



Safeguarding Children Policy

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Contents

Contents	2
1. Policy Statement	2
1.1. Purpose and scope of this policy	3
1.2. Summary of Jacari's commitment to safeguarding children	4
1.3. Supporting documents	6
2. Key contacts	7
2.1. General and out-of-hours contact details	7
2.2. Oxford contact details	7
2.3. Bristol contact details	8
3. Key Definitions	9
3.1. Main Categories of Abuse	9
3.2. Additional Safeguarding Risks	10
4. The Prevention of Harm	12
4.1. Safer Recruitment of Volunteers, Staff, and Trustees	12
4.2. Safeguarding Training and Development for Volunteers, Staff, and Trustees	14
4.3. Safeguarding Support and Guidance for Sixth-form Peer Tutors	16
4.4. Codes of Conduct	17
4.5. Procedures for in-school tutoring sessions	17
4.6. Procedures for at-home tutoring sessions (Community Tutoring Programme only)	17
4.7. Procedures for trips and events	17
4.8. Procedures for taking, storing and sharing photographs and images of children	18
4.9. Safeguarding information-sharing with partner schools	19
5. Managing concerns, incidents, disclosures, and allegations	20
5.1. Responding to concerns about a child's welfare, disclosures, and incidents	20
5.2. Managing concerns about or allegations made against staff or volunteers	21
6. Appendix: Volunteer applicants with Overseas Residence History	23



1. Policy Statement

1.1. Purpose and scope of this policy

1.1.1. Purpose and activities of Jacari

The purpose of Jacari is “to advance the education of children and young people in the vicinity of Oxford and Bristol who do not speak English as their first language and are at risk of failing to achieve their academic potential”.

We provide two free tutoring programmes: ‘Community Tutoring’, whereby adult volunteers from local universities and the wider community deliver one-to-one tutoring sessions to primary and secondary school pupils, and ‘Peer Tutoring’ whereby sixth form students deliver tutoring sessions to their younger peers within the same secondary school. We also provide free trips and events for the children and young people we support, and their families.

1.1.2. Purpose of this policy

This policy applies to anyone working on behalf of Jacari, including the Board of Trustees, paid staff, and volunteers. Its purpose is to:

- Clarify safeguarding expectations for trustees, staff, and volunteers¹.
- Promote a safe, resilient, and robust safeguarding culture built on shared values, so that the children and young people² receiving support from Jacari³ are treated with respect and dignity, feel safe, have a voice, and are listened to.
- Support Jacari’s safeguarding practice, recognising that harm can occur during or in relation to the organisation’s activities.
- Set expectations for developing knowledge and skills for Jacari’s trustees, staff, and volunteers with regard to the signs and indicators of safeguarding issues and how to respond to them.

¹ For the purposes of this policy, a volunteer is an adult over the age of 18 who is volunteering in Jacari’s Community Tutoring Programme.

² For the purposes of this policy, a child or young person is any person under the age of 18.

³ For the purposes of this policy, a young person who is volunteering as peer tutor in Jacari’s Peer Tutoring Programme, is included in the category of young people receiving support from Jacari.



1.2. Summary of Jacari's commitment to safeguarding children

Jacari's safeguarding policy has been written in accordance with the principle that children's welfare is of paramount importance to Jacari as a charitable organisation, and is informed by relevant safeguarding legislation and statutory guidance, including Keeping children safe in education (KCSIE) 2026 and Working Together to Safeguard Children 2026.

1.2.1. Core safeguarding principles

We recognise that:

- Working in partnership with children, their parents/carers, their schools, and other agencies is essential in promoting children's welfare;
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse;
- some children are additionally vulnerable because of the impact of previous experiences, language barriers, or other issues;
- many children and young people of global majority heritage or from sanctuary-seeking or migrant backgrounds experience racism and hostility as they grow up, and this occurs at individual, institutional and societal levels.

