

Date Approved	Effective date	Date of next review	Policy owner	Policy lead
01/08/2020	01/09/2022	01/11/2023	Lead Child Safeguarding Officer	Lead Child Safeguarding Officer

Child Safeguarding Policy

Key facts

Teach First takes its responsibility towards safeguarding all children who engage with the charity very seriously, with the focus being on their safety and welfare. The aim of this policy is to ensure that:

- Excellent child safeguarding practice is promoted at Teach First;
- All children who engage with Teach First are treated with dignity and respect;
- All employees know what to do in the event of a child safeguarding incident and make informed and confident responses to specific child safeguarding issues;
- All stakeholders who interact with children in relation to Teach First events and activities meet high standards of behaviour and professionalism;
- All child safeguarding incidents are dealt with consistently and properly recorded.
- For emergency situations please [click here](#).

This policy is written with our commitment to equality and diversity at its heart and should be interpreted in a way that provides fair treatment for all.

This policy does not form part of any employee's contract of employment and it may be amended by Teach First at any time.

Child Safeguarding means protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and/or taking action to enable all children to have the best outcomes. A **child** is anyone who has not yet reached their 18th birthday. If a child turns 18 during Teach First's engagement with them this policy will continue to apply until the activity/relationship ends or the child turns 20.

Section 1: Who does this policy apply to?

This policy applies in relation to Teach First arranged activity and events including those delivered virtually. It applies to all persons who are carrying out paid or unpaid work on behalf of Teach First. This includes employees, trustees, interns, work experience students; contractors and consultants; agency workers; casual workers; and other individuals (including in Teach First programme members, ambassadors, employees of supporters and partners) when engaged in Teach First organised events and activities.

Teach First trainees and ambassadors or programme members in teaching roles are covered by the safeguarding policies of their employing schools. Both policies might apply, (for example where a teacher is bringing pupils to a Teach First event), but where there is an inconsistency, the school's policy will take precedence as the employer's policy.

If you have a child safeguarding concern which does not relate to a Teach First organised activity or event (e.g. about something you come across in a partner school), you should use the specific policy or process which applies to that setting to escalate the matter (e.g. the school's own safeguarding policy).

This policy applies to all stakeholders whether or not Teach First has requested and received a satisfactory Disclosure and Barring Service (DBS) certificate. Trainees are DBS checked by schools and on behalf of Teach First. For further details, please see our [DBS Policy](#).

On occasion, where a corporate supporter works with multiple voluntary organisations, they will ask us to follow their own safeguarding policy when organising events on their behalf or with them and their other partners ("Joint Events").

We can follow a corporate supporter's safeguarding policy only where:

1. The corporate supporter understands that Teach First will also escalate any disclosures made to Teach First staff at Joint Events under its own safeguarding policy;
2. The policy has been reviewed by Governance, Legal and Compliance and includes:
 - a. Acceptable statements on safe recruitment for employees and volunteers, and clear procedures for DBS checking relevant to employees and volunteers;
 - b. A clear procedure for dealing with disclosures and allegations, including guidance on how to respond to a child who is making a disclosure, a clear escalation pathway and relevant contact details;
 - c. Provisions for regular review of the policy;
 - d. Board level oversight and ownership of the policy;
 - e. Clear guidance on acceptable behaviour when interacting with children;
 - f. Clear guidance on planning events with children.

Section 2. Principles, Requirements and Expectations

Child Safeguarding Principles

- The welfare of the child is paramount;
- We will ensure that robust steps will be taken to protect children from abuse and to respect their rights, wishes and feelings when they engage with Teach First;
- All suspicions and allegations of abuse will be taken seriously, and appropriate action taken to address these swiftly and fully;
- Anyone who is bound by this policy has the responsibility to highlight concerns;
- Anyone who is bound by this policy has the right to report concerns or suspicions in confidence and free from harassment;

Requirements and Expectations

In line with good practice, Teach First will ensure that arrangements are in place to reflect the importance of child safeguarding, including:

- A Trustee lead and a Deputy;
- A Child Safeguarding Officer (CSO) who is an Executive Director, and two Deputy Child Safeguarding Officers (DCSO), to take leadership responsibility for safeguarding;
- Maintaining a clear process for dealing with allegations against people who work with children;
- Developing a culture of listening to and promoting the welfare of children, where stakeholders feel supported to raise issues about safeguarding

- Child safeguarding training as part of the mandatory online training for all employees, including familiarisation with responsibilities and procedures to be followed if anyone has any concerns about a child;
- Ensuring partner organisations have a robust child safeguarding policy in place, or agree to adhere to this policy, before agreeing contracts involving contact with children;
- A Child Safeguarding Group led by the CSO to review child safeguarding practice and ensure learning from incidents and continuous improvement;
- Safe recruitment practices for individuals whom Teach First will permit to work regularly with children, including policies on when to obtain a DBS check.

