

# Safeguarding and Child Protection Policy

January 2025

- ✓ Safeguarding concerns should be immediately reported to Forest 1<sup>st</sup> Tutoring - **Designated Safeguarding Lead: Nicola Collings, 07791799 962** [nicola@forest-1st-tutoring.co.uk](mailto:nicola@forest-1st-tutoring.co.uk) and through the tutor's **safeguarding concerns portal** via **TutorCruncher**.
- ✓ If a child or vulnerable adult is in **immediate danger or is at risk of harm**, a referral should be made to the police and/or children's services immediately:

**Hampshire Children's Services:** 0300 555 1384

[Inter-Agency Referral Form](#)

**Wiltshire Children's Services:** 0300 456 0108

[Contact children's services - Wiltshire Council](#)

- If you have a concern about a member of staff, then please contact the DSL:

**Nicola Collings:** 07791 799 962

Out of hours contact:

**Nicola Collings:** 07791 799 962

## Definitions

**"Child"** is defined as a person who has not yet reached their 18th birthday (i.e. is under 18).

**"Child protection"** refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

**"Safeguarding"** and **"promoting the welfare of children"** is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring children grow up in safe and effective care
- Taking action to enable all children to have the best outcomes

**"Adult at risk"** is defined by the Care Act 2014 as an adult aged 18 or over who (a) has needs for care and support (whether or not the authority is meeting any of those needs), (b) is experiencing, or is at risk of, abuse or neglect, and c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

“Young person” is used as an additional term to describe those children who are aged under 18 but over 16 years of age.

## Scope

This Policy sets out the manner in which Forest 1<sup>st</sup> Tutoring (FFT) carries out its moral and statutory responsibility for safeguarding including child protection and promoting the welfare of students and vulnerable adults. It is also intended to act as support for the self-employed teachers and tutors we represent, introduce, or work with in any other legitimate manner, to help them follow our approach to safeguarding.

This policy applies to anyone working with or on behalf of FFT, including senior managers, directors, employees, teachers, tutors, teaching assistants, contractors, and volunteers. We expect all staff or other individuals who we introduce to comply with this policy, wherever possible and appropriate, and to take prompt and effective action in the event of a safeguarding concern arising.

**This is a core policy that forms part of the induction for all Forest 1<sup>st</sup> Tutoring staff. It is a requirement that all staff who work for FFT have access to this policy and sign to say they have read and understood its contents. It will be reviewed annually and/or following any updates to national and local guidance and procedures.**

## Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the United Kingdom.

## Policy Context

This policy should be read alongside our Privacy and Cookies Policy, and the most recent versions of the following supporting documents:

- [Education Act](#) 2011
- [Keeping children safe in education](#) 2015 (updated July 2025)
- [Working together to safeguard children](#) 2023 (updated June 2025)
- [Care Act](#) 2014
- [Modern Slavery Act](#) 2015
- [Counter-Terrorism and Security Act](#) 2015
- [Human Rights Act 1998](#)
- [Children Act 1989](#)
- [Data Protection Act](#) 2018

## Policy Statement

Safeguarding is the cornerstone of our commitment to ensuring the safety and well-being of children and vulnerable adults while working with our tutors. At Forest 1st Tutoring, we are dedicated to safeguarding and promoting the welfare of all our students. Our safeguarding responsibilities encompass actions to prevent harm, promote well-being, create secure environments, educate on rights, respect, and responsibilities, and respond to specific issues and vulnerabilities. This overarching policy is linked to other policies providing more detailed information.

FFT acknowledges its statutory responsibility to safeguard and promote the welfare of all children and vulnerable adults. Safeguarding is a collective responsibility, involving everyone including staff, tutors, directors, parents, families, and learners.

The welfare of children and vulnerable adults is paramount in all our work and decision-making processes. Staff always act in the best interests of the child or vulnerable adult when concerns arise. Forest 1st Tutoring firmly believes in prioritising the best interests of children and vulnerable adults. All children and vulnerable adults have the right to be heard, and that their wishes and feelings are valued.

We are committed to providing a caring, positive, safe, and stimulating environment that supports the academic, social, physical, and moral development of individuals. We recognise the importance of creating an environment where children and vulnerable adults feel safe and are encouraged to speak openly.

## Policy Aims

1. To ensure that the welfare of the child is paramount and to provide a framework to ensure that any adult working with FFT's children, young people and adults understand their statutory responsibilities.
2. To ensure that good practice is consistent throughout the organisation.
3. To demonstrate our unwavering commitment to protecting children.

