



HST Safeguarding & Child Protection Policy September 2026 – August 2027

We recommend tutors take a photograph on this front cover and section 8 (Dealing with a Disclosure of Abuse) on their phones, for reference.

Safeguarding is **EVERYONE's** responsibility at Home-School Tutoring

Everyone at Home-School Tutoring fully recognises their moral and statutory responsibility to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements are in place to identify, assess and support those children who may be suffering harm. Home-School Tutoring also recognises the importance of being child-centred and ensuring that the best interests of the child are paramount. Home School Tutoring UK Ltd has Licensed Associate Businesses in various parts of the UK. Each of these Licensed Associate Businesses is run and owned by the Home-School Tutoring Area Director who is also a Designated Safeguarding Lead and takes full responsibility for all actions which are taken in conducting that Area Business. Policies are jointly agreed and adopted.

Key Contacts:

- In an emergency and if there is a risk of **IMMEDIATE HARM** always call 999. Anyone can make a referral. Do not wait to speak to others, you can make the call.
- Every Local Authority has a telephone number for you to call if there is a risk of serious harm to a child (Children's Services). In these circumstances **DO NOT WAIT** to speak to your Area Director. You can make a referral. For your Local Authority, the contact is:

Wiltshire Council Contact Details:

- **During working hours** (Mon–Thu 8:45 AM–5:00 PM, Fri 8:45 AM–4:00 PM):
 - **Contact:** Wiltshire Council Integrated Front Door (IFD)
 - **Phone:** 0300 456 0108
 - **Email:** integratedfrontdoor@wiltshire.gov.uk
- **Out of working hours** (nights, weekends, Bank Holidays):
 - **Contact:** Emergency Duty Service (EDS)
 - **Phone:** 0300 456 0100
- **Electronic Inter-Agency Referral Form (IARF):**
 - **Link:** Submit formal digital referrals via the [Wiltshire Council Contact Children's Services Portal](#).

- In an emergency and if there is a risk of **IMMEDIATE HARM** always call 999.
- Anyone can make a referral. Do not wait to speak to others, you can make the call.
- Your Own Area Director is your first point of contact for any safeguarding concerns and your named Designated Safeguarding Lead (DSL). Always let them know verbally if you have called in a concern.

Area Director contact:

Area Director: Vicky Bharj: 01225 375696 or 07366 996707

Email: vicky@homeschooltutoringwiltshire.co.uk

- In some cases, children and families need Family Help/ Early Help (to stop issues escalating). Please discuss Family Help with your Area Director as appropriate.

Family Help contacts:

Early Help contacts are also through the Wiltshire Council **Integrated Front Door** on: **0300 456 0108**

- Each school has their own Designated Safeguarding Lead (DSL). It is important that you follow the school's own guidance and procedures when working in a school.
- Annalise Price-Thomas is the National Designated Safeguarding Lead for Home-School Tutoring UK and the Home-School Tutoring group. Her email is: annalise@homeschooltutoring.co.uk

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SECTION 1: INTRODUCTION, OVERVIEW and DEFINITIONS

1.1 Purpose of the Policy

The purpose of this policy is:

- ensure all **Home-School Tutoring stakeholders** know the importance of child protection and safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse, neglect or concerns about a child's welfare.
- Ensure tutees, tutors, parents, schools and Local Authorities are aware that Home-School Tutoring takes the safeguarding agenda seriously and will follow appropriate procedures for identifying and reporting abuse, neglect, or concerns about a child's welfare and for dealing with allegations against tutors or other workers.
- to promote effective liaison between Home-School Tutoring, other agencies and schools to work together for the protection of pupils.
- to ensure that all tutors and all Home-School Tutoring office-based workers fully recognise their responsibility to safeguard children, promote the welfare of children and work together with other agencies to identify, assess and support those children who may be suffering harm.
- Ensure that all workers and tutors who work with or for Home-School Tutoring who by their very virtue of Home-School Tutoring being a tutoring provider have substantial access to children, have been checked as to their suitability through robust safer recruitment processes including references, verification of their identity, qualifications and a satisfactory DBS check, a prohibition check and where relevant (according to guidance) an overseas check. A Single Central Record (SCR) is kept for audit and reviewed regularly.
- to ensure consistent good practice across our tutoring services in relation to safeguarding.

