provided.
2. If the complaint is against a member of staff, the Head teacher of Tuition should talk to and if necessary take a written statement from the staff member against whom the complaint has been made.
3. If necessary, the Head teacher of Tuition should interview witnesses and take statements from those involved.
4. The Head teacher of Tuition must keep reasonable written records of meetings, telephone conversations and other documentation.
5. Once all the relevant facts have been established, the Head teacher of Tuition will produce a written response to the complainant. The Head teacher of Tuition may wish to meet the complainant to discuss/resolve the matter before confirming the outcome in writing.
6. The written response must include a full explanation of the decision and the reasons for it. Where appropriate, it should include what action the tuition will take to resolve the complaint.
7. Stage 1 must be completed in 15 working days. However, it is recognised that where the case is complex, it may prove difficult to meet this timetable. In such cases, the Head teacher of Tuition will write to the complainant giving a revised target date.
8. Ideal Centre for tuition will not pay financial compensation as a response to complaints, though may spend money on a relevant educational purpose (e.g. paying a fee for a repeat examination).
9. The Formal Stage 1 response must also advise the complainant that if s/he is not satisfied with the response and wishes to take the matter further, s/he should write to the Director of the Organisation within 15 tuition days of receiving the outcome letter.

## **COMPLAINTS AGAINST THE HEAD TEACHER OF TUITION**

If the complaint is wholly or mainly about the Head teacher of Tuition, the Director must consider the complaint in accordance with Formal Stage 2 of the procedure described below. The tuition must forward the complaint without delay to the Director.

However, before Stage 2 is instigated the Director will invite the Head teacher of Tuition to respond to the complaint in writing within ten tuition days. The Director will send a copy of the Head teacher of Tuition's response to the complainant who will be asked to indicate within five working days of receipt of the response whether s/he is satisfied with the response. If the complainant is not satisfied with the response Formal Stage 2 should commence as described below.

## **FORMAL STAGE 2 – CONSIDERATION BY THE TUITION DIRECTOR**

- If the complainant decides to take the matter further and the Director of the Tuition receives a formal complaint following an unsuccessful attempt to resolve the matter at Formal Stage 1, the Director of the Tuition will write to the complainant to acknowledge the complaint within five tuition days of receipt of the complaint. A copy of the acknowledgement and the complaints form will be sent to the Head teacher of Tuition

- If the complaint has been investigated at Stage 1, the result of the investigation must be made available to the Director by the Head teacher of Tuition. However, where the complaint is against the Head teacher of Tuition and the complaint is referred to Stage 2, the Director of the Tuition must decide how the complaint should be investigated.
- Where the facts of the complaint are clearly established, it is unlikely for the Director of the Tuition to order an investigation. The matter may instead be escalated directly to the Governing Body's Complaints Appeal Panel (CAP).
- Ideal Centre for tuition Local Governing Board's CAP consists of three governors with no prior, direct involvement with the complaint and a fourth member who is independent of the management and running of the tuition. In deciding the make-up of the CAP, where possible the governing body will try to ensure that it is a cross-section of the categories of governor and sensitive to the issues of race, gender and religious affiliation.
- The Head teacher of Tuition may not serve on the CAP. If the Chair of the Local Governing Board has had any prior involvement in the complaint then the Chair must not sit on the CAP.
- The CAP will consider the complaint on the basis of the written evidence and set up a hearing to Hear both parties. The CAP will reconsider the issues raised in the original complaint and not confine themselves to consideration of procedural issues.
- The Chair of the CAP should take a decision at the beginning of Stage 2 on whether to seek the Services of a Clerk to:
  - Deal with the administration of the procedure;
  - Provide independent advice on procedure and evidence;
  - Ensure that the relevant facts are established;
  - Minute the meeting; and
  - Draft the decision letter.

- The Chair of the CAP will write to the complainant to explain how the review will be conducted.

The letter will be copied to the Head teacher of Tuition.