## Our Core Safeguarding Principles

1. **Prevention:** Fostering a positive, supportive, and safe culture, curriculum, and pastoral opportunities, alongside implementing safer recruitment procedures.
2. **Protection:** Following established procedures and ensuring that all staff, teachers, tutors and volunteers are trained and supported to recognise and respond appropriately to safeguarding concerns.
3. **Support:** Providing support to all learners and staff when necessary specific interventions are needed for those at risk of harm.
4. **Working with parents and other agencies:** Ensuring timely and appropriate communication and actions in response to safeguarding concerns.

### In establishing our Procedures, we recognise that:

- The welfare of children is paramount in all the work we do and in all the decisions we take.
- Working in partnership with children, young people, adults, their parents, carers and other agencies is essential in promoting young people's welfare.
- All children, regardless of age, disability, gender, 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, their level of dependency, communication needs or other issues.
- Extra safeguards may be needed to keep children who are vulnerable safe from abuse.
- Adults may also be at risk, for a variety of reasons including (but not limited to) age and disability, and are deserving of the same care, attention and protection.

# Safeguarding at Forest 1<sup>st</sup> Tutoring

## Procedures

### **Forest 1<sup>st</sup> Tutoring aims to safeguard children and vulnerable adults by:**

- Appointing a Designated Safeguarding Lead (DSL) and Deputy DSL who has received training at the appropriate level and has overall responsibility for safeguarding and child protection.
- Valuing, listening to and respecting the children, young people and adults we work with.
- Adopting safeguarding and child protection guidelines through a code of behaviour for staff and volunteers and by creating a 'child centred' culture within our organisation.
- Ensuring all relevant guidance is given to staff in a timely and appropriate manner. Where necessary, updated DfE guidance will be circulated to staff who will be asked to declare that they have read and understood these updates.
- Sharing information about children, safeguarding, and best practices.
- Sharing information with relevant agencies and involving parents/carers and children, when appropriate.
- Implementing safer recruitment staff and teacher/tutor selection procedures.
- Providing effective management and support for staff through supervision, training and professional development (with Hampshire Safeguarding Children Partnership HSCP) and quality assurance measures.
- Creating a safe, secure, valued, and respectful learning environment for children including educational visits and other off-site activities.
- Ensuring effective communication between DSL, staff, tutors, clients and external agencies.
- Regularly reviewing this policy and its procedures against current government, local authority and children's services guidance and updating them as required.
- Implementing this policy in compliance with the Department for Education's statutory guidance, "Keeping Children Safe in Education" (KCSIE).
- Ensuring a clear process and statement of responsibilities is provided in the event of a concern about a child or adult or the conduct of a member of staff.
- Ensuring safeguarding information and child protection information is stored and handled in line with the principles of the Data Protection Act 2018 and 'Keeping Children Safe in Education'.
- Ensuring all necessary safeguarding expectations and procedures are disseminated to any external employers, contractors or visitors in order to ensure the welfare of children, young people and vulnerable adults.

## Roles and responsibilities at Forest 1<sup>st</sup> Tutoring

**Safeguarding and promoting the welfare of children is everyone's responsibility. All staff and volunteers have a legal obligation to report concerns.**

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff and volunteers should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child (KCSiE).

It is the responsibility of all staff and volunteers who work with Forest 1<sup>st</sup> Tutoring to adhere to this policy. Everyone should be prepared to identify children and vulnerable adults who may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Any staff member who has a concern about a child's, young person's or vulnerable adult's welfare should follow FFT's referral processes. Teachers, tutors and support staff should safeguard young people's wellbeing and maintain public trust in the teaching profession as part of their duties.

Leaders and Managers have a specific responsibility to ensure the fair application of this policy, and all staff are responsible for supporting colleagues and ensuring its success.

### The Designated Safeguarding Lead (DSL)

#### Purpose of the role

To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place at FFT. To promote the safety and welfare of children and young people involved in the company's activities at all times.