1.2 Overview

There are three main elements to Home-School Tutoring's safeguarding policy:

- **PREVENTION:** (a positive and safe tutoring environment for tutors and tutees, careful and vigilant teaching, good adult role models and accessible support for tutees).
- **PROTECTION:** (agreed procedures are followed; tutors are supported to respond appropriately and sensitively to safeguarding concerns).
- **SUPPORT:** (appropriate vigilance and support of pupils who may have been at risk of significant harm and the way that tutors respond to concerns and any work that may be required.)

Everyone at Home-School Tutoring recognises the fact that they do not operate in isolation. We are a team and support each other in safeguarding and child protection issues. We reflect and re-evaluate our actions to consider if there is anything more that we can do. Our mantra is 'compassion and challenge', and we are all empowered to challenge each other in a compassionate manner. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. Home-School Tutoring aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same child protection/safeguarding procedures set out in this policy.

We should all remain professionally curious and should professionally challenge anything we have a question or concern about.

1.3 Definitions

Safeguarding and promoting the welfare of children is defined in KCSIE 2026 page 8 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside of the home and including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes.

'Children' means everyone under the age of 18.

Child Protection is part of the definition above and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm. Safeguarding is what we do for all children and Child Protection is what we do for children who have been harmed or are at significant risk of being harmed. To fulfil our safeguarding duties, we must have a child-centred approach. This means always considering what is best for the child.

Section 2: Statutory Framework

Everyone who meets children and their families has a role to play in safeguarding. To safeguard and promote the welfare of children, Home-School Tutoring understands the importance of the following legislation and guidance:

- ❖ The Children Act 1989
- ❖ The Children Act 2004
- ❖ Education Act 2002 (section 175)
- ❖ The Education (Pupil Information) (England) Regulations 2005
- ❖ Keeping Children Safe in Education (KCSIE) 2026: Statutory Guidance for Schools and Colleges (DfE guidance)
- ❖ Working Together to Improve School Attendance (DfE August 2024)
- ❖ Working Together to Safeguard Children (DfE December 2026)
- ❖ Prevent Duty Guidance: for England and Wales (July 2015)
- ❖ Online Safety Act (September 2023)
- ❖ Non-School Alternative Provision Voluntary National Standards (August 2025)

Home-School Tutoring works fully to the standards set out in the 'Non-School Alternative Provision: Voluntary National Standards' (DfE August 2025).

Working Together to Safeguard Children (DfE 2026) requires all schools and Alternative Provision providers to follow the procedures for protecting children from abuse. Schools and Alternative Provision providers are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse - these procedures should also cover circumstances in which a member of staff is accused of, or is suspected of, abuse.



We fully recognise that safeguarding is everyone's responsibility. The time tutors have with pupils is generally comparatively short compared to time at school. However, the 1:1 relationship is one where trust build quickly, and a tutor may easily be the person a pupil chooses to confide in. All pupils receiving tuition should feel able to talk to their tutor to share concerns or talk about situations which are giving them worries. The tutor will listen to the pupil, take their worries seriously and share the information in the appropriate way and with the appropriate person. In addition, we can provide pupils with information about who they can talk to outside of school/home, both within the community and with local or national organisations who can provide support or help.

Section 3: Multi-Agency Working: Working Together

3.1 Multi-Agency Working: The importance of working together

While tutoring can sometimes seem as if you are operating individually, it is imperative that tutors see themselves as part of a 'team around a child'. Home-School Tutoring works in partnership with schools, families and other agencies to support safeguarding and child protection issues. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. Home-School Tutoring aims to help protect children by working consistently and appropriately with all agencies, including schools, to reduce and promote the welfare of children.

We are committed to promoting effective working relationships with other agencies, **including agencies providing Family Help (Early Help) Services to children and families** and Children's Social Care.

Family Help (Early Help) is the provision of support services to prevent issues escalating. Our Area Directors make sure they are aware of local arrangements for Family Help (Early Help) and area-specific Family Help/Early Help contacts are on the front of this policy. Home-School Tutoring has a child centred and co-ordinated approach to safeguarding. **Home-School Tutoring works with other agencies (including schools) as required on all safeguarding issues (both current and possible in the future).** **KCSIE 2026 Annex A** contains important additional information about specific forms of abuse and safeguarding issues which are a current focus and concern for the DfE. All staff who work directly with children must read this annex A of KCSIE 2026 and the annually-updated versions. More information about this is on page 38 of this policy (Appendix 6).