In situations where this policy applies you must:

- Treat all children with dignity and respect;
- Where it has been identified that a role requires it, submit a joint application with Teach First for a basic or enhanced (Teach First will advise the level) Disclosure Barring Service (DBS) certificate and submit the supporting evidence as required;
- Inform Teach First of any relevant police record, disciplinary action or other factor, or any change in circumstances, which may impact your suitability to work with children.
- Recognise that any role that interacts with children places you in a position of trust, and undertake to uphold that trust at all times.
- If face-to-face contact is necessary, only meet children in an appropriate public place, for example a library, a gallery or a classroom, where other adults are regularly present. Depending on your role (for example as a mentor), it may be appropriate to have a meeting in a confidential space, but this still needs to be an appropriate public space, such as a classroom with an open door, a coffee shop or a public area within your office.
- With regard to communication, comply with the following:
 - **All interactions:** Video calls may be used but must follow the same parameters as a face-to-face meetings. Only communicate with children via a professional email address. Where further contact channels are required, parental consent must be gained.
 - **Volunteers:** Must only communicate by professional email or video call as outlined above. There must be no contact via personal phone, personal email, any other messaging service or social media, including but not limited to WhatsApp, Snapchat, Facebook, Twitter, and LinkedIn. Further contact with students outside the parameters of the volunteering activity is not expected, but if it happens this should be conducted through Teach First and/or the school. Volunteers must comply with all rules and guidelines set out by Teach First and/or the school in relation to the activity.
- Maintain the confidentiality of any information relating to other Teach First stakeholders made available in the course of any engagement with children, as long as this does not conflict with this policy or the whistleblowing policy.
- Remember that interactions between you and children must be such that no reasonable person observing that interaction could construe its nature as abusive or inappropriate.
- Report any suspected infatuations.
- Use appropriate language when conversing with children.
- Inappropriate behaviour can sometimes be an indicator of abuse or neglect. Where a child is displaying inappropriate behaviour, end the interaction and make a record of the behaviour before notifying the CSO at Teach First (see Appendix 1 for contact details).
- Use the Events Checklist in Appendix 1 when organising Teach First events involving children. Use Teach First's whistleblowing procedures where an allegation or complaint arises about the behaviour of another volunteer or employee where you believe your concern has not been taken seriously.
- Seek parental consent for any photography of a child.

Stakeholders must not:

- Invite children to your home or visit children in their own homes.
- Allow your personal beliefs to exploit a child's vulnerability or incite them to break the law.
- Offer a child a lift in a car.
- Behave in any way, physically or verbally, that could be offensive to a child.
- Make any kind of physical contact with a child that would not be considered appropriate within a school or business environment, and report any inadvertent contact that could be misconstrued.
- Request or receive monetary or high value gifts from young people; and ensure they are not open to (or perceived to be open to) improper influence or conduct through the acceptance of such gifts. The acceptance of low value gifts given in appreciation of support provided is not problematic.
- Smoke or drink alcohol when supervising children and not supply them with these substances
- If you are a volunteer, introduce (virtually or otherwise) the mentee to a colleague/friend for advice and guidance (due to DBS requirements). You may however invite mentees to attend a supervised meeting in a public place or public virtual event at which you (the mentor) are present for the duration. Before doing this you should speak to Teach First and/or the school to ensure any virtual or in-person events you are signposting students to are appropriate.

Section 3. Taking action

All stakeholders have a responsibility to be aware of child safeguarding issues. It is not your responsibility to decide whether or not the potential child safeguarding incident requires investigation or further action, but you have a responsibility to act on any concerns by escalating the matter.

Stage 1: Potential incident identified

The following is a non-exhaustive list of child safeguarding issues which require escalation in accordance with this policy:

- Failure to protect a child from physical harm or danger;
- Failure to ensure adequate supervision of a child;
- Failure to ensure access to appropriate medical care or treatment;
- Failure to provide adequate food, shelter and clothing;
- Sudden changes in a child's behaviour or performance;
- Any physical, emotional or sexual abuse;
- Any other breach of the expectations of this policy

If you are in doubt whether your concern is relevant, err on the side of caution and report it as outlined in stage 2.