- The Chair of the CAP will confirm the date of the meeting with the other governor(s).
- The complainant and Head teacher of Tuition will be invited to attend the meeting. The date and time of the meeting should be convenient to the complainant and Head teacher of Tuition, within reason. The notification will inform the complainant of his/her right to be accompanied to the meeting by a friend/representative. It will also explain how the meeting will be conducted and of the complainant's right to submit further written evidence to the committee.
- The Head teacher of Tuition will also be invited to prepare a written report for the CAP in response to the complaint.
- All relevant correspondence regarding the complaint will be circulated to the CAP, the complainant and the Head teacher of Tuition in advance of the meeting.
- If the Head teacher of Tuition and/or the complainant wish to call witnesses, the agreement of the Chair of the CAP will be obtained in advance of the meeting.
- It is the responsibility of the Chair of the CAP to ensure that the meeting is properly conducted. However, the proceedings will be as informal as possible.
- The aim of the meeting will be to resolve the complaint and achieve reconciliation between the tuition and the complainant. However, at the end of the meeting the CAP will need to issue a finding in writing either upholding or not upholding the complaint or upholding some parts and not others.
- If either party wishes to introduce previously undisclosed evidence or witnesses, it is in the interest of natural justice to adjourn the meeting so that the other side has time to respond to new evidence. Late evidence of witnesses will not be accepted unless there is a good reason for the lateness.
- The meeting will allow for:

- The complainant to explain his or her complaint and the Head teacher of Tuition to explain the reasons for his or her decision;
- The Head teacher of Tuition to question the complainant about the complaint and the complainant to question the Head teacher of Tuition;
- The CAP to have an opportunity to question both the complainant and the Head teacher of Tuition;
- Any party to have the right to bring witnesses (subject to the approval of the Chair of CAP) and all parties having the right to question all the witnesses;
- A final statement by the Head teacher of Tuition and complainant.
- The Chair of the CAP will explain to the complainant and the Head teacher of Tuition that the CAP will consider its decision, and a written response will be sent to both parties as soon as possible. The complainant, Head teacher of Tuition and any witnesses will then leave.
- The CAP will consider the complaint and all the evidence presented and reach an unanimous, or at least a majority, decision on the complaint. Where appropriate the CAP can decide on the action to be taken to resolve the complaint and/or suggest recommended changes to the tuition's system or procedures to ensure that problems of a similar nature do not happen again.
- As in formal stage 1, section 8 above, the CAP will not pay financial compensation as a response to a complaint, though may spend money on an appropriate educational purpose.
- The Chair of CAP will send a written statement outlining the decision with reasons, incorporating the findings of the panel and any recommendations, to both the complainant and the Head teacher of Tuition. A copy of the written statement will be made available for inspection on the tuition premises by the proprietor and the Head teacher of Tuition.
- Stage 2 will be completed in 15 working days. However, it is recognised that this timetable is likely to improve impossible for complaints which are complex. In such cases the chair of the complaints committee will write to the complainant and Head teacher of Tuition giving a revised target date.

## **ROLE OF THE SECRETARY OF STATE FOR EDUCATION**

If the complainant is unhappy with the way in which the tuition has dealt with the complaint, they may be able to approach the Secretary of State for Education to intervene.

For the Secretary of State to intervene following a complaint, he needs to be sure that either:

- The tuition has acted or is proposing to act unreasonably in the exercise or performance of its functions imposed by or under the Education Act 1996; or
- The tuition has failed to discharge any duty imposed by or for the purposes of the Education Act 1996.

Guidance on making a submission about a tuition complaint to the Department for Education can be found on Department for Education website at the following link:

- <https://www.gov.uk/complain-about-tuition/state-tuitions>



## **VEXATIOUS COMPLAINTS**

There will be occasions when despite all stages of the procedure having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the Director of the Tuition can inform the complainant in writing that the procedure has been exhausted and that the matter is now closed.

## **CONFIDENTIALITY**

All correspondence, statements and records of complaints will be kept confidential.

### **Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

#### **Review**

**Policy implemented:** September 2021

**Review Date:** September 2023

## 12. Fire Safety Policy & Procedures

### Policy Statement

This organisation believes that staff and children should be as safe as possible from the threat of fire or from injury in the case of an outbreak of fire. The organisation believes that the best way to ensure this state of safety exists is to have robust fire policies and procedures in place; to ensure that staff are well trained to cope with an outbreak of fire or an alarm and to ensure that appointed fire wardens, and fire marshals are in place in accordance with the law in the organisation's offices.

### The Policy

This policy is intended to set out the values, principles and policies underpinning this organisation's approach to fire safety. The aim of the organisation is to ensure that, as far as is possible, fires are prevented and that, in the event of a fire, staff know exactly what to do and how to react.