Home-School Tutoring partners with schools and Local Authorities as well as private clients who are parents or carers. The Home-School Tutoring Head Office, along with the Area Directors, has the ethos that tutoring should have the same focus and standard of safeguarding as schools. We see ourselves as part of the team of professionals that work with children and young people. Area Directors are almost all qualified teachers and many have had school leadership and Headship experience. Safeguarding is at the heart of what we do.

We work with hundreds of schools across the UK and have centralised, but locally-specific, policies and procedures to ensure that our tutors can work effectively in partnership with schools, councils or Local Authorities and be part of a team of professionals who work effectively with children and young people.

Safeguarding is everyone's responsibility at Home-School Tutoring. Everyone who has contact with families and children has a role to play. To fulfil this responsibility effectively, all Home-School Tutoring representatives need to make sure that their approach is child centred. This means they should always consider what is in the child's best interest. No one person can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who encounters them has a role to play in identifying concerns, sharing information and taking prompt action.

Section 4: Home-School Tutoring's Safeguarding Ethos

4.1 Home-School Tutoring tutors and office staff will work together in partnership with pupils and parents/carers and with any school or Local Authority we are commissioned to work with to:

- Maintain and continue to create an environment in which all children and young people feel safe, secure, valued and respected and where they can learn and develop fully.
- Establish and maintain an environment where children are encouraged to talk and are listened to when they have a worry or concern. Ensure children know they can approach a trusted adult if they are worried.
- Ensure all Home-School Tutoring tutors and office staff maintain a culture of vigilance and have an attitude of "it could happen here" where safeguarding is concerned and that when issues arise about the welfare of a child, staff members always act in the interests of the child.
- Establish and maintain an environment where tutors and office staff are encouraged to share and are listened to when they have concerns about the safety and wellbeing of a child.
- Ensure that all tutors know the procedures for reporting a concern or making a child protection referral and that tutors are well equipped to spot signs of abuse or a child in need of Family Help/Early Help for a variety of reasons.
- Ensure that we have suitable tutors by adhering to safer recruitment processes and ensuring any unsuitable behaviour is reported and managed quickly using the Allegations Management Procedures.
- Liaise and work together with other support services and agencies involved in safeguarding children, including Family Help and preventative services.

4.2. Roles and Responsibilities:

It is vital that any tutors or office staff working in partnership with schools and Local Authorities understand the statutory duty placed on schools for safeguarding and child protection. Schools are particularly important in relation to safeguarding. However, everyone working with children and all workers working with Home-School Tutoring have a key role to play in identifying concerns early, providing help for children and preventing concerns escalating. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Attend training to be aware of and be alert to the signs of abuse, neglect, exploitation and modern slavery, understanding that children can be at risk of harm inside and outside of the Home-School Tutoring context, inside and outside the home and online.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Be aware that mental health problems can in some cases develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. This could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Recognise that abuse, neglect or other adverse childhood experiences can have an impact on the mental health, behaviour and education of children.

- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as is practical that day. Be prepared to refer directly to social care and to the police if appropriate, if there is a risk of significant harm and the DSL (Area Director) is not available.
- Follow the Allegations Management procedures if the disclosure is an allegation against a member of staff.
- Support children in line with their child protection plan.
- Treat information with confidentiality but never promise to “keep a secret”.
- Notify the DSL and commissioners of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an awareness of the process for community-based Family Help and the criteria for when a case should be referred to Family Help.
- Liaise with other agencies that support children and provide Family Help.
- Ensure they know who the DSL is and know how to contact them.
- Have an awareness of the Child Protection Policy and Safeguarding Policy and Procedures, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), child-on-child abuse procedures and the safeguarding response for children who go missing or are absent from education as well as the role of the DSL.

Section 5: Leadership and Management of Safeguarding (DSLs)

At Home-School Tutoring we have established clear lines of accountability, training and advice to support the process of safeguarding and child protection.

At Home-School Tutoring UK the named Designated Safeguarding Lead (DSL) for each area is the Area Director and the contact details for **Home-School Tutoring Wiltshire** are:

Area Director: Vicky Bharj: 01225 375696 or 07366 996707
email: vicky@homeschooltutoringwiltshire.co.uk

These contact details are also on the front cover of the policy; we recommend all tutors take a photo of these details on their phones so that they always have these details.