**Designated Safeguarding Lead:** Director of Forest 1<sup>st</sup> Tutoring, Nicola Collings

#### Duties and Responsibilities:

1. Take a lead role in developing, reviewing and implementing FFT's safeguarding and child protection policies and procedures, ensuring all safeguarding and child protection issues concerning children, young people and adults (CYPA) are responded to appropriately.
2. Ensures everyone working with or for CYPA at FFT, understands the safeguarding and child protection policy and knows what to do if they have concerns about a child's welfare.
3. Ensures all CYPA and their parents/carers who use the company's services know who they can talk to if they have a welfare concern and know what action FFT will take in response.
4. Receive and record information from anyone who has a concern about a CYPA and ensure reports are stored securely.
5. Take the lead in responding to information that may constitute a child protection concern, including a concern that an adult involved with FFT may present a risk to children or young people. This includes:
  - Assessing and clarifying the information
  - Making referrals to statutory organisations as appropriate
  - Consulting with and informing the relevant members of the organisations management
  - Following FFT's safeguarding policies and procedures

6. Liaise with, pass on information to and receive information from statutory child protection agencies such as:
  - The Local Safeguarding Children Partnership (LSCP)
  - The Local Authority Designated Officer (LADO)
  - The Police
7. Store and retain child protection records according to legal requirements and FFT's safeguarding and child protection policy and procedures.
8. Work closely with company managers to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns regarding organisational safeguarding and child protection practice.
9. Ensure that issues relating to safeguarding and child protection is seen as an ongoing priority issue and that safeguarding and child protection requirements are being followed at all levels of the organisation.
10. Be familiar with and work with inter-agency child protection procedures produced by any educational settings we work in (e.g. schools) and share these with FFT staff and report any concerns before they start work. Make the setting aware that FFT also has safeguarding policies and that part of working together means that as well as reporting concerns to them, staff may make reports to FFT as well and that these may be passed onto other authorities.
11. Be familiar with issues relating to child protection and child abuse and keep up to date with new developments in this area. Share DBS status of staff/volunteers with any settings they may go to work in - this should be made clear to all staff/volunteers when working for FFT.
12. Attend training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for CYPA at FFT.

## Staff Responsibilities

The term **“staff”** applies to all those working for or on behalf of Forest 1<sup>st</sup> Tutoring, full time or part time in either a paid or voluntary capacity.

1. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
2. Ensure that children know there are adults who they can approach if they are worried or have concerns.
3. Plan opportunities for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
4. Attend training in order to be aware of and be alert to the signs of abuse.
5. Maintain an attitude of 'it could happen here' with regards to safeguarding.
6. Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
7. Recognise that abuse, neglect or other adverse childhood experiences, can have an impact on the mental health, behaviour and education of children.
8. Record their concerns if they are concerned that a child is being abused and report these to the DSL as soon as practicable the same day. If the DSL is not contactable immediately, the Deputy Safeguarding Lead (DDSL) should be informed.
9. Be familiar with FFT's procedures for referring safeguarding concerns to the FFT's DSL/DDSL.
10. Be familiar with, particularly in an Alternative Provision setting, the procedures for referring safeguarding concerns to the multi-agency safeguarding hub (MASH) and the use of the Inter-Agency Referral Form (IARF).

11. Be prepared to refer directly to MASH, and the police if appropriate, if there is a risk of significant harm and the DSL and DDSL is not available.
12. Follow the procedures in FFT's safeguarding policy if any disclosure is an allegation against a member of staff.
13. Support students in line with their child protection plan.
14. On receiving a disclosure, reassure students that their concerns will be taken seriously. Treat information with confidentiality but never promising to 'keep a secret.'
15. Notify the DSL or DDSL of any child on a child protection plan or child in need plan who has an unexplained absence.
16. Have an understanding of 'Early Help' and be prepared to identify and support CYPA who may benefit from this intervention.
17. Liaise with other agencies that support students and provide early help.
18. Ensure they know who the DSL and DDSL are and know how to contact them.
19. Have an awareness of the Safeguarding and Child Protection Policy, the Staff Professionalism Standards and Code, child on child abuse procedures and the safeguarding response for children who go missing from education.
20. Know and understand the role of the DSL.

## Responding to student concerns

Forest 1<sup>st</sup> Tutoring takes safeguarding seriously and staff will be trained to notice signs where the welfare of a child or vulnerable adult may be at risk. Staff and volunteers for FFT should report their concerns directly to the Designated Safeguarding Lead/DSL.

It is important to remember that perpetrators can be adults, but they can also be other young people and that there is no specific identity of a perpetrator. Any concerns should be reported immediately and in writing by the end of the day, to allow those reporting to make the most accurate report of the concern. Delaying making a report can lead to forgotten or altered details.

All concerns should include only the facts of what raised the concern. Assumptions or interpretations should not be included. For example, if a person was crying the report should state that they were crying, *not* that they were sad or upset as this is an interpretation of the situation.

If there are concerns about a child or an adult considered to be at risk or a disclosure is made by them, it should be taken seriously and listened to. It is important not to ask leading questions; any questions should be open and non-suggestive. For example, if they say, "Jack hurt me yesterday", repeating back "how did they hurt you?" would be appropriate and allow the person to respond openly in their own words.