1.2.2. Safeguarding responsibilities of all staff and volunteers

All Jacari staff and volunteers are responsible for promoting the welfare of children in their care, for keeping them safe, and for acting in a way that protects them. This responsibility includes:

- 1.2.2.1. Listening to children, respecting them, and taking their views and concerns seriously;
- 1.2.2.2. ensuring, through appropriate methods and resources, that children and their families know how to raise concerns;
- 1.2.2.3. reporting any indicators of potential abuse or neglect of a child, or concerns of any kind about a child's welfare to a Jacari Coordinator,



Jacari's Designated Safeguarding Officer (DSO), or the Safeguarding Trustee as soon as possible;

- 1.2.2.4. following the procedures for reporting concerns for a child (see Section 5.1);
- 1.2.2.5. avoiding situations that could place themselves or children at risk of harm or allegation.

1.2.3. Safeguarding leadership and governance

The Board of Trustees, Charity Manager, and Coordinators are responsible for building a safeguarding culture where staff, volunteers, and children and young people treat each other with respect and are comfortable about sharing concerns.

Safeguarding leadership and oversight is clearly defined across trustees and staff as follows:

1.2.3.1. Board of Trustees:

- Appoint a Designated Safeguarding Officer (DSO);
- appoint a member of the trustee board who takes lead responsibility for safeguarding (Safeguarding Trustee);
- ensure the safeguarding policy is reviewed annually;
- ensure supporting policies and procedures are in place and fit for purpose, including: data privacy; health and safety; complaints; whistleblowing.

1.2.3.2. Designated Safeguarding Officer:

- Ensure safe recruitment processes are followed for staff, including carrying out the necessary checks;
- support staff to understand and follow the Staff Code of Conduct and Jacari's safeguarding procedures;
- manage safeguarding concerns, maintain records, and liaise with other agencies where appropriate.

1.2.3.3. Coordinators:

- Ensure safe recruitment of volunteers, including carrying out the necessary checks;
- ensure volunteers understand and follow the Volunteer Code of Conduct and Jacari's safeguarding procedures.



1.3. Supporting documents

This policy forms part of Jacari's wider safeguarding framework and is supported by the organisational policies, procedures and guidance, including the following related documents:

- Codes of conduct for Jacari staff and volunteers
- Volunteer policy
- Jacari School Partnership Agreement
- At-Home Tutoring: Personal Safety Guidance
- Risk assessment for at-home tutoring
- Jacari Volunteer Online Tutoring Protocols
- Photography and sharing images guidance
- Complaints policy
- Whistleblowing policy
- Data privacy policy
- Health and safety policy
- Equality, Diversity and Inclusion (EDI) Policy



2. Key contacts

2.1. General and out-of-hours contact details

If you think a child is in immediate danger, call the police on 999 without delay.

Designated Safeguarding Officer and
Charity Manager

Katy Isaac

katy.isaac@jacari.org

07541 543259

Chair of Trustees and Acting
Safeguarding Trustee

Matthew Lister

chair@jacari.org

07501 037461

Out-of-hours

Designated Safeguarding Officer:

0759 7671214

safeguarding@jacari.org

Bristol safeguarding line: **0117 990 2190**

Oxford safeguarding line: **01865 570110**

NSPCC Child Protection
Helpline

0808 800 5000

2.2. Oxford contact details

Community Tutoring Coordinators

oxford@jacari.org

Anna Billson: 07516 551972

Shaiane Gallardo: 07719 667297

Peer Tutoring Coordinator

oxford.peertutoring@jacari.org

Charlie Payne: 07842 107320

Oxfordshire Safeguarding Children
Partnership Locality Community
Support Service

LCSS@oxfordshire.gov.uk

0345 2412705

LADO (Local Authority
Designated Officer)

www.oxfordshire.gov.uk/contact-us/contact-local-authority-designated-officer

01865 810603

Multi Agency Safeguarding Hub
(MASH)

0345 050 7666

Emergency Duty Team outside office
hours : 0800 833 408

Thames Valley Police
Phone 101



2.3. Bristol contact details

Community Tutoring Coordinators

bristol@jacari.org

Katie Goldsmith: 07761 715987

Hannah White: 07564 026234

Peer Tutoring Coordinator

bristol.peertutoring@jacari.org

Kate Gough: 07835 154022

Keeping Bristol Safe Partnership First
Response Team

0117 903 6444

Social Work Emergency Duty Team

01454 615 165

Avon & Somerset Police

Phone 101



3. Key Definitions

Jacari ascribes to the NSPCC's following definition of abuse: 'Child abuse is when a child is harmed by an adult or another child – it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online. It can also be a lack of love, care and attention – this is neglect.'