We have robust cover arrangements for periods when the DSL is unavailable due to illness, holiday or other circumstances. Cover is arranged internally or via DSLs in the group (other Area Directors) or via the overall National DSL (Designated Safeguarding Lead) for Home-School Tutoring UK (Annalise Price-Thomas). Annalise is an experienced DSL and has completed the DSL training. Annalise Price-Thomas is also an experienced Head Teacher. Jane Bee is our national safeguarding partner. We liaise with Jane Bee when we need additional support or cover. Jane worked as a LADO (Local Authority Designated Officer) for 12 years and chaired the SW LADO group for eight years. She was the first National LADO Network Chair in 2016, negotiating with DfE and Ofsted: <https://janebeesafeguarding.com>

The DSL role for Home-School Tutoring is not the same as a school DSL as we are a different context. However, we are responsible for supporting and enabling good safeguarding practice with each other, as required, as well as keeping our own knowledge up to date and keeping track of DfE updates and requirement for schools, as schools are key partners.

- For private tutoring any safeguarding concerns should be discussed with the Area Director in the first instance. If a child is at Risk of Serious Harm, then the Local Authority's Children's Services should be contacted immediately. In an emergency call 999.
- All Schools have their own Designated Safeguarding Leads and this is a statutory requirement. If a tutor is providing tutoring for a school, then the school's own policy and safeguarding procedures will be followed. Tutors will familiarise themselves with these policies. They should also note the name of the school DSL (Designated Safeguarding Lead). Below is an overview of what DSLs and DDSLs do in schools:

Broad overview of DSLs (Designated Safeguarding Leads) and DDSLs (Deputy Designated Safeguarding Leads) responsibilities in schools:

- The overall responsibility for safeguarding and child protection rests with the DSL and this responsibility cannot be delegated.
- Supporting staff with their safeguarding duties.

- Every school should have a DSL who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. Home-School Tutoring also has DSLs (our Area Directors).
- Ensure all cases of suspected abuse are reported to the Local Authority Children's Social Care team and to the Police (cases where a crime may have been committed).
- Liaise with the head teacher and inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure effective written records are kept regarding safeguarding matters including keeping written records of concerns about children, even when there is no need to refer the matter immediately ('watching brief'). Ensure all records are kept securely; separate from the pupil main files.

Section 6: Safer Recruitment

6.1 Home-School Tutoring is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with children and young people.

6.2 Home-School Tutoring operates a safer recruitment process following the guidance set out in Keeping Children Safe in Education 2026. This includes online checks. Please refer to the Home-School Tutoring Safer Recruitment Policy.

6.3 Home-School Tutoring local offices maintain a Single Central Register in line with schools and we verify to schools and Local Authorities that the appropriate checks have been made.

Section 7: Training

Home-School Tutoring understands that providing annual and ongoing Safeguarding Training and Updates for Tutors is a central priority.

- All workers and tutors are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.
- Tutors are provided safeguarding training on induction. **Copies of this policy and Part One of KCSIE September 2026 along with Annex A will be provided to staff as part of their induction.**
- Tutors are also provided with annual updates. This year a key focus of the annual updates in September 2026 will be the changes to KCSIE 2026. The DSLs will attend training at least every other year to enable them to fulfil their role.

Annual and ongoing safeguarding updates are made available to tutors via the Area Directors of their branch of Home-School Tutoring throughout each year, like the annual and ongoing updates provided to teachers in schools. Policies and guidance are also regularly updated. For all tutors working with schools or Local Authorities, our aim is that the training and information provided is commensurate with what schools provide their staff. This includes Level 2 safeguarding completed by tutors every two years.

For 2026-2027 all tutors working with schools and Local Authorities:

- Have been given a briefing on the key changes in KCSIE 2026.
- Have read and signed to say they have read and understood KCSIE September 2026 Part 1 and Annex A.
- Have read and signed to say they understand Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings (Feb 2022).
- Have signed to say they have read and understood this HST Safeguarding and Child Protection Policy.
- Have signed an updated copy of HST ICT, Technology and social media Acceptable Use Policy for Tutors.
- Have read and signed an annual DBS declaration.
- Have read and signed to say they understand the Tutor Code of Conduct/Behaviour Policy 2026-2027.

