



Engineering Scholars Programme

Tutors – Online Safeguarding Guidance

This guidance is written for students working as tutors on the Engineering Scholars Programme, who have a responsibility to ensure the effective and safe implementation of the Tutoring programme during which you will be working directly with children.

As the Tutoring programme also takes place online using Microsoft Teams this guidance covers both online interactions and overall child safeguarding. It is essential that you read this guidance carefully before beginning work on the programme. Failure to uphold the safeguarding requirements as set out below will be considered under the appropriate disciplinary procedure and/or legal action will be taken.

Online Safeguarding

We want to help all pupils and staff to have a safe, respectful and rewarding online learning experience and to get as close to the experience of face-to-face interactions as possible. We refer to the National Action Plan for Internet Safety for Children and Young People.

We have also sent guidance on expectations and appropriate behaviour online to participating pupils.

1. Meeting Organisation

- The programme will be run through meetings on Microsoft Teams.
- You should only join the meeting from a private space where no one else will be able to see your screen. Preferably this should be in your home. Do not join meetings from a public place (e.g. café) or from a shared office.
- You should change your background for meetings through the 'background effects' function, either blurring your background or adding a new virtual background. If this function doesn't work, please find an area of your home that is as impersonal as possible. Try not to make this your bedroom and definitely ensure that your bed is not in shot.
- When screensharing, always ensure that visible tabs and content is suitable for being seen by others and not of a personal nature.
- Where possible, other individuals, e.g. children, family members, noisy pets etc., must not be in shot or be able to be heard during a video or audio session.

2. Recordings of Meetings

- You must not make recordings of any meetings through Microsoft Teams or through any other method. You must also not take screenshots during meetings.
- The function that would allow students/pupils to record should be disabled. However, if you become aware that any pupil is recording a meeting through Teams, then you must ask them to stop immediately and inform the member of staff overseeing the meeting as soon as possible.

- Pupils should not record the event through any other method or take screenshots. If you become aware that any pupil is doing so, then you must ask them to stop immediately and inform the member of staff overseeing the meeting as soon as possible.

3. Communication

Together, we are mindful that as role models, we have a responsibility to educate children and young people in the safe and responsible use of digital technologies, and model good practice as follows:

- Students should ensure that they are acting professionally, as a representative of the University of Strathclyde and as a role model, at all times. No inappropriate comments should be made verbally and no inappropriate comments made or inappropriate content shared in the meeting chat.
- During the meeting, you should only be communicating with the participating pupils and no one else. If someone else is in the immediate environment of the pupil and is trying to communicate with you or join in the meeting, you must ask them to stop and contact the attending University staff member immediately.
- Tutors should not have any contact with tutees outside of tutoring sessions except through email, using the tutor's University email address and the pupil's Glow/School email address. Eng-scholars@strath.ac.uk and the relevant school staff contact should be copied in to all email correspondence. Please remind your tutee about copying in should they forget to do so.
- Students should not have any contact with pupils through personal email, any other messaging service or social media platform, including, but not limited to WhatsApp, Snapchat, Instagram, Facebook, TikTok, Twitter, and LinkedIn. Ensure privacy settings on personal social media, and do not accept friend requests or 'follow' personal accounts of children or young people, or their families. If a child or young person attempts to 'friend' you or message you via social media, you should ignore their request. Do not enter into any sort of communication out with the remit of your professional role. If pupils need to relay a message to you outwith tutoring sessions, they should do so by email, in the manner indicated above.
- You should not share your mobile phone number with any pupil or have any contact with them through phone or text. You should not ask for or accept a pupil's mobile number.
- Never share credentials, usernames or passwords.
- Do not show social media, photos or videos from your personal device.

4. Online Behaviour

- Make sure that you are dressed appropriately in day-time clothes that would be appropriate when meeting in a public space. Be prepared to stand up – you never know what's going to happen during a meeting so make sure whatever is on your bottom half is appropriate, day-time clothing too.
- Consider your own conduct online: certain behaviour could result in disciplinary or legal action.
- Be aware that your reputation could be harmed by what others share about you online, such as screenshots, sharing messages, friends tagging you in inappropriate posts, photographs, or videos.