3.1. Main Categories of Abuse

Definitions of the main categories of abuse, as used in '[Working Together to Safeguard Children](#)' are given below.

Physical abuse: Physical abuse involves deliberately causing physical harm to a child. This may include hitting, shaking, throwing, poisoning, burning, drowning, suffocating, or otherwise causing injury, including fabricated or induced illness.

Emotional abuse: The persistent emotional or psychological maltreatment of a child that adversely affects their emotional development. It may involve conveying to a child that they are worthless or unloved, imposing inappropriate expectations, or preventing normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may include not giving the child opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate.

Child sexual abuse: Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This includes physical contact and non-contact activities such as involving children in looking at sexual images, online exploitation, grooming, or encouraging sexualised behaviour.

Neglect: The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

NB:

- These categories of abuse are neither exhaustive nor mutually exclusive.
- Where harm is caused by other children or young people, including bullying (both in person and online), this is a safeguarding issue for both the victim and alleged perpetrator.



3.2. Additional Safeguarding Risks

Additional safeguarding risks include:

Child Criminal Exploitation, including County Lines: Criminal exploitation occurs where a child is manipulated, coerced, or forced into criminal activity, such as transporting drugs, money, or weapons. 'County lines' refers to organised criminal networks exploiting children in this way.

Child sexual exploitation: Child sexual exploitation is a form of child sexual abuse where a child is manipulated, coerced, or deceived into sexual activity in exchange for something or for the benefit of others. It may occur in person or online.

Domestic Abuse: Domestic abuse is any incident or pattern of controlling, coercive, threatening, or violent behaviour between individuals who are personally connected. Children and young people are recognised as victims when they see, hear, or experience the effects of domestic abuse. They can also experience domestic abuse within their own intimate relationships.

Female Genital Mutilation (FGM): FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Forced Marriage: Forced marriage is a marriage entered into without the full and free consent of one or both parties, where pressure, coercion, or abuse is used. It is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used.

Grooming: Grooming is the process by which a person builds a relationship or trust with a child in order to manipulate, exploit or abuse them. It may take place online or in person and is often associated with sexual or criminal exploitation.

Radicalisation: Radicalisation is the process by which a person may come to support or become involved in extremist ideologies, including those linked to terrorism. Safeguarding concerns related to radicalisation are managed in line with the [Prevent duty](#).

Self-Harm: Self-harm refers to intentional self-inflicted injury or behaviour that causes harm to one's own body or wellbeing. It is an indicator of underlying distress and a safeguarding concern.



4. The Prevention of Harm

4.1. Safer Recruitment of Volunteers, Staff, and Trustees

4.1.1. Disclosure and Barring Service (DBS) Checks

- 4.1.1.1. No volunteer⁴ can commence volunteering with us, nor can a Jacari member of staff or trustee take up post, before obtaining an Enhanced Disclosure and Barring Service (DBS) check.
- 4.1.1.2. Where a role is not eligible for an Enhanced DBS check, the appropriate level of DBS check will be obtained. For example, for the staff role of Fundraiser this is a Basic DBS check, which must be completed before the individual commences employment.
- 4.1.1.3. Identity verification for DBS checks is conducted using a digital ID verification service, or in-person by a Coordinator (for volunteers) or by the Charity Manager / Designated Safeguarding Officer (for staff and trustees).
- 4.1.1.4. Jacari will not normally accept DBS certificates obtained for another organisation unless the applicant is subscribed to the DBS Update Service with an Enhanced DBS certificate that relates to the children's workforce and can be verified as appropriate for the role.
- 4.1.1.5. DBS certificates must normally be seen in original form prior to, or on the first day of, volunteering or employment. In exceptional circumstances, where this is not practicable, the original certificate may be viewed at the earliest opportunity thereafter, providing an online DBS status check has confirmed clearance.
- 4.1.1.6. For volunteers who have spent more than 3 months outside of the UK in the last 5 years, additional safeguarding measures must be taken before they can tutor (see Appendix).
- 4.1.1.7. If a volunteer, member of staff, or trustee discloses that they have a criminal record, or where relevant information is subsequently revealed through a DBS check that was not previously disclosed, Jacari will undertake a proportionate risk assessment to determine suitability for the role. Information that has been filtered in line with DBS guidance will not normally require further action unless it is directly relevant to safeguarding considerations.