Additional training and information is provided throughout the year by Area Directors focussing on different safeguarding issues or aspects. Tutors working with schools will uphold that school's own safeguarding and child protection policy and all other policies and will work in partnership with them. **It is imperative and required that if a tutor is working with a school that they have read the school's own Safeguarding and Child Protection Policy and understand the safeguarding procedures for that school and FOLLOW those procedures.**

In addition, in relation to any pupils they may work with, the tutor should ask the school if there is any information that they should know about the pupil in relation to any safeguarding concerns. The school will share this on a "need to know" basis as required. The school should have its own procedures for this happening automatically with external education providers. However, it is always important for tutors to ask and check.

Section 8: Handling a Disclosure: What to Remember

Tutors are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused. Recipients of a student's disclosure of abuse or neglect have a responsibility to observe, record and report, but not to question or test the evidence. In such circumstances tutors will:

- Not guarantee confidentiality
- Listen with care
- Reassure the student that he/she is not to blame
- Not show disbelief" always take the allegation seriously
- Affirm the student's feelings as expressed
- Avoid being judgmental about the information disclosed
- Avoid a 'whodunit" approach
- Stay calm and avoid an emotive response such as looks of shock or embarrassment.
- Refer the issue to Children's Services or school DSL
- Sign and date notes made
- Where there is an online element, the key consideration is for tutors not to view or forward illegal images of a child. Where viewing images is unavoidable, the following link provides advice on how to respond: [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#)

The primary functions of the tutor are to listen and record and not to interrogate. Any questions should be aimed at obtaining basic information only, and they must be open ended and not leading. There is a real danger of making evidence invalid should police involvement be needed later. These written records will be passed to the DSL.

- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know. Reassure them.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. The record must be signed and dated by the author (or equivalent on electronic-based records). Include any questions you may have asked. Do not add any opinions or interpretations.

IMMEDIATELY AFTERWARDS: You MUST NOT deal with this yourself. Clear indications or disclosure of abuse must be reported to the Area Director who will act as the case manager. In a school seek out the School's Designated Safeguarding Lead. **If the child is at immediate risk or serious harm you must call the police (999) and do not wait. Contact the police and then the [Area Director](#) or submit a referral to Wiltshire Council ([see front cover of this policy for contact details](#)).** If the child is not at risk of immediate harm, contact your DSL ([Area Director](#)) who will make the referral. If the DSL is not available, then the referral should be made by the tutor.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Area Director or if you are working with a school from the school's Designated Safeguarding Lead as well.

Section 9: Referral and Record Keeping

If a tutor or worker suspects abuse, spots signs or indicators of abuse or they have a disclosure of abuse made to them:

- Tutors or other workers or the DSL must call the police if a child is in immediate danger and urgent protective action is required.
- Any concerns or incidents raised when working within a school situation (where a tutor is tutoring in school) should be reported to the school's Designated Safeguarding Lead (DSL). This should be done as quickly as possible after the concern is raised. If they are unavailable, ask to speak to the Headteacher. The tutors should alert the Area Director if they are on a tutoring assignment for a school and have needed to report a concern or incident to the school's DSL or Headteacher.
- If the concern is in relation to a tutee not on a school site, then this should be raised with the Area Director first (**unless the child is at risk of immediate harm in which case immediate action should be taken and the police called and children's social services**). This should be done verbally (by telephone) and not by email. This is so that the person passing on the concern/incident/disclosure is sure that the information is received and action is being taken. Tutors should not delay in reporting concerns and should make a referral to Children's Social Services if they cannot first get hold of their Area Director. If the DSL is not available, or there are immediate concerns, the tutor or other worker will refer directly to Children's Social Care and to the police if appropriate. All contacts are on the front page of this policy. If the child is not in immediate danger, the DSL or tutor will notify Children's Social Care of the occurrence and what action has been taken and for next steps: [Wiltshire Council Contact Details](#).

Normally we should try to discuss any concerns about a child's welfare with the family and where possible seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could have an impact on a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be considered when appropriate. ***N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher/tutor to report directly to the police. The DSL should also be made aware.***

If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider a community-based or targeted family help/early help process.

In cases of allegations against staff or low-level concerns, the Allegations Management Policy (including Low Level Concerns (LLC)) procedures will be followed. All allegations or concerns that meet the harm threshold will immediately be referred to the LADO (Local Authority Designated Officer). See Section 13 (Allegations Management and Low-Level Concerns).