The goals of the organisation are:

To minimise the risk of workplace fire by the use of adequate fire prevention and risk-assessment techniques

To ensure that all staff understand what to do in the event of a fire to ensure that all staff attend fire training at least annually

To ensure that, in the event of a fire, the organisation premises and children's homes can be evacuated as quickly, safely and efficiently as possible.

### Fire Safety Duties

The following people have fire safety responsibility within the Tuition:

#### Deputy Head teacher:

- Will ensure there is a Fire Safety Risk Assessment, an updated Fire Evacuation Plan and that preventative and protective measures are in place.

#### Senior Staff:

- Will conduct regular checks of the building and address fire hazards as and when needed.
- Will jointly check building to ensure everyone has evacuated.

#### Tutors:

- Will take charge of pupils to ensure their class evacuates the building in an emergency.
- Will actively ensure that the means of escape in their classroom is never obstructed or blocked.

**Admin Team:**

- Will check adults off against the signing in book and visitors book to ensure they have all evacuated the building safely.

**All other staff:**

- Will cooperate in the emergency procedures in the event of a fire.

The Tuition **Fire Wardens** are:

- Mr A B M Jummer Hossain
- Mrs Sajia Farah

**Employees**

Will be provided with clear and relevant information on the risks to them identified by the fire risk assessment, about the measures to be taken to prevent fires, and how these measures will protect them if a fire breaks out.

The school will consult employees (or their elected representatives) about nominating people to carry out particular roles in connection with fire safety and about proposals for improving fire precautions.

**Non Employees**

The school will inform non employees, such as children, temporary or contract workers, of the relevant risks to them, and provide them with information about the fire safety procedures for the premises. The information will include any part they will be expected to play in the evacuation of pupils from the premises.

**In the event of a fire**

A member of staff will raise the alarm immediately and the supervisor will designate a member of staff (usually the office administrator) to contact the emergency services and meet them on their arrival.

All children will immediately be escorted out of the building by all staff and to the assembly point using the nearest marked exit. No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.

The premises will be checked by the designated Fire Safety marshal and the register and visitors log book will be collected, providing that this does not put anyone at risk. On exiting the building, the Fire Safety Officer will close all accessible doors and windows to prevent the spread of fire, providing this does not put themselves or others at risk.

The register will be taken and all children, staff and visitors accounted for. If any person is missing from the register, the emergency services will be informed immediately. If for any reason the register is not to hand, the Supervisor should access the emergency contacts list that is kept off the premises.

If for any reason the designated fire safety officer is absent at the time of an incident, the Supervisor will assume responsibility or nominate a replacement member of staff.

Ofsted will be notified about any significant changes or events.

Ideal Centre for tuition designated Fire Marshal is: Mr A B M Jummer Hossain

**Staff should:**

Never stop to collect valuables or possessions. Never use lifts (except for disabled stair lifts where there is no alternative means of transporting a children downstairs) Never open doors where they can see smoke coming through, unless that is the only means of escape. Never attempt to re-enter the building until told it is safe to do so by a fire brigade officer.

In the Organisation's premises

On the discovery of or suspicion of a fire: Staff should remain as calm as possible. The first person aware of the fire or on the scene should raise the alarm immediately by operating the nearest break-glass fire alarm or by shouting "Fire"!

If the suspicion is raised by seeing smoke coming from under a door, or by seeing smoke in a closed room, staff should on no account attempt to open the door but should raise the alarm and summon the fire brigade as quickly as possible

Small fires can be fought with the appropriate fire extinguisher, but only if safe to do so, if the individual has received training, and if the alarm has already been raised. In the event of a fire, or of the fire alarm sounding, staff should:

Evacuate the building immediately and go to the nearest designated fire assembly point

Remain as calm as possible and help any children, visitors, disabled persons or contractors on the premises to evacuate

Where possible and safe to do so, check all rooms (in particular toilets) to ensure nobody remains in them or are trapped Close all doors

Ensure that any person not accounted for is immediately reported to the organisation manager (or deputy), nominated fire warden or directly to a fire brigade officer.

**Staff should:**

Never stop to collect valuables or possessions Never use lifts

Never open doors where they can see smoke coming through, unless that is the only means of escape

Never attempt to re-enter the building until told it is safe to do so by the organisation manager (or deputy), by a nominated fire warden or by a fire brigade officer.