⁴ For the purposes of this policy, a volunteer is an adult over the age of 18 who is volunteering in Jacari's Community Tutoring Programme. Young people who volunteer in Jacari's Peer Tutoring Programme are referred to as 'peer tutors'. See 4.1.1.9



Volunteers must not be matched with a pupil until any required risk assessment has been completed. The Designated Safeguarding Officer must be informed in all cases and will oversee the process and provide safeguarding advice.

- 4.1.1.8. DBS checks must be renewed every three years for all volunteers, members of staff, and trustees who remain in post beyond this period.
- 4.1.1.9. Young people who volunteer in Jacari's Peer Tutoring Programme as peer tutors are excluded from DBS checking requirements, but are expected to comply with age-appropriate safeguarding guidance relevant to their role (see Section 4.3).

4.1.2. Volunteer recruitment, induction, and training

- 4.1.2.1. Safeguarding and the responsibility to promote the welfare of children will be clearly communicated to all volunteers as part of the recruitment and induction process.
- 4.1.2.2. At the application stage, all volunteers are asked to disclose any convictions, cautions, reprimands, warnings, bind-overs, pending prosecutions or disqualifications.
- 4.1.2.3. Jacari requires all volunteers to provide two satisfactory references as part of the application process. References should be from appropriate professional or educational contacts and must not be provided by friends or family members.

As part of their reference, referees must state whether they are satisfied that the candidate is suitable for a position which involves working with children.

- 4.1.2.4. In some instances, where student volunteers are only able to provide one suitable reference, Jacari may accept this alongside the Enhanced DBS check. Where this occurs, relevant partner schools will be informed.
- 4.1.2.5. All new volunteer applicants will be required to attend an informal interview with a Coordinator before their application is accepted.

Interview questions will cover the applicant's motivations for volunteering, their understanding of the role, and their attitudes to children's welfare. Positive, neutral and negative indicators are recorded.



Coordinators must discuss any concerns arising from the interview with a line manager before proceeding with the application.

4.1.3. Staff and trustee recruitment and induction

- 4.1.3.1. All job descriptions for staff roles within Jacari must make reference to the responsibility of safeguarding and promoting the welfare of children.
- 4.1.3.2. All applicants for staff roles who are shortlisted for interview are asked to complete a Self Disclosure form.
- 4.1.3.3. All new trustees are required to complete a declaration of eligibility form before appointment.
- 4.1.3.4. New Jacari staff must be satisfactorily interviewed by a panel including a trustee and/or senior staff member, before being appointed to their post. At least one member of the interview panel must have completed Safer Recruitment training within the last five years.
- 4.1.3.5. New Jacari staff and trustees must provide two satisfactory references before a formal offer of appointment is made. As part of the reference, referees must confirm whether they consider the candidate suitable for a role involving work with children.
- 4.1.3.6. Jacari will verify the identity and right to work of all successful candidates for staff roles before a formal offer of appointment is made, including verification of a candidate's qualification if a post arises that requires this.
- 4.1.3.7. All new staff will receive in-house safeguarding information and guidance on Jacari's safeguarding policies and procedures from the DSO and/or Safeguarding Trustee as part of their induction, as soon as possible after starting, and at the latest within the first few weeks of employment.

