

May Blossom Farm CIC

Alternative Provision

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Chaperone Policy for one-to-one work with CYP

Approved by:	Gill Press
Last reviewed on:	01/09/2025
Next review due by:	31/08/2026
Head of Alternative Provision	Gill Press
Deputy Head of Alternative Provision	Hannah Priest
Designated Safeguarding Lead (DSL)	Gill Press
Deputy DSL (DDSL)	Hannah Priest
Designated Safeguarding Trustee	Russell Breyer

This policy was ratified in Sept 2025 and will be reviewed in September 2026

Purpose and Scope

This policy sets out how MBF keeps children safe when any adult works one-to-one with a child/young person or supervises a small group alone. This policy applies to all staff, contractors, volunteers and visitors.

Principles

- Safeguarding first – what is in the best interests of this young person. What justification is there for one-to-one engagement.
- Openness around not keeping secrets during any one-to-one conversations.
- Respect & dignity for the young person providing them with a calm, non-judgemental composure.
- Record & Report without delay should any details cause you to be concerned for the young person

When one-to-one may be used

During mentoring and/or coach walking around the farm grounds, wellbeing check-ins, de-escalation, disclosures, medical/emergency situations.

Authorisation & planning

Approval to speak with a student one to one (unless engaging in the daily coach/mentoring walk around the grounds) must be sought from the Head of Alternative Provision/DSL and only with enhanced DBS-checked staff.

Safe practice requirements

- Location & visibility
- Timing & notification
- Transport protocols (where feasible, sitting behind the driver not alongside)
- Physical contact boundaries – avoiding physical contact

Managing confidentiality & information sharing

Keep records factual and timely

Escalate to DSL without delay

Low-level concerns, disclosures & allegations

Report to DSL/Head; escalate to LADO if threshold met.

Training & supervision

Staff induction & refresher training on boundaries, lone working, safer practice, online safety.

Monitoring & review

Managers spot-check; DSL monitors lone work patterns

This policy will be reviewed annually to ensure it continues to meet the needs of MBF staff and students.

Related Policies

- Safeguarding & Child Protection Policy
- Staff Code of Conduct
- Online Safety Policy
- Medication & First Aid
- Safer Recruitment Policy
- Comments, Compliments & Complaints Policy
- Whistleblowing Policy

MBF One-to-One / Lone Working Risk Assessment Checklist

- Purpose of one-to-one clearly identified?
- Authorisation from line manager/DSL obtained?
- Parent/carer informed of time, location, purpose?*
- Location is safe, visible, interruptible?
- Emergency contact/communication plan in place?
- Staff trained and DBS-checked?
- Transport arrangements risk-assessed (if applicable)?
- Session recorded in log?

*One to one walk coach/mentoring is a routine practice as part of daily student reflection sessions. This is explained to parents at induction. If a student requests to speak to a staff member confidentially on a one-to-one basis, then parent/carer will be informed, unless this is not deemed to be in the best interests of the young person.

One-to-One Working: Staff Quick Guide

Establishing Good Practice

Minimising Vulnerability to Allegations

Always:

- ✓ Work in an open environment. Avoid private or out of sight locations and encourage open communication
- ✓ Speak clearly without whispering, so that students do not need to come close to hear
- ✓ Avoid spending time alone with individual students away from others
- ✓ Treat all students, regardless of race, disability, religion or belief, gender, sexual orientation, equally and with respect and dignity
- ✓ Ensure the student's welfare comes first and record it
- ✓ Be aware of the impact of proxemics; maintain safe and appropriate distances; Know where and how to place your body
- ✓ Avoid touching students, but where educationally necessary staff should follow these guidelines:
 - ✓ Try to demonstrate without touching first
 - ✓ Ask permission; say what you intend to do first and explain why
 - ✓ If a student seems uncomfortable; stop
 - ✓ Only touch hands, arms or shoulder nearest you (don't reach across the body)
 - ✓ Be aware of overall proximity; maintain physical space; don't stand behind
 - ✓ Inappropriate areas to touch include: chest, diaphragm, waist, thighs
 - ✓ Move away as soon as the contact is no longer required
- ✓ Maintain professional boundaries, perhaps using a specific mobile number or email address for work purposes, rather than sharing personal details
- ✓ Present as an exemplary role model by not smoking or drinking alcohol, swearing, allowing suggestive conversations or jokes or wearing less than professional clothing when in the company of a student
- ✓ Seek to be enthusiastic and constructive when giving feedback rather than negative or critical remarks
- ✓ Record any injury that occurs and seek attention from a qualified First Aider or parent
- ✓ Record any incident of concern involving student's welfare

Never:

- × Allow allegations made by a student to go unchallenged, unrecorded or not acted upon (this applies to any form of abuse or bullying)
- × Lock doors, cover windows or use 'Do Not Disturb' signs
- × Impose humiliating or power-based punishments on a student or reduce a student to tears;
- × Engage in rough, physical or sexually provocative games, including horseplay;
- × Allow or engage in any form of inappropriate touching;
- × Share a bedroom with a child;
- × Allow children to use inappropriate language unchallenged;
- × Make sexually suggestive comments or 'jokes' to a student, even in fun;
- × Engage in any form of relationship, sexual or otherwise, with a young person you work with even if they are over the age of consent, but under 18
- × Do things of a personal or intimate nature for young people or disabled young people that they can do for themselves;
- × Invite or allow children to stay with you at your home unsupervised;
- × Make contact with a child on their social media
- × Take photographs or videos of students unless written/signed consent has been obtained from a parent/carer; this includes the use of phones
- × Seek physical contact. Try to gently discourage contact, rather than reject students. Model appropriate contact, eg. Shaking hands or patting the shoulder. Never allow physical contact when you are alone.
- × Take a child in your car, but where this is unavoidable:
 - Ensure that a manager has agreed in advance
 - Prepare a risk assessment
 - Ensure the vehicle is roadworthy and insurance covers business use
 - Obtain parental permission, preferably in writing
 - Take more than one person
 - Sit the student in the back
 - Travel directly to the destination
 - Keep the conversation professional