The organisation manager (or nominated fire safety warden) is responsible for ensuring that: The fire brigade has been called to any fire by dialling 999 and asking for Fire Service

The fire brigade is met on arrival

The Staff Nominal Roll and visitor book is removed from the building and used to account for staff and visitors by roll call.

Any person not accounted for is immediately reported to the fire brigade upon arrival.

The appointed Fire Safety Wardens are responsible for:  
Supervising evacuation assembly points  
Carrying out roll calls

Liaising with the fire brigade on arrival.

It is the organisation's policy that an appointed fire warden should be on duty at all times.

**Note:**

If the suspicion of fire is raised by seeing smoke coming from under a door, or by seeing smoke in a closed room, staff should on no account attempt to open the door but should raise the alarm and summon the fire brigade as quickly as possible.

**Fire Risk Assessment Protocol**

The fire safety marshal is responsible for carrying out Fire Risk Assessments.

Daily Checks (usually carried out at close of day)

- That all fire doors are closed
- That all fire exits and stairways are free of clutter

That all unnecessary electrical equipment and heaters are turned off that store rooms or rubbish areas do not have smouldering fires

That areas where contractors have been working are free of fire hazards. Weekly Checks

That alarm systems function and can be heard in all parts of the building that all fire fighting equipment is in good repair, are in place and in date. Those stocks of flammable materials or gases are kept to an absolute minimum and are stored safely away. That all goods and boxes are safely stored away to minimize clutter, reduce the fuel available to a fire and to enable people to exit the building safely in the event of an emergency. That all Fire Instruction and No Smoking notices are in place and have not been obscured That individual rooms do not contain obvious fire hazards such as overfull waste baskets or portable heaters placed close to curtains. That all electrical equipment is free of obvious defects such as worn cables and exposed leads that organisation security arrangements are all in place discouraging arson.

**Administrative Guidelines**

Full records of fire precautions should be kept in the Fire Log. This information should be entered by the fire safety lead or by one of the nominated fire wardens and should include:

**For fire drills:** the times and dates of drills, and the time between sounding the alarm and the last person leaving the building for fire alarm tests: the times and dates of tests.

For firefighting equipment, alarms and fittings such as emergency lighting: the times and dates of inspections, of replacements and of servicing. For training: times and dates of training events, who attended and what was covered

The office administrator is responsible for ensuring that the staff and children nominal rolls are kept up to date.

## **Personnel**

The fire safety lead is responsible for ensuring that the correct fire procedures and arrangements are in place.

The fire safety lead for the organisation is the office administrator. Fire wardens are responsible for supporting the fire safety lead.

The nominated fire warden for the organisation is the office administrator. Nominated fire warden posts will be reviewed every year.

The organisation's fire advisor is: [OHEAP Fire Protection Consultant]

## **Training Statement**

All new staff should be encouraged to read the policy on fire safety as part of their induction process. All members of staff should be aware of the procedures in case of a fire at the organisation premises.

They should also all be aware of how they must respond in the event of an emergency. All new and existing staff should know:

Who is responsible for ensuring the correct fire procedure is carried out Who the fire wardens are

The location and usage of all fire extinguishers, and where special extinguishers (e.g., those suitable for use on electrical equipment) are located.

The location of break-glass fire alarm points The emergency fire evacuation procedures

How to use the internal telephone systems to call for the fire brigade.

In-house training sessions for existing staff should be arranged so that all relevant staff can attend a session every year.

Such general fire safety training should include instruction on fire prevention, on what to do in the event of a fire and on fire fighting. Records should be kept in the fire log of who attended each session. Staff who do not attend should be reminded to attend the next session. Additional training should be available for fire safety wardens.

**Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

**Review**

**Policy implemented:** September 2021

**Review Date:** September 2023

## 13. First Aid Policy

### Policy Statement

This organisation recognises its responsibility to ensure that all reasonable precautions are taken to provide and maintain working conditions which are safe, healthy and compliant with all statutory requirements and codes of practice. This includes the provision of Qualified First Aiders in the organisation, which are qualified to deal with minor injuries. In order to ensure that we have enough first aid provision this organisation undertakes a First-aid needs assessment as recommended by the Health and Safety Executive. <http://www.hse.gov.uk/> and our First Aid Provision reflect this assessment.