4.2. Safeguarding Training and Development for Volunteers, Staff, and Trustees

4.2.1. Safeguarding training for volunteers

- 4.2.1.1. All volunteers must complete Jacari's in-house safeguarding training as part of their induction and before they commence tutoring. This covers:
 - Jacari Volunteer Safeguarding Guidelines;
 - types and indicators of abuse and neglect;



- recognising when a child's behaviour or presentation may give rise to a safeguarding concern;
- dealing with disclosures;
- reporting a safeguarding concern;
- the boundaries in their role as a tutor;
- Jacari's Volunteer Code of Conduct.

4.2.1.2. Volunteers must repeat the in-house safeguarding training session every subsequent year that they volunteer. This should take place before they start tutoring that academic year if possible. In addition, continuing volunteers will be required to confirm they have re-read the Jacari Code of Conduct and Safeguarding Guidelines before recommencing volunteering.

4.2.2. Safeguarding training and development for staff

- 4.2.2.1. New staff members with safeguarding leadership responsibilities should complete both Generalist and Designated Safeguarding Lead training as soon as possible after commencing their role, and no longer than three months after, unless they can demonstrate that they have completed equivalent training within the previous two years.
- 4.2.2.2. Coordinators should complete Generalist Safeguarding training as soon as possible after commencing their role, and no longer than three months after, unless they can demonstrate that they have completed equivalent training within the previous two years.
- 4.2.2.3. Staff in roles which do not involve routine direct contact with children (e.g. the Fundraiser) must complete basic safeguarding awareness training within three months of commencing their role, unless they can demonstrate that they have completed equivalent training within the previous two years.
- 4.2.2.4. All staff must repeat the safeguarding training outlined above every two years.
- 4.2.2.5. The DSO and any other staff members with safeguarding leadership responsibilities must read 'Keeping Children Safe in Education' (KCSIE) on an annual basis. Coordinators must read 'Keeping Children Safe in Education Part One' on an annual basis.
- 4.2.2.6. The Charity Manager and Coordinators must complete Prevent Duty training within three months of commencing their role, and every three years thereafter.



- 4.2.2.7. All staff are expected to remain up to date with developments in child protection and safeguarding practice and to share relevant updates with volunteers and trustees where appropriate.
- 4.2.2.8. Mandatory safeguarding meetings will be held for the whole staff team on a regular basis, usually four times a year. These meetings are used to review policies, procedures, and practice, and to share relevant updates and learning.

4.2.3. Safeguarding training and development for trustees

- 4.2.3.1. A new Safeguarding Trustee should complete both Generalist and Designated Safeguarding Lead training within three months of commencing their role, unless they can demonstrate that they have completed equivalent training within the previous two years.
- 4.2.3.2. All other trustees should complete Generalist Safeguarding training within three months of commencing their role, unless they can demonstrate that they have completed equivalent training within the previous two years.
- 4.2.3.3. Trustees must repeat the safeguarding training outlined above every two years.
- 4.2.3.4. The Safeguarding Trustee should read 'Keeping Children Safe in Education' (KCSIE) on an annual basis. All other trustees should read 'Keeping Children Safe in Education Part One' on an annual basis.
- 4.2.3.5. The Safeguarding Trustee is expected to remain up to date with developments in child protection and safeguarding practice and to share relevant updates with staff and trustees where appropriate.
- 4.2.3.6. All trustees should ensure they are familiar with Jacari's safeguarding policies and procedures, including any updates.

4.3. Safeguarding Support and Guidance for Sixth-form Peer Tutors

- 4.3.1. Peer tutors are school students aged 16–18, and unlike volunteers in Jacari's Community Tutoring programme, they do not have safeguarding responsibility within their role. However, they are expected to follow safeguarding guidance and share any concerns appropriately.



- 4.3.2. Age-appropriate safeguarding guidance is provided to peer tutors by a Coordinator as part of their induction, and at any further training sessions as appropriate. Guidance focuses on maintaining safe and respectful boundaries, creating a supportive and safe learning environment, and the importance of seeking support from school staff or a Jacari Coordinator when needed.
- 4.3.3. Peer tutors are expected to pass on concerns of any kind to a member of school staff or a Jacari Coordinator as soon as possible, and not to attempt to investigate or resolve concerns themselves.
- 4.3.4. Ongoing support is provided to peer tutors throughout their involvement in the programme, with clear routes to ask questions, raise concerns, and seek advice at any time.