- Home-School Tutoring UK will give support to the HST Area Directors as required. Annalise Price-Thomas is the national DSL for Home-School Tutoring. We also use Jane Bee as our Home-School Tutoring safeguarding partner as required: <https://janebeesafeguarding.com>
- If at any time a Registered Tutor or the HST Area Director genuinely believes that a particular situation is urgent and a child or young person is at immediate risk of significant harm, then the decision should be taken to act immediately by calling 999 and follow up with the additional procedures of reporting afterwards.
- The Area Director/DSL will ensure that records are kept recording any decisions taken, justifications for decisions taken and outcomes documented.
- Safeguarding records are kept in accordance with Data Protection Act 2015 and UK General Data Protection Regulation (UK GDPR).

DSLs will keep detailed, accurate and secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This will include instances where referrals were or were not made to another agency such as LA Children's Social Care or the Prevent programme. This rationale should be recorded on a secure, digital system with limited access and suitable password protection.

Confidentiality:

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the "Information Sharing Advice for Practitioners" (DfE 2024) guidance.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will be shared with individuals within the school who "need to know".
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

Home-School Tutoring works to educate children to recognise when they are at risk and how to get help when they need it:

- With agreement from commissioners, the content of the curriculum will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse as well as children with SEND.
- The Home-School Tutoring ethos helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.
- All tutors act as a 'trusted adult'
- We provide parents and children information about how to keep safe and safe online as well as sources of support for issues that may arise.

Section 10: Confidentiality:

All tutors recognise that all matters relating to child protection are confidential.

- Information will be shared only between professionals on a “need to know” basis.
- Child Protection concerns and records are kept in a confidential and secure away from the main pupil files. Safeguarding records are kept in accordance with Data Protection Act 2015 and UK General Data Protection Regulation (UK GDPR).
- The DSL or DDSLs will only disclose information about a child to other members of staff or other professionals only on a “need-to-know” basis.
- All tutors must be aware that they have a professional responsibility to share information with other agencies to safeguard children.
- All tutors must be aware that they cannot promise a child that they will keep secrets which might compromise the child’s safety or wellbeing.
- We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

Section 11: Home-School Tutoring's Commitment to Equality

Everyone at Home-School Tutoring will make sure that all children and young people have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. This policy supports our commitment to anti-discriminatory practice, recognising the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

At Home-School Tutoring we understand the importance of working in a way that adheres to the following legislation:

- The Human Rights Act 1998
- Equality Act 2010
- Public Sector Equality Duty
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 – 'data protection laws'

This means that we do not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation (protected characteristics). Home-School Tutoring has its own Equality and Diversity and Inclusion Policy.

At Home-School Tutoring we recognise the challenges all families face and that everyone needs help at some time in their lives. This is why it is so important to us that we offer support at the first possible opportunity to enable us to effectively support our children and families to bring about the best possible outcomes for them. We also believe that early interventions for children or families will, in many cases, prevent children from experiencing harm, enabling us to maximise the safeguarding of all our pupils. If there are times when families need extra help and support, we encourage them to come and talk to us. Our inclusive ethos and environment aims to promote trust between students, tutors and parents/carers. As with everything we do, we do not have one set way of supporting families; we offer bespoke support, catering to the diverse needs of our students and their families.

5.1 Safeguarding specific vulnerable groups

Any child learning through Home-School Tutoring may benefit from Early Help/Family Help. All schools are required to have an offer of Early Help which can be referred to in each local area (for key sources of help for key safeguarding issues). However, every tutor is expected to be particularly alert to the potential need for Early Help/Family Help for any child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health Care plan)
- has a mental health need
- is a young carer
- is pregnant/and or a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care

- has been repeatedly removed from a classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from school, college and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- is at risk of honour- or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child
- is a privately fostered child or a Child in Care (CiC) or Post Looked After Child (PLAC)

Pupils with SEND

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- pupils with SEND can be disproportionately impacted by issues such as bullying without outwardly showing any signs
- communication barriers may exist as well as difficulties in overcoming those barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents/carers where appropriate, to ensure that the pupil's needs are met effectively.

LGBTQ+ pupils

The fact that a pupil may be LGBTQ+ or gender questioning is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Tutors will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+. Tutors will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

Pupils requiring mental health support

All tutors will be made aware that mental health problems can in some cases be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

Home-School Tutoring recognises that some pupils can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in these groups of pupils.