### The Policy

This organisation understands 'First Aid' to refer to:

- the initial and appropriate management of illness or injury which aims to preserve life or
- minimise the consequences of injury and illness until professional medical help can be obtained;
- The treatment of minor injuries that do not require the attention of a medical practitioner or nurse.

### First Aiders

This organisation ensures that a Qualified First Aider is available at all times that there are staff working. They should be contacted via the main office, where there is a list displayed with their names. In addition to Qualified First Aiders, the organisation also supports a number of staff trained in paediatric first aid Qualified First Aiders.

Staffs that are currently trained are:

1. Mr A B M Jummer Hossain
2. Mrs Sajia Farah

### Minor Injuries

If the injury is minor and does not require medical assistance the first aider should address the injury and complete an accident record, this record will be signed by the first aider and by the parent or carer of the child. If the injury is minor but requires medical assistance the first aider will take the child to the nearest health centre, the child's medical information and registration forms should be taken with them, a member of staff at the setting should contact the parent or carer to inform them of the accident and the actions that have been taken. Upon returning to the setting the first aider should complete the accident report and have it ready for the parent to sign.

### Serious Accidents and Injuries

If the injury is serious and hospital treatment is required a member of staff should call an ambulance immediately and a member of staff should accompany the child to the hospital. The child's registration form containing medical information should accompany them to the hospital. A member of staff should



inform the parent or carer of the child (or an emergency contact) immediately and inform them of the accident and what hospital the child has been taken to.

## Recording Accidents

All accidents and injuries, however minor must be recorded in the accident book. Each child has their own page in the book and parents have access to their child's records and those alone. The accident record should include the following:

- Name of the child
- Date and time of accident
- How the accident occurred
- The extent of the injury
- What treatment if any was given?
- Parent or carer must sign the accident record Form.

## Arrangements for children with particular medical needs

Prior to joining Ideal Centre for tuition, all medical details are required so that the staff can provide the level of care expected. Where appropriate, parents and Management, along with any relevant members of staff, will meet prior to a child joining the Ideal Centre for tuition to ensure such provision is in place.

Special arrangements, such as, training are made when necessary to ensure medical needs are met.

## First Aid boxes

All employees in this organisation should have access to a First Aid Box whilst at work. The principal First Aid Box is carried by the on-call First Aider who is responsible for checking its contents and ensuring that it is replenished when necessary. The box should contain the following:

A Health & Safety Executive (HSE) leaflet giving general guidance on First Aid 20 individually wrapped sterile adhesive dressings (assorted sizes)

2 sterile eye pads

4 individually wrapped triangular bandages (preferably sterile) 6 safety pins

6 medium sized (approximately 12 cm x 12 cm) individually wrapped sterile non-medicated wound dressings

2 large (approximately 18 cm x 18 cm) sterile individually wrapped non-medicated wound dressings

1 pair of disposable gloves.

In this organisation, tablets or medicines should never be kept in the First Aid Box, and items that are out of date should be replaced and disposed of immediately.

## First Aid Information (Signs and Posters)

First Aid signs and posters are prominently displayed in the main office informing staff, visitors and children what to do in the event of an emergency and from whom to obtain First Aid assistance. This should include emergency contact telephone numbers. Similar information is included in all staff induction packs and should be carried by staff at all times.

All staff must familiarise themselves with the First Aid arrangements and with the names and locations of Qualified First Aiders or Appointed Persons and First Aid Boxes.

## Record Keeping

In all situations where staff or children are injured at work and requiring First Aid the accidents procedure should be followed and the appropriate accident forms should be filled in and witnessed. An incident record should also be made in the Accidents Book if required.

First Aiders must keep a record of all treatment that they provide by completing a First Aid Treatment Record. This information helps to identify accident trends and can be used for reference in future First Aid needs assessment.

Injuries at work are also covered by RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) and may require a report to be made to the HSE (see Accident Reporting Policy).

## Training Statement

Any staff member who wishes to become a Qualified First Aider should contact their line manager or supervisor and register their interest. The organisation will support and sponsor training for Qualified First Aider and Refresher Courses in so far as the organisation requires a sufficient pool of qualified staff to cover shifts.

We have qualified First Aiders who hold a valid certificate of Competence in Paediatric First Aid at Work, issued by an organisation whose training and qualifications are recognised by the HSE. Such certificates are valid for three years; refresher training and re-testing will take place before the qualification expires.