4.4. Codes of Conduct

All staff and volunteers must adhere to Jacari's Codes of Conduct, which set out expected standards of behaviour and safeguarding responsibilities. The Codes of Conduct form part of Jacari's safeguarding framework.

4.5. Procedures for in-school tutoring sessions

- 4.5.1. In-school tutoring may only take place where a current School Partnership Agreement is in place between Jacari and the partner school.
- 4.5.2. A parent/carer's consent form must be completed before children or young people begin Jacari tutoring with the Community Tutoring Programme.
- 4.5.3. The partner school and Jacari must share any safeguarding information that is relevant to the recruitment, matching, and ongoing tutoring of children and young people.
- 4.5.4. The partner school must provide a suitable room for tutoring sessions that enables safe and observable tutoring.
- 4.5.5. Peer Tutoring sessions must be supervised by either a designated member of school staff or Jacari staff.
- 4.5.6. A designated member of school staff must be available throughout each Community Tutoring session. Further oversight is provided by Jacari staff who will visit at least once a term.



- 4.5.7. For Community Tutoring sessions taking place in primary schools, a designated member of school staff must supervise children at the end of the session and be responsible for pupils who are being collected or sent home.

4.6. Procedures for at-home tutoring sessions (Community Tutoring Programme only)

- 4.6.1. A parent/carer's consent form must be completed before children and young people begin at-home tutoring.
- 4.6.2. Children and young people who are subject to child protection concerns must not be referred for at-home tutoring.
- 4.6.3. Jacari volunteers must follow Jacari's At-home Tutoring Personal Safety Guidelines, including carrying a charged mobile phone, informing someone of their whereabouts, and leaving immediately if they feel their personal safety is compromised.
- 4.6.4. A responsible adult must remain present in the home throughout every tutoring session. Volunteers must not enter or remain in the home if another adult is not present.
- 4.6.5. Jacari volunteers must check in with the responsible adult at the beginning and end of each tutoring session.
- 4.6.6. Tutoring should take place in a suitable space within the home. Where a volunteer and pupil are in a room without another adult, the door must remain open at all times.
- 4.6.7. Communication between Jacari volunteers and families must be limited to arranging tutoring sessions. If volunteers receive unwanted or inappropriate communication, or any non-routine issues arise, they must contact the Jacari Coordinator.
- 4.6.8. Volunteers must not accept invitations to connect with pupils or their families via social media.
- 4.6.9. Online tutoring may only take place where tutoring has been established through in-person tutoring and where the arrangement has been agreed by both the partner school and the parent/carer. The following conditions apply:
 - 4.6.9.1. A responsible adult must remain able to supervise the child or young person throughout the session. Children and young people must not



wear headphones, so that an adult in the home can hear the tutoring session at any time.

- 4.6.9.2. Volunteers must follow Jacari's Online Tutoring Protocols, including ensuring that only educational resources are shared and that no screenshots are taken.

4.7. Procedures for trips and events⁵

- 4.7.1. A parent/carer's consent form must be completed for each occasion on which a child attends a Jacari trip or event.
- 4.7.2. A detailed risk assessment must be completed prior to any trip or event, identifying potential hazards and outlining the measures to mitigate these risks. The risk assessment must be approved by a senior staff member before the event can proceed.
- 4.7.3. Appropriate supervision arrangements will be determined through the risk assessment for each trip or event, taking into account the age, number and needs of participants, the nature of the activity, the venue, travel arrangements and any additional risks. There must always be sufficient adults present to supervise children safely.
- 4.7.4. Jacari aims to provide a minimum adult-to-child ratio of 1:8 for primary school-aged children and 1:10 for secondary school-aged children. Higher levels of supervision may be required following the risk assessment.
- 4.7.5. Where children are not supervised by their own parents/carers, at least two adults should be present to supervise any trip or event. Jacari staff may be supported by Jacari volunteers, partner-school staff, or where appropriate, suitably authorised staff at the venue.
- 4.7.6. Children should not be accompanied to the toilet or have their clothes changed by a volunteer or Jacari staff member. In exceptional circumstances, if required, a Jacari member of staff may assist a child, but parental permission must be sought first and the staff member must be accompanied by an additional supervising adult.