We must never promise to keep things secret, or not to tell others. Instead, we should be open with children and adults at risk so that they can talk to us, but if we have concerns for their welfare, we might have to talk to others. It should be made clear that this will only be done with a view to keeping them safe and getting them support.

It is not our place to investigate. The role of those working with children is to be aware of the signs that welfare may be at risk and to report those concerns to those with the authority and experience in doing so such as the Local Authority Designated Officer (LADO), the Hampshire multi-agency safeguarding hub (MASH) or the police. In this way, we safeguard children and allow any investigations to be done through the proper channels.

## Reporting concerns (Steps 1, 2, 3)

Reports about concerns regarding the safety or welfare of a child or adult should, in the first instance, be made **immediately** to:

### 1 Designated Safeguarding Lead (DSL): Nicola Collings

Phone: **07791 799 962**

Email: [nicola@forest-1st-tutoring.co.uk](mailto:nicola@forest-1st-tutoring.co.uk)

### Deputy Designated Safeguarding Lead (DDSL): Scott Le Fevre

Email: [scott@forest-1st-tutoring.co.uk](mailto:scott@forest-1st-tutoring.co.uk)



Via **TutorCruncher** through the tutors' **safeguarding concerns portal**

### 2 A Safeguarding Referral Form should be completed and emailed or handed to the DSL/DDSL.

### 3 If a child or vulnerable adult is in **immediate danger or is at risk of harm**, a referral should be made to the police and/or children's services immediately:

**Hampshire Children's Services:** 0300 555 1384 (out of hours contact: 0300 555 1373)

**Inter-Agency Referral Form (IARF)** via the multi-agency safeguarding hub (MASH)

[Inter-Agency Referral Form](#)

**Wiltshire Children's Services (MASH):** 0300 456 0108 (out of hours contact: 0300 456 0100)

**Email:** [Integratedfrontdoor@wiltshire.gov.uk](mailto:Integratedfrontdoor@wiltshire.gov.uk)

[Contact children's services - Wiltshire Council](#)

Teachers or Tutors who work with children or adults at risk online or in person (including in a family-based residential setting) are encouraged to report directly to the Local Safeguarding Children Partnership LSCP, where the child or adult at risk lives (contact details for Hampshire MASH **IARF** above).

While working with FFT in a school, college or other educational settings, their internal safeguarding procedures should be followed and a report to FFT should be made as normal. This should be shared with the safeguarding lead at the setting so that they are aware.

Note that there are some occasions where the police should be contacted, as well as reports being made. If there is reason to believe the child or adult at risk is in immediate danger, the police can be contacted in order to protect that person from harm. A report should be made in the usual way to the relevant safeguarding leads/bodies.

## **Records and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information with the date and time. Information will be recorded in the child's words where possible, and a note made of the location and description of any injuries seen (if this is a paper record than this should be signed). The DSL is responsible for ensuring that the procedure for staff or volunteers passing on concerns or information is always adhered to as consistency is paramount.

## **Confidentiality and information sharing**

Forest 1st Tutoring recognises its duty and authority to hold, use, and share relevant information with appropriate agencies to protect the safety and welfare of children and vulnerable adults. When FFT works with others (including children and adults at risk, and their carers), we may collect and store data about these people in order to reasonably provide services.

Some data may be collected for the purposes of child protection in order to protect the CYPA concerned. It should be noted that in these cases, data may be shared with appropriate agencies or authorities such as the Local Safeguarding Children Partnership (LSCP) or the police. Information sharing should respect consent, when possible, but staff must prioritise safeguarding concerns. Information will only ever be shared for the purpose of safeguarding.

Personally identifiable data may be kept by FFT for as long as is necessary and appropriate to carry out business and provide a service. After this time, as per GDPR, users can request their data be deleted. However, data relating to child protection may be kept for longer. In such cases, FFT will keep data for as long as is appropriate to retain the data.

Any physical records will be securely stored in a secure space that only the DSL/DDSL can access. Digital records will be stored in password-protected folders on computers with password protection.

## **Preventing and responding to bullying**

We recognise that bullying can take many forms. Anyone can engage in bullying behaviour and anyone can be bullied. It is important to remember that perpetrators can be adults, but they can also be other children. All peer-on-peer abuse and bullying concerns will be treated with the same seriousness as adult perpetrated bullying and abuse.