## Monitoring and Evaluation

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

### Review

**Policy implemented:** September 2021

**Review Date:** September 2023

## 14. Anti-Racism, Sexism and Homophobic policy

### **Rationale**

The Tuition staff believes that all children should be able to use and benefit from tuition facilities and the education provided and no child, parent, member of staff or visitor should suffer racial, sexist or homophobic harassment or the fear of racial, sexist or homophobic harassment.

### **Definitions**

#### **Racial Harassment:**

The Commission for Racial Equality defines racial harassment as 'An unwelcome or hostile act or series of acts carried out on racial grounds,' and defines hostile act or series of acts carried out on racial grounds,' and defines 'racial grounds' as 'grounds relating to colour, race, nationality or ethnic or national origin' and would also include religion.

#### **Sexism / Gender Discrimination**

Sexism or gender discrimination is prejudice or discrimination based on a person's sex or gender. Sexism can affect any gender, but it is particularly documented as affecting women and girls. It has been linked to stereotypes and gender roles and may include the belief that one sex or gender is intrinsically superior to another.

#### **Homophobia**

Homophobia encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT). It has been defined as contempt, prejudice, aversion, hatred or antipathy, may be based on irrational fear, and can be related to religious beliefs.

### **Prevention of Racial, Sexist, Homophobic Harassment**

Ideal Centre for tuition has an obligation to provide a curriculum which:

- Promotes the spiritual, moral, cultural and physical developments of the children at the tuition and of society;
- Prepares its children for the opportunities, responsibilities and experiences of adult life.

In line with the LA's curriculum policy, the tuition has a duty to ensure that 'Emphasis must be given to the social as well as the personal so that the individual can be introduced to our pluralist society and its cultures.' The tuition should therefore, 'Foster a positive atmosphere of mutual respect and trust,' and should establish procedures for 'countering prejudice and discrimination if and when they occur.'

These aims can be fulfilled not only through the basic curriculum but also through Personal, Health and Social Education programmes (PHSE), the tuition's Behaviour Management policy and through assemblies. Ideal Centre for tuition will also develop a whole tuition ethos based on mutual respect where it is made clear that bullying, of any kind, is unacceptable; please see Anti-Bullying Policy.

## Guidelines with Dealing with Incidents

- Ideal Centre for tuition has agreed procedures for dealing with racist attitudes and behavior and all staff are made aware of these. The procedures are systematically monitored by senior members of staff, the Director and the LA.
- Children who report racist, sexist, homophobic harassment, verbal or physical, will be listened to carefully and the details recorded on the tuition's Reporting Form. See Appendix A. The incident will be investigated and the children informed of the outcome. Incidents and outcomes will be reported to the Director termly and policies and procedures monitored for effectiveness.
- In each reported case, the children's parents will be informed, advised and supported. They may wish to involve the police.
- The perpetrator, if a, will be dealt with fairly but firmly, taking into account the nature of the incident and the age of the child. Possible actions could include an apology, class discussion or circle time or loss of privileges, letter to and discussion with their parents, fixed term exclusion and as a final resort – permanent exclusion.
- If a member of staff, parent or visitor is guilty of harassment, it will be reported to the Local Authority as an incident. Child In the event of a member of staff – it may also be reported to LADO.
- If a parent harasses a child, a member of staff or another parent, he or she will be warned that such behavior is unacceptable. The parent could be banned from the tuition site and prosecution may be possible if a further incident occurs; the police will be informed. The police will be called if the incident is serious and / or the parent refuses to leave the tuition premises. Advice on banning parents and legal action which the LA can take is contained in the Department for Education's document 'Violence at Work' (1998) and advice sought from the Department for Education (DfE).

## Recording

- Records will be kept of all incidents of discrimination. Incident forms will be completed and the
- Director informed. If the incident is serious, the LA will be informed – see Appendix B.
- The parents of both the perpetrator and victim will be informed of the incident on the day of it being reported.
- If the harassment / discrimination is from the children of neighbours and is continuing at home, the Safer Neighbourhood Team will be informed and the Housing Department; the police may also be called.
- The details within the incidents will be collated and the Director will monitor patterns / trends and take action accordingly.

### Monitoring and Evaluation

The Tuition will evaluate the impact of the policies by feedback received from children, staff and parents. This policy will be reviewed annually.