⁵Trips and events' refers to activities organised by Jacari for children, young people and their families that take place outside of tutoring sessions



4.8. Procedures for taking, storing and sharing photographs and images of children

- 4.8.1. Written consent must be obtained from a child's parent/carer before a photograph or video in which that child is identifiable is used by Jacari. Where necessary, images must be edited so that children for whom consent has not been obtained are not identifiable.
- 4.8.2. Children should be asked whether they are happy for their photograph or video to be used by Jacari, and their wishes must always be respected. If a child does not want their image to be used, it must not be used and must be edited or removed where necessary.
- 4.8.3. Photographs and videos should be taken using Jacari-owned devices wherever possible. Volunteers may only use a personal device where this has been agreed in advance with a Coordinator.
- 4.8.4. Where a personal device is used, images must be transferred to Jacari's secure storage as soon as possible and permanently deleted from the personal device.
- 4.8.5. Images must be stored securely with access restricted to authorised staff and trustees. Images must not be stored on personal devices or shared via personal email, messaging, or uploaded to personal social media accounts.
- 4.8.6. When publishing or sharing images, children's names will not be included with their image, and Jacari will take reasonable steps to minimise the amount of identifying or personal information disclosed.
- 4.8.7. Any sharing of images with third parties must be consistent with the consent provided and comply with data protection legislation.
- 4.8.8. Any concerns about the inappropriate taking, storage, or sharing of images of children must be reported immediately to the DSO or Safeguarding Trustee.

4.9. Safeguarding information-sharing with partner schools

- 4.9.1. The responsibilities of both Jacari and partner schools in relation to safeguarding information-sharing, referral, and ongoing communication are set out in the Jacari School Partnership Agreement, which must be signed annually by a Jacari Coordinator and a senior leader at the school.



- 4.9.2. Partner schools are expected to inform Jacari of any safeguarding concerns or child protection issues that may be relevant to a child's referral, matching, or continuation of tutoring. This includes any updates or changes to a child's safeguarding status after referral.
- 4.9.3. Jacari will share any safeguarding concerns raised about children at a partner school with the school in a timely manner.

5. Managing concerns, incidents, disclosures, and allegations

5.1. Responding to concerns about a child's welfare, disclosures, and incidents

- 5.1.1. All staff and volunteers have a responsibility to respond appropriately to concerns of any kind about a child's welfare, including disclosures made by a child or concerns arising from observations or incidents.
- 5.1.2. If a child discloses information or a safeguarding concern arises, staff and volunteers must:
- listen carefully and remain calm;
 - not promise confidentiality;
 - not ask leading questions or attempt to investigate;
 - reassure the child that they are being taken seriously;
 - avoid showing shock, disbelief or judgement.
- 5.1.3. In the event of a safeguarding disclosure, staff and volunteers should tell the child that they will need to share what the child has said with a safeguarding adult to help keep them safe.
- 5.1.4. All safeguarding concerns should be reported immediately, verbally, wherever possible, and followed up with a written record.
- 5.1.5. Volunteers must report any concerns to their Coordinator, who is responsible for escalating them to the DSO. Staff members must report concerns directly to the DSO, or the Safeguarding Trustee if the DSO is unavailable.
- 5.1.6. In the event of a safeguarding concern arising outside normal office hours, or if the appropriate individuals cannot be contacted through the usual channels, staff and volunteers should use the organisation's dedicated



safeguarding telephone number, which is monitored at all times. Jacari's dedicated safeguarding email address may also be used to report safeguarding concerns where individuals are not available, but it should not be relied upon where an immediate response is required.