When trying to prevent bullying, it is important to make it clear to others that we treat them equally and without judgement. FFT staff will always treat others with respect, regardless of their identity (race, sex, gender, age, disability, pregnancy/maternity, religious belief, or sexual orientation).

If bullying is seen or disclosed it will be reported as a safeguarding concern to the DSL or to the relevant safeguarding lead at the educational setting they are in.

## **Safer recruitment**

All staff and volunteers working with FFT will be considered for recruitment without discrimination to their identity. Because FFT works with children, all staff and volunteers require an enhanced DBS check. Prior to checks, applicants are required to provide at least two references (collected before interviews) who can be contacted. For teaching/tutoring staff, at least one referee should be for a role where the applicant has worked or volunteered with children.

Criminal background checks required for staff and volunteers include:

- DBS check - checks should be put on the update service so that FFT can check their status periodically. If a check is not on the update service, a new one will be required every year.
- Overseas police check for any staff or volunteers who have lived abroad in the past 5 years.

Applicants will be given an opportunity to declare any prior convictions including any child protection investigations (regardless of their outcome). This will be written and delivered in a confidential way and reviewed by the safeguarding team at FFT.

ID will be required from applicants to confirm identity. These should be viewed in person wherever possible to check the authenticity of the documents. Copies and print outs will not be accepted. If an in-person check is not possible, under the [guidance in place since July 2021](#) this can be done via a video call. In both cases, the person checking the ID should be in physical possession of the original documents. Please note that a DBS check is **not** used to [check the right to work in the UK](#).

## **Safeguarding Code of Conduct for all staff and volunteers**

**As part of our approach to safeguarding, Forest 1st Tutoring has created and embedded a culture of openness, trust, and transparency in which our values and behaviours as set out in our code of conduct are constantly lived, monitored, and reinforced by all staff and where all concerns are dealt with promptly and appropriately.**

All staff and volunteers working with Forest 1<sup>st</sup> Tutoring are expected to adhere to the general code of conduct laid out by company policy.

**With regards to safeguarding this includes:**

- Complete an enhanced DBS check as laid out in FFT's safeguarding policy.
- Engaging with safeguarding policies laid out by FFT including attending training.
- Treating all staff and students (regardless of age or other identifiers) with equal respect.
- Not being left completely alone with children. If there are occasions where staff/volunteers may be alone with a child, it is important that others should be notified (e.g. other staff at FFT, teachers/staff at an educational institution, or the parents/carers of the child). If there are other people in a building but not in the same room, the door should be left open where possible; where not possible (e.g. fire doors) the door should remain unlocked.
- Not to contact children from personal accounts, including online communication (e.g. emails and social media), or in person.
- Staff and volunteers with FFT must not have a sexual or romantic relationship with any child under the age of 18. They should also not start such a relationship when they turn 18 after contact with them prior to their 18<sup>th</sup> birthday - this could be considered an offence under the Sexual Offences Act 2003.
- If staff or volunteers have an existing personal relationship with any children or their families/carers, this should be declared to safeguarding leads as soon as possible. We understand that not having contact with existing friends or family would not be possible, but by declaring any connections, we can be aware that communication may occur.

- When tutoring children in their homes (online or in-person), each lesson should ideally take place in a communal space (for example, a living room, kitchen or office). This should be a quiet and calm space, and one which others could access if they wanted to check-in.
- When tutoring children online, this should be arranged through a responsible adult such as their parent, carer or teacher. That adult should have the time and date of the lesson, and a link to join. They do not need to join for the length of the lesson, but this allows them to check in on the tutor and student should they wish to. Adults responsible for the welfare of a child should never be prevented from being able to access a lesson if they wish to do so.
- The contents of a lesson should be kept confidential from others (other than where there is a lawful reason for the contents to be shared, e.g. if the tutor genuinely believes that one or more persons is at risk, or may be at risk, of harm).
- Live online lessons may be recorded (in whole or in part) unless there is a specific request from the client not to do this. Students and clients should always be made aware of when a lesson is, or is not, being recorded. Any recordings will be securely stored and provided to those requesting them, and a record that the tuition is being recorded will be made for transparency. Recordings will always be made available to the client on request, other than where doing so is reasonably believed to increase the risk of harm to any person (in which case, FFT will take the appropriate action, in line with this policy).
- The person providing an online lesson should be in a secure space and should be alone. If part of the lesson includes another person being with them or joining the call (e.g. a colleague who joins the lesson to provide specific information about a topic) this must be communicated ahead of time to the client taking the call.
- Any devices used to carry out online lessons should have antivirus software and anti-malware software installed.
- Personal devices must not be used for taking photographs and/or videos of students.
- Any and all devices used by staff and volunteers of FFT which are used to carry out business on behalf of the company may be recalled or checked. Company devices can be recalled and checked at any time. Personal devices used for business purposes may be requested as part of an investigation by an independent authority, e.g. police. Where tutors use their own devices when delivering tuition through, or via an introduction from, FFT, they consent for those devices to be investigated as part of any necessary safeguarding investigation by relevant authorities or agencies.
- Staff and volunteers are encouraged to speak to the safeguarding team at FFT if they are ever unclear about matters of conduct or need clarification about anything in this code or policy.
- Staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the company's safeguarding regime. The safeguarding team will take all concerns seriously.