Section 12: Child-on-Child Abuse including Harassment and Violence and Violence Against Women and Girls (VAWG)

Home-School Tutoring has a 'Child-on-Child Abuse including Harassment and Violence Policy and Procedures'. This also covers Violence Against Women and Girls (VAWG). This policy is important because child-on-child abuse is a significant abuse highlighted in KCSIE (Keeping Children Safe in Education) 2026. Part 5 of Keeping Child Safe in Education 2026 (the section on child-on-child sexual harassment and sexual violence) has been re-ordered and rewritten to highlight the progressive continuum from harmful sexual behaviour (HSB) to sexual violence. Part 5 of KCSIE 2026 also clarifies that all incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether they are consensual or non-consensual. KCSIE 2026 states that education settings should take a proportionate approach that considers the age, development and circumstances of the children involved as well as any elements of coercion, exploitation or vulnerability.

Not recognising, acknowledging or understanding the scale of harassment and abuse, and/or downplaying some behaviours relating to abuse can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in a worst-case scenario a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-Child abuse includes all different forms of abusive behaviours of children including the categories of:

- harmful sexual behaviour (HSB) – HSB exists on a continuum and may escalate into sexual harassment or sexual violence. It can occur online or face-to-face (both physically and verbally) and is never acceptable. Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally-expected to inappropriate, problematic, abusive or violent. Behaviour that is problematic, abusive or violent is developmentally-inappropriate and may cause developmental damage.
- sexual violence.
- sexual harassment (which may include misogyny/misandry). Misogyny is hatred of, contempt for, or prejudice against women and girls. Misandry is the dislike of, contempt for, or prejudice against men or boys.

It should be recognised that with some (but not all) forms of child-on-child abuse it is more likely that girls will be victims and boys' perpetrators.

Child-on-Child abuse is likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- emotional abuse (e.g. humiliation, coercion, threats)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- physical assault and harm or the threat of harm with a weapon

- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- harmful sexual behaviour (HSB) sexual violence and sexual harassment – which may include misogyny/misandry
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party
- consensual and non-consensual making or sharing of nudes and semi nudes, including those generated using AI
- upskirting (which is a criminal offence) which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- VAWG (Violence against Women and Girls). This includes FGM (Female Genital Mutilation), honour-based abuse, forced marriage and sexual violence.

Violence Against Women and Girls (VAWG)

Home-School Tutoring recognises that Violence Against Women and Girls (VAWG) is a significant safeguarding concern that is directly relevant to child-on-child abuse. Keeping Children Safe in Education 2026 has been updated to include content in relation to Violence Against Women and Girls. It also includes the link to the national statement of expectations for victims (Home-Office Guidance) [Violence against women and girls: national statement of expectations - GOV.UK](#)

VAWG encompasses a range of abusive behaviours that are rooted in gender inequality, discrimination and harmful social norms. We acknowledge that girls and young women are disproportionately affected by certain forms of child-on-child abuse, including sexual violence, sexual harassment and online harm and that this must be understood within the broader context of VAWG.

Everyone involved in Home-School Tutoring should be committed to challenging the attitudes and behaviours that underpin VAWG and to ensuring that all children and young people we work with are supported in a safe, respectful and equitable environment.

The Link Between VAWG and Child-on-Child Abuse

VAWG and child-on-child abuse are closely linked. The VAWG Strategy acknowledges that harmful attitudes towards women and girls are often formed in childhood and that educational settings play a critical role in challenging these attitudes early. Key links include:

- Gender is a significant factor in child-on-child abuse. Girls are disproportionately likely to be victims of sexual violence, harassment and image-based abuse, though boys and young people of all genders can also be victims

- Harmful social norms, including victim-blaming and the normalisation of sexual harassment, are frequently reflected in child-on-child abuse and may be reinforced through peer groups, social media, and exposure to pornography
- Online misogyny, including incel ideology, is identified in the VAWG Strategy as a growing concern that can directly influence harmful behaviour in young people
- Domestic abuse is both a form of VAWG and a risk factor for child-on-child abuse, with children who witness abuse at home sometimes replicating abusive patterns in their own relationships
- Certain groups face additional risks, including girls and young women from black and minority ethnic communities, disabled young people, those in care and LGBTQ+ young people. Our response will always be sensitive to these intersecting vulnerabilities
- We will refer to specialist services where appropriate including to those with expertise in sexual violence, domestic abuse, FGM, forced marriage and honour-based abuse

We will never minimise or excuse behaviours rooted in misogyny or gender-based discrimination. No such behaviour will be dismissed as "banter" or "just the way things are." The VAWG Strategy emphasises early identification. **You do not need proof to raise a concern.** If something does not feel right, tutors should contact their Area Director/DSL immediately or make a safeguarding referral themselves.