#### Review

**Policy implemented:** September 2021

**Review Date:** September 2023

## 15. Code of Conduct Policy

### INTRODUCTION

Ideal Centre for tuition has expectations of every adult who works in the tuition. (This applies to all paid staff, volunteers and governors.) In addition to this Code of Conduct, all teaching staff employed under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2012' and Part 2 of the Teachers' Standards - Personal and Professional Conduct.

### PURPOSE, SCOPE AND PRINCIPLES

A Code of Conduct is designed to give clear guidance on the standards of behavior all Ideal Centre staff are expected to observe as detailed in para 10, Keeping Children Safe in Education, September 2016. Ideal Centre staff are role models and are in a unique position of influence and must adhere to behavior that sets a good example to all the children within the tuition.

This Code of Conduct applies to all staff, volunteers and governors in the tuition and all staff in units or bases that are attached to the tuition.

### DRESS

Staff are expected to dress professionally at all times. Staff are role models and as such are expected to set a good example. They should be neat, clean, smart and tidy, wearing clothes which are commensurate with their post in the tuition. A guide to acceptable/expected dress is detailed below:

As an example:

- Staff must take all reasonable steps to cover tattoos and piercings, other than one or two in the ear lobe.
- Tongue decoration is not allowed
- Staff are expected to wear appropriate clothing as they act as role models for young people
- Male and female staff should wear smart clothing suitable for a secondary education environment Male staff will usually wear a jacket, shirt and tie
- Female staff will wear tops which are smart (i.e. not strappy vest tops). Very short skirts and low cut tops are not appropriate
- Denim garments are not permitted
- Staff taking part in sport lessons or activities will wear appropriate sportswear and footwear
- During the summer months when the temperature rises, staff should be mindful that the children still wear the same uniform.
- Staff attire should still be smart and appropriate for secondary education environment as indicated above.

### SMOKING/ALCOHOL and DRUGS

The recreational taking or involvement in controlled drugs is illegal and cases involving drugs may lead to Police involvement. Alcohol may not be consumed during working hours. Where the Head teacher reasonably suspects that an employee is unfit for work due to alcohol or drugs, they will require the employee to leave work immediately. The employee will not be permitted to return until they are fit for work. The employee will be required to take any such leave as annual

leave or unpaid leave. Such occurrences will be investigated upon the employee's return to work and may result in disciplinary action.

Staff and visitors are not permitted to smoke anywhere on the tuition premises or grounds or within view of the tuition. Staff should be role models to children and young people, so any smoking should be done outside the premises and completely out of sight of children.

## **CONDUCT WITH CHILDREN**

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of tuition life. All members of staff and governors are expected to set high standards and use a positive approach to behaviour management. Staff are expected to work with all children, irrespective of their demeanour or ability and should never attempt to refuse to do so.

All staff set examples of behaviour and conduct which can be copied by children. All staff must therefore; demonstrate high standards of conduct in order to encourage children to do the same. Staff must therefore avoid using inappropriate or offensive language at all times.

Staff should be careful not to be alone with children. They should leave a door open, or ask for someone to sit in if concerned about an interview.

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

## **USE OF CARS**

Staff and governors should never give lifts to children without clearing it with a senior member of staff. Two members of staff should accompany any children in cars.

## **DATA PROTECTION**

Staff should not disclose any information about children, staff colleagues or governors to members of the public. Only approved staff should communicate to the media about the tuition.

All personal data must be kept secure. The storage of data on a hard disk or memory stick is insecure. To make such storage more secure it is recommended that it is password protected or encrypted. Personal data should never be stored on unencrypted portable media/memory sticks. The safest long term storage of data would be the academy's staff only shared area.

When taking photographs of children, staff should check if parental permission has been obtained.