- During online engagement, the normal rules of professionalism apply; in particular, please refrain from using bad language, inappropriate referencing of drug/alcohol use or partisan political commentary.
- The Tutoring programme exists to encourage and support young people within the education system. No derogatory comments about education professionals within schools, colleges or universities should be made.
- Ensure that you are an attentive, engaged and proactive presence in meetings online. Think about maintaining a posture that demonstrates your interest in the programme. Do not slouch or yawn. Do not lie down.
- Do not use your phone to text, use social media or send messages when in a meeting. It is quite obvious when this is happening and, as with face-to-face meetings, it is very unprofessional and does not give off the impression that you want to create.
- Try to ensure that your whole face is in shot and is turned towards the camera.
- Don't chat to other people in your house/flat while in a meeting online.
- If you use a profile picture, make sure it is appropriate and professional and it is just of you. It is better not to have a 'jokey' profile picture and, in particular, your picture should not show you or anyone else drinking alcohol or partying.
- If you are using a virtual background, ensure it is appropriate and professional and not distracting.
- It is important to remember that your behaviour in online meetings should be as professional as during 'real world' meetings. In short, if you would not do it during a meeting in an office or on campus, don't do it in an online meeting. This includes smoking/vaping.

5. Online Meetings when Pupils are at Home

- Pupils should try to find a quiet area in their home where they will not be disturbed. This should not be their bedroom. If the location feels inappropriate, the pupil should be asked to re-join from an appropriate location in their house.
- Meetings outside of school should only take place in a pupil's home. They should not join a meeting while in a public place e.g. cafe
- Pupils should change their background for meetings, blurring the background or using one of the full backgrounds in Teams. Please support the pupils in doing this if they haven't done so by the time they arrive in the meeting. If this feature doesn't work for pupils, please ensure they find an area of their home that is as impersonal as possible.
- Pupils should be dressed appropriately in day-time clothes that would be appropriate when meeting in a public space. If you are concerned about the way a pupil is dressed, please contact the attending University staff member immediately.
- Pupils are strongly encouraged to switch on cameras when accessing sessions from home to ensure the best possible experience, however this is not compulsory if there is a good reason for the pupil not to.
- Pupils have been sent this guidance in advance of the programme and should be familiar with it.

6. Reporting Concerns

If you observe, or are concerned that someone in a position of trust is putting a child or young person at risk, has caused harm, or is behaving inappropriately, or are in any way concerned for the wellbeing of a young person you should turn off your camera and mic and call either the attending Strathclyde member of staff (their number will be supplied to you) or Dr. Gordon Flockhart on gordon.flockhart@strath.ac.uk . In most circumstances you should ask the young person to remain online but if there is immediate danger, you would ask the young person to remove themselves from the situation. Provide the member of staff with a brief outline of the situation. All concerns must be discussed privately with no details provided in writing. A member of Strathclyde staff will then contact the school's Child Protection Coordinator who will take over the situation from there.

7. Reporting Disclosures

If a young person discloses something to you that is inappropriate or makes you concerned for their wellbeing, you should pass this on immediately. Turn off your camera and mic and call either the attending Strathclyde member of staff (their number will be supplied to you) or Dr. Gordon Flockhart on gordon.flockhart@strath.ac.uk. In most circumstances you should ask the young person to remain online but if there is immediate danger, you would ask the young person to remove themselves from the situation. Provide the member of staff with a brief outline of the situation. All concerns must be discussed privately with no details provided in writing.

A member of Strathclyde staff will contact the school's Child Protection Coordinator who will take over the situation from there. If a young person asks you to keep something a secret, you must tell them that you cannot promise to do so and will pass on the information to the relevant authority if you are concerned for their welfare.

8. Pupil Illness

If a pupil falls ill, contact the attending member of staff or Dr. Gordon Flockhart immediately. If there is a medical emergency, call 999.

General Child Safeguarding Guidance

This guidance applies to all student and staff mentors working on behalf of the University of Strathclyde, on campus, off campus, in UK or other countries, who work with children and young people.