Stage 2: Escalation

Child safeguarding concerns in relation to Teach First activity and events are considered to be a trigger incident as per Teach First's serious incident management process. The Child Safeguarding Officer and core Serious Incident Management (SIM) team must be notified.

In all circumstances steps should be taken to ensure the needs of the child take priority, and the disclosure of information is dealt with appropriately:

- Ask if the child would like someone else to be present – another adult or a friend. If they decline, proceed with the interview, taking extra care with your behaviour and body language and ensuring you are in a public place/office with open door.
- Allow them to speak without interruption and accept what they say.

Linked policies: [Serious Incident Management](#), [Whistleblowing](#)

- Be understanding and reassuring but do not give your opinion.
- Assure them that you will offer support but that you must pass any information to another professional who may take appropriate action if their safety, welfare or wellbeing might be at risk. Reassure them that they have done the right thing in telling you.
- Keep calm and listen – do not have physical contact at any time.
- Focusing on the facts disclosed and using the actual words said by the child wherever possible, take a detailed record of the conversation.
- Do not attempt to investigate the allegation. Ask questions only for clarification of the facts.

Disclosures from individuals aged 18 or over: The following applies to anyone over the age of 18,

- Always encourage the individual to disclose the issue themselves, but if they would prefer not to, explain that you will only be able to pass on the information with their written consent.
- If they do not agree to you passing on their information, you generally must not do so as the individual is an adult who can choose how they want the issue to be dealt with. Encourage them to make the right disclosure eg to the police. Seek help if there is an immediate threat or danger. If you have concerns speak to your line manager
- If they give written consent to allow you to pass on information, make a detailed record of the conversation as per the below.

Once the child safeguarding concern has been raised:

- If there is an immediate risk of significant harm, contact the police and notify the CSO or Deputy as soon as possible.

In non-emergency situations, email the required details to the child safeguarding inbox or call the CSO or Deputy (see appendixes 1-2).

The Serious Incident Management team (including CSO or Deputy) will decide on any immediate steps to be taken, including whether an investigation is required and whether social services and/or the police should be informed.

- If the child safeguarding concern relates to an employee of Teach First, the incident may be investigated in line with Teach First's Disciplinary Policy or any other applicable Teach First policy, at the discretion of the CSO or Deputy.

Stage 3: Updates

When the stakeholder has passed on the child safeguarding concern, the stakeholder's involvement ceases unless told otherwise. The stakeholder's responsibilities are now to:

- Keep the matter strictly confidential – it must not be discussed with any other person (apart from the CSO or Deputy) to ensure all individuals involved (especially the child) are appropriately protected. It is not the stakeholder's responsibility to seek out any further information regarding the incident. However, should the stakeholder become aware of any updates, they must notify the CSO or Deputy.
- Continue to comply with any other applicable Teach First policies.

Section 4. Further Information

Useful Links

For more information on child safeguarding, types of abuse and the responsibility of organisations, you can refer directly to the following pieces of guidance.

[Working together to safeguard children](#)

[Keeping children safe in education](#)

The NSPCC website also provides extensive information and resources on their [Safeguarding Children](#) page.

For more information on the Disclosure Barring Service (DBS) checks, please refer to the [Gov.uk website](#).

Non-Teach First related concerns

If a stakeholder has non-immediate concerns which are unrelated to a Teach First event or activity, they should contact the NSPCC National 24-Hour Help Line on 0808 800 5000 for advice about safeguarding children.

Review of Child Safeguarding Policy

This policy will be reviewed by the CSO on an ongoing basis, but at least once a year, and amendments will be made as required.

Section 5. Appendices

Appendix 1: Contact Details

In an emergency situation: If there is an immediate risk of harm, contact the police (dial 999) and notify the Lead CSO (or Deputy).

Beth Leeming, Lead Child Safeguarding Officer

020 3862 8066/07725 539975 (leave a voicemail if unanswered)

Carol Gormley, Deputy Child Safeguarding Officer

0203 862 8456 / 07485 011909 (leave a voicemail if unanswered).