## Managing concerns about staff or volunteers

Allegations made against staff or volunteers working for or on behalf of Forest 1<sup>st</sup> Tutoring will be taken seriously.

All allegations against staff or volunteers (including the DSL or safeguarding team) will be passed to independent authorities to investigate (e.g. the Local Safeguarding Children Partnership, LSCP). The person the allegation has been made against may be suspended from their duties whilst the authorities investigate. Advice on this will be taken from the LSCP or other authorities who have been notified.

Whilst any investigations are taking place (by the relevant independent authorities) other staff and volunteers will not be informed of the nature of why the person is not working so as to maintain confidentiality and allow the proper investigations to take place. If the authorities need to talk to other staff or volunteers, this should be kept confidential.

Any allegations proven to be truthful will lead to disciplinary action or dismissal, dependant on the nature of the allegation and any historical incidents. Again, advice will be sought from the relevant authorities. Any truthful allegations may be passed on to future employers seeking references.

Any allegations proven to be false will remain on a record but the outcome of any and all independent investigations will be included with it.

It is important that any and all allegations are taken seriously and investigated fully by the appropriate authorities. This ensures that we uphold our duty to safeguard children. It also helps to ensure that any false allegations are investigated and the truth can be known, clearing the reputation of the person concerned.

### Concern that does not meet the harm threshold

Low-level concerns will be taken seriously. The term 'low-level' concern does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet the threshold set out below:

1. Behaved in a way that has harmed a child or may have harmed a child.
2. Possibly committed a criminal offence against or related to a child.
3. Behaved towards a child in a way that indicates they may pose a risk of harm to children.
4. Behaved in a way that indicates they may not be suitable to work with children.
5. Behaved in a way that best represents our code of conduct or their professional obligations

A low-level concern is any concern that, however small (and even if no more than causing a sense of unease), an adult may have acted in a way that is inconsistent with our code of conduct or their professional and moral obligations. It is a concern that, while not meeting the allegation threshold, is otherwise not serious enough to consider a referral to the Local Authority Designated Officer (LADO) but may merit consulting with and seeking advice from the LADO.

## DBS referral

If Forest 1st Tutoring removes an individual (paid worker or unpaid volunteer) from any DBS regulated activity (or would have, had the person not left first) because the person poses a risk of harm to children or vulnerable adults, FFT will make a referral to the Disclosure and Barring Service. It is an offense to fail to make a referral without reasonable justification.

A staff member may be suspended or have his or her working arrangements reviewed pending an investigation. Suspension from duties should be considered when:

- There is cause to suspect a child or vulnerable adult is at risk of significant harm, or
- The allegation warrants investigation by the police, or
- The allegation is so serious that it might be grounds for dismissal.

## Managing concerns about other children (child on child abuse)

We recognise that perpetrators can be adults, but they can also be other children and that there is no specific identity of a perpetrator. If an allegation is made against a child, it will be reported as a safeguarding concern to the relevant person (e.g. DSL at FFT, or safeguarding lead for the educational setting they are in).

In some cases, it will be necessary to refer the matter to external authorities, such as external agencies or the police. It is important that any and all allegations are taken seriously and investigated fully by the appropriate authorities. This ensures that we uphold our duty to safeguard children.

This guidance follows [Keeping children safe in education](#)

## Whistleblowing policy for safeguarding

When reporting safeguarding concerns it is important to follow proper procedure. While working with FFT, this means that reports should be made by any responsible adult through the reporting procedure laid out in this policy; reporting to the DSL and/or the DDSL.

Staff and volunteers are welcome to ask the safeguarding team for updates on what they have done. The team are not obliged to share specific details of actions taken but can share whether the report has been acted upon or referred to external authorities/agencies.