A child is anyone who has not yet reached their 18th birthday. This is in accordance with the United Convention on the Rights of the Child (UNCRC) and the Children and Young People (Scotland) Act 2014. Although the term 'young person' may be used to describe a child aged 16-17, if they are under the age of 18, they are defined as a child, and they have a right to participate in a safe and stimulating environment, free from harm, abuse, neglect or exploitation.

You have a significant position of responsibility and an essential role to support the wellbeing and safety of children and young people who participate in activity organised by the University of Strathclyde. We refer to this as 'safeguarding'.

This guidance supports you to:

- be vigilant to signs of harm or abuse;
- know what to do if you are concerned for the wellbeing of a child;
- be fully aware of practices you should never undertake when working with children
- know what to do in the event of an emergency

This information is essential to you because:

- A child or young person may approach you to discuss issues or circumstances in their life that impact upon their wellbeing.
- You may have a concern about the wellbeing of a child or young person.
- You may observe misconduct by a person in a position of trust, or harmful actions of a child or young person against another that you must report.

Principles of this guidance:

- Anyone can report a child protection or safeguarding concern. All concerns or allegations will be taken seriously and responded to quickly and sensitively.
- Children and young people will be listened to, and treated with dignity and respect.
- All children/young people have a right to equal protection regardless of protected characteristic.
- The key reference for this document is the National Guidance for Child Protection in Scotland, Scottish Government, 2014 .

Terms used

Child - In accordance with the UNCRC and the Children and Young People (Scotland) Act 2014, we refer to a child as anyone who has not yet reached their 18th birthday.

Young Person - The term 'young person' may be used to describe a child aged 16-17.

University Staff - University staff describes anyone employed by the University, and may include duties as a mentor, volunteer or contracted third party, who are providing work to the University (including but not limited to agency workers, contractors, consultants, etc.) and those who represent the University in relation to any activities involving contact with children and young people.

University Student - Every person admitted to a graduating course of study in the University shall be a student member of the University throughout the whole period of their course until the end of the academic year in which they complete their course or until they graduate whichever is the latter. Student membership ceases on completion of a course of study, or on withdrawal from the University for any reason. Every student on accepting admission to the University, and annually when being registered shall sign a declaration that they will abide by the University Charter, Statutes, Ordinances and Regulations. A Student may undertake Paid or unpaid duties, which may include mentoring, tutoring, coaching or ambassadorial activities that put them in a position of heightened responsibility in which they are expected to ensure their own appropriate conduct and the safeguarding of others, regardless of the nature of contract.

University community - A collective term used to describe both University Staff and Students contracted by direct arrangement and expected to comply with University standards as representatives of the University.

Definitions of child abuse - Abuse and neglect are forms of maltreatment of a child that cause harm. Somebody may abuse or neglect a child or young person by inflicting, or by failing to act to prevent, significant harm.

A child or young person may be abused within a family or in an institutional setting. They may be abused by an adult(s) or by another child / children (this is also known as peer-on-peer abuse) and by those known to them or, more rarely, by a stranger. These actions may occur face-to-face, on or off campus, including via digital or online methods.

This guidance is informed by the 'NSPCC Factsheet (December 2017)', which provides guidance for professionals who work with children and how to recognise signs of abuse.

When working with children and young people, always:

- Recognise that your role places you in a position of trust, and you undertake to uphold trust at all times.
- Treat all children and young people equally with dignity and respect. Establish and maintain healthy relationships based upon mutual trust and shared decision making that empowers children and gives them a voice.
- Be attentive to children's wellbeing, alert and supportive.
- Be an excellent role model and lead by example at all times. This includes dressing appropriately, not swearing or using inappropriate language, no hangovers or casual attitudes. Do not talk about your extra-curricular activities e.g. what you did last night, or tales of 'getting smashed in the student union'. Do not discuss your personal or intimate relationships. Do not smoke or drink alcohol or use illegal substances in the company, either real-world or virtual, of children and young people through the course of your duties.
- Conduct yourself professionally at all times. Staff policies and procedures underpin conduct of employees. As a student, you have signed a declaration that you will abide by the University Charter, Statutes, Ordinances and Regulations and understand the student discipline and possible legal implications in the event that you fail to do so, or if you put a child or young person at risk of harm.
- Ensure PVG or Disclosure procedures are upheld. Inform the University of any relevant police record, disciplinary action or other factor, or change in your circumstances, which may impact on your suitability to work with children or vulnerable adults.
- Comply with Health and Safety Risk Assessment procedures.
- Report any suspected infatuations. Where a child or young person is displaying inappropriate behaviour, end the interaction and notify the relevant member of Strathclyde staff.
- Communicate effectively with children and young people to ensure that they are informed of the ways in which they will be involved in University activities.
- Any concern relating to behaviour, abuse of trust or misconduct of another volunteer or member of staff must be reported to the relevant member of staff
- Ensure Children and Young people's personal information is managed securely.

With regard to communication, always:

As role models, we have a responsibility to educate children and young people in the safe and responsible use of digital technologies. Children and young people may expose themselves to danger, intentionally or unknowingly when using the internet, social media and other technologies. Some young people may find themselves involved in inappropriate or illegal activities. This can include cyber-bullying or 'sexting'. Young people who send naked or inappropriate photos of themselves are sending child images which is a criminal offence. Taking or sharing images of themselves or others can lead to disturbing consequences that can have a long-lasting impact, including blackmail, bullying, unwanted or public attention and emotional distress. This has serious implication if considered to constitute the sexual exploitation of children under the age of 18 through prostitution or pornography (Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005).

- If you observe, or are concerned that someone in a position of trust is putting a child or young person at risk, has caused harm or is behaving inappropriately, you must contact the relevant member of staff as per the procedure above. All concerns must be discussed privately with no details provided in writing.

When working with children or young people, never:

- Give personal information, develop social relationships or meet out of work hours.
- Never conduct intimate relations with a child or young person in your care. The Sexual Offences (Scotland) Act 2009 makes sexual abuse of trust an offence. It applies to all adults over the age of 18 who are in a position of trust with a child under the age of 18 and engage in a sexual activity with them. This protects young people aged 16 and 17 who, even though they are over the age of consent for sexual activity, could be considered vulnerable to sexual abuse and exploitation.
- Behave in any way, physically or verbally, that could be offensive, similarly, never allow children or young people to use inappropriate language unchallenged.
- Allow or encourage abusive peer activities (e.g. any activity where an individual may be ridiculed or bullied).
- Allow disclosure made by a child to go unsupported, unrecorded or not acted upon. This constitutes neglect through a failure to act.
- Allow a child or young person to travel alone with you in a vehicle, and never take, or invite children or young people to your home, or adult or personal social environments.
- Make any kind of physical contact or verbal suggestion with a child that would be considered inappropriate within a school, university or business environment e.g. rough or physical play. Report any inadvertent contact or inappropriate comment that could be misconstrued to the relevant member of staff. If there is an accident, only treat the person for the injury.
- Physically restrain a child or young person unless the restraint is to prevent physical injury of the child or another person.
- Never have favourites, give or receive gifts.
- Never do things of a personal nature for children that they can do independently e.g. dress / undress a child.

Child Protection starts with Wellbeing

We use the eight Getting It Right for Every Child (GIRFEC) Wellbeing Indicators (Table 1.) to ensure that the University Community, and children and young people we work with, have a common understanding of what wellbeing means in order to protect children and young people's rights.

University Staff and Students working with children and young people can use the wellbeing indicators to identify what help a child or young person needs in order to help them access the right support or advice.

Wellbeing Indicators

The eight Wellbeing Indicators

1. Safe - Protected from abuse, neglect or harm
2. Healthy - Experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices.
3. Achieving - Receiving support and guidance in their learning – boosting their skills, confidence and self-esteem.
4. Nurtured - Having a nurturing and stimulating place to live and grow
5. Active - Having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future.
6. Respected - Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.
7. Responsible - Having opportunities and encouragement to take an active role within their learning and University communities, and having appropriate guidance and supervision, and being involved in decisions that affect them.
8. Included - Having help to overcome social, educational, physical and economic inequalities, and accepted as full members of the communities in which they live and learn.