## **SOCIAL NETWORKING SITES**

Social networking, e.g. Facebook, My Space, Bebo and texting is a way of life for many adults. Staff and governors should be aware of the potential risk to their professional reputation and that

comments made on a social network site which relate to the organisation, children, staff could lead to a disciplinary action. Please observe the following:

- Staff and governors should not use tuition equipment, or the tuition internet connection, to access or update personal social websites
- Staff and governors should not have any student who attends the tuition as “friends”
- It is strongly recommended that staff and governors do not have parents or ex-children as friends
- Staff and governors should use strong passwords and apply security settings so that all aspects of their profile are secure and controlled
- Staff and governors should NOT post anything, on a social website or text, about the academy community including about incidents, children, staff or governors
- Staff and governors are expected to uphold professionalism and dignity on a public website, which would include the use of language, including profile name and content, including photos. They should think of this in respect of being a role model. Staff should not use inappropriate comments in relation to gender, race, disability, age, religion or sexual orientation
- Images of children taken during tuition time or on educational visits must never be posted
- Images of work colleagues or governors should not be posted without their permission

## **TECHNOLOGY**

Only Tuition equipment should be used to take photos of children. Photos should be uploaded to the secure staff shared drive and images erased from the portable device

The Tuition PC or laptop should only be used for tuition work and not for personal use. Staff should ensure that they have absolute control of a tuition laptop allocated to their use

Staff are expected to restrict internet access to work related sites within work hours and on academy equipment. Any abuse of this privilege may result in disciplinary action

A tuition email account should be used for all work related communication. It must not be used to circulate personal email. Abuse of this may result in disciplinary action

Only the ICT technicians should install software onto tuition equipment The Central Server monitors all access and inappropriate use will result in disciplinary action

Staff and children must comply with the Acceptable Use of ICT Policy Staff should not give children their personal mobile number under any circumstances

## **FINANCE AND PROCUREMENT**

All staff with financial responsibility should comply with the powers delegated by the Governing Body. Please refer to the Financial Procedures Manual which is located on the staff shared area under the policies section. Staff should not solicit or accept any gift, loan, fee, hospitality or other reward which influences the way in which they carry out their duties. They should not influence or be influenced unfairly in the way they carry out their duties by ties of kinship or friendship, or by some other association or loyalty.

## **REPUTATION**

The reputation of our academy is very precious. It takes a long time to build and can be knocked down in a moment. As a member of the academy community, each employee has an individual responsibility to maintain their reputation and the reputation of the tuition, whether inside or outside working hours. Staff and governors must be careful to ensure that nothing they say or do brings the academy's name into disrepute. Gossip in our communities can be very damaging. Staff should not gossip, or speak inappropriately, about the academy, children, parents, staff or governors, including discussing incidents.

## **SAFEGUARDING & CHILD PROTECTION**

Staffs have a duty to safeguard children from:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The duty to safeguard children includes the duty to report concerns about a student to the Designated

Senior Person (DSP) or the Deputy Designated Person (DDP) in his absence.

The tuition's DSP is Mr A B M Jummer Hossain,

The tuition's DDP is Mrs Sajia Farah

Staff must not seriously demean or undermine children, their parents or carers, or colleagues. Staff must take reasonable care of children under their supervision with the aim of ensuring their safety and welfare.

## **CONDUCT OUTSIDE WORK**

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the academy or the employee's own reputation or the reputation of other members of the academy community. In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are likely to be regarded as unacceptable.

Staff may undertake work outside tuition, either paid or voluntary, provided that it does not conflict with the interests of the tuition nor be to a level which may contravene the working time regulations or affect an individual's work performance. The other employment should not have an adverse effect on the academy, or children.

## **CONFIDENTIALITY**

Where staff have access to confidential information about children or their parents/carers, staff must not reveal such information, except to those colleagues who have a professional role in relation to the student.



All staff are likely at some point to witness actions which need to be confidential and this needs to be reported and dealt with in accordance with the appropriate academy procedure. It must not be discussed outside the tuition, including with the student's parent/carer, nor with colleagues in the tuition, except with a senior member of staff with the appropriate role and authority to deal with the matter.

However, staff have an obligation to share with the Designated Senior Person any information which gives rise to concern about the safety or welfare of a student. Staff must never promise a student that they will not act on information that they are told by the student.

This Code of Conduct should be read in conjunction with the following policies and documents:

- The Whistle Blowing Policy
- The Complaints Policy
- The Behaviour Policy
- Acceptable Use of ICT Policy
- Health and Safety Policy
- Child Protection and Safeguarding Policy

## **DISCIPLINARY ACTION**

All staff needs to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action.

### **Monitoring and Evaluation**

The Tuition will evaluate the impact of the policies by feedback received from staff. This policy will be reviewed annually.

### **Review**

Date Policy Implemented: October 2021

Review date: October 2023