If a report has not been acted on or referred to relevant authorities and the staff member/volunteer feels it should have been, another report can be made, and a discussion should be held with the safeguarding team. Staff and volunteers are encouraged to have discussions with the team as they may be aware of more information than the member of staff or volunteer. Again, the team will not necessarily share specific information, as this may be confidential, but will aim to have a discussion around the concern raised and explain the actions taken.

If the staff member or volunteer still has concerns, a report should be made to the Local Safeguarding Children Partnership (LSCP) where the child lives or to the relevant board if the concern is about an adult at risk (in other jurisdictions the relevant authority will vary). At this time, the staff or volunteer may tell the board that they did make a report to FFT, but they feel it has not been passed along appropriately. This will help to ensure the report is passed along securely to the appropriate authorities.

It is not appropriate to go directly to the media or to post on social media. This will be treated as whistleblowing, in line with FFT's general company whistleblowing policy, and may result in disciplinary action and/or dismissal.

**Staff, volunteers, parents and carers can access the NSPCC help line if they do not feel able to raise concerns regarding safeguarding procedures or safeguarding failures:**

**NSPCC helpline: 0808 800 5000**

**Email: [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk)**

## **Prevent**

The Government's **Prevent Strategy** raises awareness of the specific need to safeguard children, young people and vulnerable adults from extremist groups and ideologies. Threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, leaving them open to the normalisation of extreme views and radicalisation.

Radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of our safeguarding duty. When any member of staff or volunteer has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should inform the DSL or DDSL. All staff receive Prevent training and are aware of our internal referral process.

## **Staff induction and training**

All Forest 1st Tutoring staff are expected to be aware of the signs and symptoms of abuse and must be able to respond quickly and appropriately.

All members of staff have signed to confirm that they have been provided with Part 1 of [Keeping children safe in education](#) which outlines safeguarding information for staff. Those members of staff who do not work directly with children or vulnerable adults will be required to read Appendix 1 (attached). Training is provided as required, in line with recommendations from Hampshire County Council's Safeguarding Children Partnership (HSCP) which includes Prevent training and certification.

Any update in national or local guidance will be shared with all staff in briefings and captured in the next annual training session.

## **Policy compliance, monitoring and evaluation**

This Safeguarding and Child Protection Policy is reviewed regularly to stay updated with the latest safeguarding guidance and legislation. All staff and volunteers are provided with a copy of the policy. Parents and carers are informed about the policy's availability on Forest 1<sup>st</sup> Tutoring's website.

This policy was last updated on: 10<sup>th</sup> August 2025

Signed: Nicola Collings

Version 2

# Appendix 1

## (A) Definitions of Abuse

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional setting or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. The following should be taken as accepted definitions of the four types of abuse:

**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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet and social media). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only as far as they meet the needs of another person. 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. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

## **(B) Possible signs of abuse**

Many of the following symptoms may occur for reasons other than abuse and inevitably some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

### **Possible signs of Neglect:**

Constant hunger • Pupil looks extra thin • Poor personal hygiene (repeatedly unwashed, smelly) • Constant tiredness • Poor state of clothing • Frequent lateness and non-attendance • Has repeated accidents, especially burns • Is left alone at home inappropriately • Untreated medical problems • Kept away from medicals • Low self-esteem • Neurotic behaviour • Poor social relationships (unable to make friends) • Deterioration in school performance • Is unusually 'hard' or 'detached' when told off • Running away/reluctant to go home (particularly at the weekend) • May appear distressed with no explanation when asked.

### **Possible Signs of Emotional Abuse:**

Domestic violence • Disclosure of punishment which appears excessive • Over-reaction to making mistakes or fear of punishment • Continual self-deprecation • Sudden speech disorders • Fear of new situations • Inappropriate responses to painful situations • Neurotic behaviour • Self-harm • Fear of parents being contacted • Extremes of passivity or aggression • Drug or solvent abuse • Told they are useless, stupid, wicked, unlovable, clumsy, unattractive, or weak.

### **Possible Signs of Physical Abuse:**

Unexplained injuries, bites, bruises or burns, particularly if they recurrent • Improbable excuses given to explain injuries • Refusal to discuss the causes of injuries • History of accidents and bruising • Injuries getting progressively worse, or occurring in a time pattern (every Monday morning) • Untreated injuries • Disclosure of punishment which appears excessive • 'Grip' marks on arms or 'slap' marks on cheeks, arms, legs • Long marks which could be from a belt or cane • Stub marks from a cigarette • Bruising on both sides of the ear • Teeth marks • Withdrawal from physical contact/aggressive behaviour • Arms and legs kept covered in hot weather (excluding for reasons of cultural dress) • Fear of returning home • Fear of medical help • May appear distressed with no explanation when asked • Eating disorders • Self-destructive tendency • Running away.