Anna Townsend, Deputy Child Safeguarding Officer

0203 862 8054 / 07793011434 (leave a voicemail if unanswered)

Or email childsafeguarding@teachfirst.org.uk and **write “SIM” in the subject line.**

In non-emergency situations: Email your concerns to childsafeguarding@teachfirst.org.uk, with **‘Nonemergency issue’ in the subject line.**

Linked policies: [Serious Incident Management](#), [Whistleblowing](#)

Department	Lead	Deputy
Programme Delivery	Amy Mitchell Beth Leeming	Carol Gormley Anna Townsend
Governance, Legal and Compliance	Legal Advisers	Georgia Jeffery
External Relations	Kelly Loftus	Jess McVay

Please note

- If you are alerting the team to a serious incident then please put “SIM” in the subject line and it will be forwarded to the SIM team members immediately.
- Voicemails left on both the CSO and Deputy’s landlines will be captured and sent to them via email.
- Emails sent to the child safeguarding inbox will be automatically forwarded to both the CSO and Deputy.

Appendix 2: Safeguarding Concerns Email

Any concerns a stakeholder may have for any child’s welfare and safety in relation to a Teach First activity or event should immediately be sent by email to the Child Safeguarding Team. The contents of this email will be highly confidential and if allegations are serious, criminal proceedings may result. Please be aware of that in anything you state in the email, and particularly do not give names of children and possible abusers. In your email, include

- Your name and contact details.
- Date and time of child safeguarding concern.
- Details of the Teach First event or activity.
- Child’s age.
- Child’s school if known.
- Nature of the concern and description of the facts.
- Who is aware (including parents/ guardians).

Appendix 3: Digital Engagement with Children

[Guidelines](#) for digital engagement activities with pupils

Appendix 4: Checklists for events involving children

Checklist for all events involving children

- For digital events involving children under the age of 18 abide by the Teach First [guidelines \(see appendix 5\)](#).
- Consider the safety of the child’s travel to/from an event and, where appropriate (e.g. late finishing events), ensure they are accompanied by a qualified teacher/parent/legal guardian.
- Ensure that children are accompanied by their teacher/parent/legal guardian or Teach First staff with an

enhanced DBS check valid in the last two years whilst on-site at an event. These people will be responsible for the child throughout the event and should have the appropriate emergency contact details.

- Ensure that the child/teacher/parent/guardian/Teach First staff know the agenda for the event and are aware of their/the child's role. Ensure children have been briefed on appropriate behaviour for the event.
- Provide child and/or the accompanying teacher/parent/legal guardian with the event organiser's mobile number for use on the day. Note, this is only to be used for 'on the day' logistics and is not to be used for any other communication purposes.
- Ask trainees/ambassadors to follow their school's policy in securing authority for children to attend the event. This includes undertaking any relevant school risk assessment and ensuring adult: child ratios are appropriate. First year trainees should check with their school whether they need to have a fully qualified teacher accompany them.
- Ensure that you have received signed consent forms for any photographs or videos to be taken at the event or if you plan to interview and use quotes from the children present. These can be downloaded from the Teach First Brand Toolkit.
- Where appropriate, provide food/refreshments, taking account of any dietary requirements.
- Ensure all children and teachers/parents/guardians are given a health and safety briefing, including fire procedures, emergency exits and toilet locations.
- Endeavour to give the opportunity to leave evening events at an appropriate time for their age, having consulted with their teacher/parent/legal guardian.
- Include Teach First's child safeguarding policy as part of the pre-event briefing process for all staff and volunteers. Highlight the role of children in the event and where appropriate include a code of conduct.
- Take account of children's needs in planning the event e.g. access and disability.

Additional checklist for outdoor/sporting events

- Where appropriate, include a designated meeting point for lost children and ensure this is included in the briefing for all employees and volunteers.
- Ensure the meeting point is always manned by at least two employees or volunteers, at least one of whom has an enhanced DBS check valid in the last two years.
- Communicate the child meeting point in the event joining instructions.
- Provide wrist bands to all participating children, with space for parents/guardians to add their mobile number.
- Include the child safeguarding policy in the volunteer briefing materials and refer to it in any oral briefing.
- Ensure that any individual with responsibility for any child does not consume alcohol at the event.

Appendix 5: Guidelines for digital engagement activities with pupils

Checklist for all events involving children

Last updated: 1st June 2020

The points below are guidelines for Teach First staff to ensure we are meeting the highest standards of child safeguarding when designing and delivering engagement activities with young people.