- 5.1.7. Volunteers and staff must not discuss concerns with other volunteers, staff members, parents or carers, or any other person unless this forms part of Jacari's safeguarding procedures.
- 5.1.8. Volunteers and coordinators must not attempt to investigate safeguarding concerns themselves.
- 5.1.9. Coordinators are responsible for signposting or sharing Jacari's digital record of concern form⁶ with volunteers who have raised a concern.
- 5.1.10. Staff and volunteers must make a written record of any concern that arises as soon as possible after the event, using the Jacari's record of concern form wherever possible. Records should:
 - be factual, accurate and clear;
 - distinguish clearly between fact, observation and opinion;
 - include the date, time and context of the concern;
 - record the exact words used by the child where relevant and possible;
 - avoid interpretation or assumptions.
- 5.1.11. The DSO will provide advice and support to staff and volunteers as appropriate, in the case of a safeguarding concern, incident, or disclosure.
- 5.1.12. Following a safeguarding report, the DSO will decide on appropriate next steps, including liaising with external agencies where necessary. Jacari will always share safeguarding concerns about a child or young person with their school, in line with the partnership agreement.
- 5.1.13. All safeguarding records must be stored securely with access restricted to authorised staff and trustees.
- 5.1.14. Where a child is considered to be at immediate risk of harm, emergency services must be contacted without delay, and the DSO informed as soon as possible afterwards.

⁶ The record of concern form is available from the 'Current Volunteers' section of the Jacari website, and linked in the Volunteer Safeguarding Guidelines.



5.2. Managing concerns about or allegations made against staff or volunteers

- 5.2.1. All staff and volunteers have a responsibility to report any concerns that the behaviour of a staff member, volunteer, or trustee may have harmed a child, may have placed a child at risk of harm, or may indicate that they are unsuitable to work with children.
- 5.2.2. All concerns or allegations must be reported immediately. Volunteers must report concerns to their Coordinator, who is responsible for escalating them to the DSO. Staff members must report concerns directly to the DSO, or to the Safeguarding Trustee if the DSO is unavailable.
- 5.2.3. Where the concern relates to the DSO, it must be reported directly to the Chair of Trustees. Where the concern relates to the Chair of Trustees, it must be reported to the relevant Local Authority Designated Officer (LADO).
- 5.2.4. Staff and volunteers must not attempt to investigate concerns or allegations themselves, discuss them with the person concerned, or share information with others, except where this forms part of Jacari's safeguarding procedures.
- 5.2.5. The DSO or Safeguarding Trustee, will assess the concern and determine the appropriate course of action. This may include seeking advice from or making a referral to the Local Authority Designated Officer (LADO). Where the concern does not meet the threshold for external referral, the DSO or Safeguarding Trustee will address the matter through the organisation's policies and procedures, such as the Code of Conduct.
- 5.2.6. Jacari will inform a child's school where a concern relates to a volunteer or staff member working with that child. Any further sharing of information will be guided by advice from the Local Authority Designated Officer (LADO) or other relevant agencies, where applicable.
- 5.2.7. A written record of all concerns, allegations, decisions and actions taken must be made and retained securely with access restricted to authorised staff and trustees.
- 5.2.8. Where a child is considered to be at immediate risk of harm, emergency services must be contacted without delay, and the DSO or Safeguarding Trustee informed as soon as possible afterwards.





6. Appendix: Volunteer applicants with Overseas Residence History

- 6.1. For the purposes of this policy, a volunteer applicant with 'overseas residence history' is an applicant who has lived outside the UK for more than three months in the previous five years.
- 6.2. Applicants with overseas residence history are subject to the same safer recruitment procedures as all other volunteers, including references, interview and Enhanced DBS checks.
- 6.3. A DBS check provides information held on UK police records and does not routinely provide information held by overseas authorities about criminal offences committed outside the UK. Therefore, applicants with overseas residence history must undergo additional safeguarding checks before commencing tutoring.
- 6.4. Applicants with overseas residence history will be required to provide a satisfactory reference from an appropriate person (such as an employer, volunteer coordinator or academic supervisor) from the relevant country or countries of residence, as well as an additional reference from the UK.
- 6.5. Additional safeguarding checks may include overseas criminal record checks, Certificates of Good Conduct, and/or additional references, depending on the circumstances, and where appropriate and available. This requirement will be determined on a case-by-case basis.
- 6.6. Coordinators must maintain records of all volunteers with overseas residence history and the documentation that was provided by each individual.