### **Possible Signs of Sexual Abuse:**

Sudden change in behaviour • Displays of affection that are inappropriate • Alleged promiscuity of sexualised behaviour • Acting in a sexually provocative way • Openly masturbating • Fear of undressing • Regression to younger behaviour • May appear unhappy or isolated • May have aggressive eruptions • May be reluctant to go home • Inappropriate internet use and possible grooming concerns • Genital itching or genital pain • Distrust of familiar adults • May be kept away from medicals • Unexplained gifts • Depression and withdrawal • Wetting or soiling • Sleep disturbance, nightmares, bedwetting • May present eating disorders (anorexia, bulimia, or excessive 'comfort eating') • Chronic illness, especially throat infections and sexually transmitted diseases.

## Appendix 2

### Specific safeguarding issues

All staff and volunteers should have an awareness of safeguarding issues. Keeping children safe in education (KCSiE) lists specific safeguarding issues. In addition to this FFT should identify any local issues and work to promote awareness amongst all stakeholders. All teachers, tutors, teaching assistants and support staff should know how to identify and respond to:

- Bullying including cyberbullying
- Child-on-child abuse e.g. bullying, relationship abuse, physical abuse, sexual violence and sexual harassment
- Children and the court system
- Children missing from education (including children absent from education)
- Child missing from home or care
- Children with family members in prison
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE) and exploitation of vulnerable adults
- Domestic abuse Drugs
- Fabricated or induced illness
- Faith abuse
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Homelessness
- Honour-based' abuse (HBA) - Female genital mutilation (FGM) and Forced marriage
- Inclusion and diversity, including SEND, HIV, LGBT pupils
- Mental health
- Missing children and adults
- Modern slavery
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment between children in schools and colleges
- Trafficking Unaccompanied asylum-seeking children
- Upskirting
- Youth Produced Sexual Imagery
- Financial abuse (of an adult who has care and support needs)
- Discriminatory abuse (of an adult who has care and support needs)
- Institutional abuse (of an adult who has care and support needs)

## Identifying children, young people and vulnerable adults

### Children, young people and adults

Who are disabled or have specific additional needs • with special educational needs • who are underachieving in education • who have been rejected by peer, faith or social group or family • who have been a victim or witness to crime or traumatic event • who have experienced conflict with family over religious beliefs and/or lifestyle choices/extreme political views • with identity confusion • who experience poverty, disadvantage or social exclusion • in a family circumstance which presents challenges to the child, such as substance abuse, adult mental health problems and domestic violence • classified as LAC or post-LAC • who have recently returned home to their family from care • who go missing from home or education • who are young carers • who are gender questioning • who are attending alternative provision • who need a social worker • requiring mental health support • who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit • who have a parent or carer in custody, or are affected by parental offending.

### Children, young people and adults with special educational needs and disabilities (SEND)

Special consideration should be given to safeguarding and protecting children with SEND (whether or not they have a statutory Education Health Care Plan, EHCP) who may have additional vulnerabilities. Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Vulnerable children can be disproportionately impacted by things like bullying and abuse, without outwardly showing any signs. Communication barriers and difficulties in overcoming these barriers may result from seeing a disability first and abuse second. These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people.

## Appendix 3

Practitioners who work with children and vulnerable adults may find the following resources useful:

### Underpinning legislation

- Working Together to Safeguard Children 2023
- United Nations Convention on the Rights of the Child 1991
- Children Act 2004
- Human Rights Act 1998
- The Education Act 2011
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003
- Children and Families Act 2014
- Counter-Terrorism and Security Act 2015
- The Children and Social Work Act 2017
- Modern Slavery Act 2015
- The Mental Capacity Act 2005
- Safeguarding Vulnerable Groups Act 2006
- The Forced Marriage (Civil Protection) Act 2007
- Data Protection Act 2018

### Guidance

- Department for Education
- NSPCC
- The Child Exploitation and Online Protection Command, CEOP
- Children's Code
- Keeping Children Safe in Education (KCSiE), July 2025
- What to do if you're worried a child is being abused, 2017
- Child Sexual Exploitation Guidance, 2017
- Information Sharing Advice for Safeguarding Practitioners, 2018
- Guidance for Safer Working Practice for those working with young children and young people in education settings, 2022
- Prevent Duty Guidance for Specified Authorities in England and Wales