How to identify if a child or young person is at risk

Some individuals can be at increased risk of harm or abuse and nearly always due to circumstances beyond their control. Equality issues, discrimination, prejudice, see or unseen disabilities, communication issues, isolation, social exclusion, exploited by, or dependent on adults who have a high threshold for abuse or neglect.

A child or young person may disclose to you that they are experiencing harm or abuse, or a third party may tell you that a child is being abused. A disclosure may also relate to abuse that happened in the past (historical abuse). However, children and young people who suffer abuse may be afraid to tell anybody. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member, friend or other children or young people. Some disabled or young children with dependency upon an abuser may feel more vulnerable.

There may be signs that make you concerned and may be an indication of a child or young person is at risk of significant harm, being abused or neglected. Anyone working with children or young people needs to be vigilant to the general signs of abuse and neglect listed below:

Generally, the child or young person may:

- show changes in behaviour; immediate or over a period of time
- a child or young person may appear afraid, quiet or withdrawn or does not integrate
- have injuries that do not reflect the activity the child or young person is involved in
- cover arms and legs, even in hot weather or without religious reasons
- appear anxious, clingy or depressed
- appear afraid to go home or show an inexplicable fear of particular places or make excuses to avoid particular people
- regular flinching in response to sudden but harmless actions, for example someone raising a hand quickly
- angry outbursts or behaving aggressively towards others
- appear hungry, tired or unkempt, appearance or hygiene may deteriorate
- be left unattended or unsupervised or have too much responsibility for their age
- have knowledge of 'adult issues' for example alcohol, drugs and/or sexual behaviour or language which is inappropriate for their age or stage of development
- in older children, risky behaviour such as substance misuse or criminal activity
- self-harming or share thoughts about suicide
- not receiving adequate medical attention after injuries
- changes in eating habits or developing eating disorders
- running away or regularly going missing from home, learning or care
- regularly experiencing nightmares or sleep problems

Reporting Concerns Please follow the guidance under the heading '6. Reporting Concerns'

3. Report your concern immediately

Follow the guidance under the heading "7. Reporting Disclosures."

How to respond to a disclosure, allegation or complaint

1. Ensure the immediate safety of the child, young person(s)

If there is an emergency and a child or young person is in immediate danger of harm, report this in the manner indicated on page 3, under the heading "7. Reporting Disclosures."

If not immediate danger, is there a threat for the child? It may be anticipated later, perhaps when they return home or on the route home? Again, report this in the manner indicated above.

2. Respond sensitively, listen and support. Do not judge or investigate

Make yourself available. Never stop the child or young person speaking freely or cause them to wait because this may be the only time they are ready, or able to disclose.

- Reassure the child or young person that they have a right to tell, but be clear that you cannot promise absolute confidentiality.

- Be calm and reassuring. Do not react strongly, show shock or disapproval.
- Listen. Allow the child to freely recall events and document using their words verbatim
- Do not ask leading questions. You may wish to repeat back what you have heard.
- Take it seriously, show that you understand and believe them.
- Do not jump to conclusions or criticism of the alleged perpetrator.
- Do not make promises you cannot keep.
- Be aware that your own feelings may differ from the child.
- Initial disclosure, even if retracted later, must be reported, as described below.
- Ensure you take care of yourself. You can discuss your feelings with your Option Coordinator afterwards should you wish.

Appendix: Useful Information

The links below provide general advice around online child safeguarding and online safety:

- The Scottish Government guidance on Keeping children safe online is available [here](#)
- [Thinkuknow](#) is a UK organisation and education programme which protects children both online and offline. Child Exploitation and Online Protection Command, [CEOP](#) is a law enforcement agency and is here to keep children and young people safe from sexual exploitation and abuse.
- [How can children be safe online?](#) Police Scotland
- [Your5Rights](#), Young Scot. Young people have a set of rights in the digital world. Staying Safe Online, Childline Cyberbullying: What it is and how to stop it, [UNICEF](#)
- [Online Safety](#) , NSPCC