General safeguarding

- No personal contact details should ever be shared, either from volunteers or from young people. The only email addresses or phone numbers used should be from work or school accounts. Volunteers should not connect with students on LinkedIn or any other social media platforms.
- All safeguarding concerns should still be escalated as per the Teach First policy, and volunteers should have the contact details of relevant school staff to alert them of any concerns.
- No personal student data should be shared with volunteers during activities (eg. CVs). Any support with university, college or job applications must be done in an anonymised way so that student data is protected.
- It is important to make sure at the start of all activities that young people know what to do and who to contact if they have a problem or do not feel comfortable.
- Contact between volunteers and young people after the activity has taken place should always be conducted through Teach First and the school.

- Emphasis should be placed in volunteer safeguarding briefings on cyberbullying and keeping young people safe online, as these are concerns that are likely to become more prominent during the pandemic.

Video calls / livestreams

- For any live activities involving direct interaction with young people online outside of a school context we will collect written parental consent for children to be involved. If inside a school context responsibility lies within the school's child safeguarding policy.
- Anyone running or moderating sessions on or offline must be safe to do so. Sessions that take place outside of a school context must be run or moderated by an employee with an enhanced DBS check valid within the last two years.
- All calls and video calls should be conducted in groups, unless the adult has had an enhanced DBS check in the past two years. Where possible they should be supervised by a teacher and/or DBS-checked member of Teach First staff.
- Young people and adults are encouraged to have their videos on where possible IF it is appropriate and makes for a more engaging educational experience, but this is not mandatory. Video backgrounds should be blurred where possible, or at the very least checked to make sure there is nothing inappropriate/identifiable in the shot.
- Any calls or video calls should always be conducted on an appropriate platform as per organisational (and where relevant school) [guidelines](#) and set to private so that no details are visible to external people. If any unknown participants join the call they should be removed and reported immediately to the event organiser at Teach First. If any safeguarding concerns arise from unknown participants joining these concerns should be escalated in line with Teach First's safeguarding policy.
- No calls or video calls with young people should ever be recorded or photographed without good reason and explicit prior consent of the school and the pupils' parents/carers. All adults and students on the call should be briefed beforehand not to take photos, recordings or screenshots. See [guidelines](#) for further details.
- If recording permissions are obtained, the host should make clear to the group how livestreams will be used in the future, for example kept in archive, used for training purposes, broadcast as part of a recorded event. See [guidelines](#) for further details.
- Any live activities should always take place during school hours (approx. 8.30 - 16.30). If in exceptional circumstances activities take place outside of school hours appropriate mitigations should be put in place to ensure pupils' safety and wellbeing.
- Livestreams should always be moderated. Guidelines should be provided to those participating detailing clearly when and what can/cannot be posted during calls.
- To avoid the sharing of harmful or inappropriate comments during calls, clear guidelines for the language used during livestreams should be shared to the volunteers and pupilsstudents.group. The trainee [expectations](#) for Summer Institute 2020, STEM Internship guidelines, Taster programme [guidelines](#) and Top Up course [guidelines](#) can form the basis of this.
- Children should be made aware in advance of livestream that the event is live and therefore any comments made or posted can become part of their digital footprint

General points

- Engagement activities should where possible use a range of learning techniques and not always rely on screen-based activities. This will keep students engaged and support their wellbeing by reducing the risk of screen fatigue. Students who do not have access to computers at home are unfairly disadvantaged and prevented from accessing digital engagement activities, so this measure also addresses that point as much as possible.
- Accessibility needs for students should be taken into account when planning and delivering activity (eg. including captions in videos and differentiated resources for SEND students, screen readers or subtitling).
- Where external speakers are invited to lead digital sessions with pupils, they should be accompanied by an appropriate member of staff (for events in a school context this would be a teacher, and for events outside of a school context this would be a member of Teach First staff with an enhanced DBS check valid within the past two years). External speakers should be briefed on Teach First's child safeguarding policy to include digital engagement of pupils.

- Consider having two professionals facilitate, to enable greater support for the children and young people taking part. When working with a group of school children it is helpful to have a professional from the school join to ensure that if a child protection concern arises within the session, there is an adult who knows the child and their support network available to support the response. Video calls and livestreams should have a member of school staff present wherever possible.

Further Reading

- Unicef: Staying Safe Online: Safeguarding and Digital Engagement - <https://www.unicef.org.uk/child-friendly-cities/wp-content/uploads/sites/3/2020/05/Safeguarding-and-digital-engagement-guidance-Child-Friendly-Cities-and-Communities-Unicef-UK.pdf>
- NSPCC Learning : Using Social Media Safely with Children and young people
<https://learning.nspcc.org.uk/safeguarding-child-protection/social-media-and-online-safety>