FGM Mandatory Reporting

FGM is illegal in the UK. Tutors or DSLs **must** personally report FGM to the police without delay if you suspect or discover FGM (e.g. by disclosure by the victim). There is a mandatory duty on educators to do this.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation: procedural information - GOV.UK. The link to this is on page 171 of KCSIE 2026.

If there is suspicion that FGM is planned, then this also should be reported to the police and to the relevant children's social care WITHOUT DELAY. You must personally report this but also inform the school DSL and Home-School Tutoring DSL.

Responding to reports of HSB, sexual violence and sexual harassment:

- As per our policy, all reports will be taken seriously and acted upon immediately
- Understanding that our initial response to a report from a child is incredibly important and can encourage or undermine the confidence of victims of HSB, sexual violence and harassment to report or to come forward in the future
- If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2022): Searching, Screening and Confiscation (publishing.service.gov.uk) guidance
- Workers taking the report will inform the DSL or their Deputy as soon as practicably possible. This must be done by telephone or in person (not by email) so that the tutor or worker knows that the concern, incident or disclosure information has been received
- Staff taking a report will never promise confidentiality
- Parents or carers will normally be informed (unless this would put the child at greater risk)
- If a child is at risk of harm, is in immediate danger or has been harmed, the police will be called and a referral will be made to [Children's Social Care](#).
- If the DSL cannot be contacted to assist with this, then the tutor or worker themselves must make the referral to children's services.

Risk Assessment:

Following a report of sexual violence, the DSL will carry out an immediate risk and needs assessment. The risk and needs assessment for a report of sexual violence should consider:

- The victim's safety and support needs
- The alleged perpetrator, their support needs and any disciplinary action
- All other children at the school
- The location and time of the incident
- The victim and the alleged perpetrator sharing classes/space at school or in another education setting.

Following a report of HSB or sexual harassment, the DSL will consider the need for a risk assessment on a case-by-case basis. Risk and needs assessments will be recorded and kept under review.

All concerns, discussions and decisions made and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and addressed.

Section 13: Allegations Management including Low Level Concerns:

Home-School Tutoring understands the importance of creating a culture in which all concerns about adults (including allegations that do not meet the harm threshold) are shared responsibly with the right person, recorded and dealt with appropriately. All tutors and workers have a duty to report any concerns or allegations about other tutors or workers to support a strong safeguarding culture. This could be a low-level concern or an allegation. All concerns or allegations should be reported immediately and without delay.

Definitions:

➤ **Concern or allegation that may meet the harm threshold.**

Behaviour which indicates that an adult who works with student has:

1. behaved in a way that has harmed a child, or may have harmed a child; and/or
2. possibly committed a criminal offence against or related to a child; and/or students
3. behaved towards a student or students in a way that indicates they may pose a risk of harm to students; and/or
4. behaved or may have behaved in a way that indicates they may not be suitable to work with students.

The last bullet point includes behaviour that may have happened outside of school or college, which might make an individual unsuitable to work with children, this is known as transferable risk.

➤ **Low-level concern (LLC)**

Does not mean that it is insignificant. A low-level concern is any concern – no matter how small and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working with students may have acted in a way inside or outside of work that:

- is inconsistent with our organisation’s code of conduct, including inappropriate conduct
- does not meet the harm threshold or is otherwise not serious enough to merit a referral to the Local Authority Designated Officer (LADO). Though the LADO may be contacted for advice.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children (without permissions in place)
- humiliating pupils.

➤ **Complaint**

Complaints will generally be handled under the complaints policy, unless the behaviour involved with the complaint meets the definition of a concern/allegation or a low-level concern. In this case, it would be managed under the Allegation Management procedures as outlined in Keeping Children Safe in Education 2026 part 4 and the Home-School Tutoring Allegations Management Policy (including Low Level Concerns).

Reporting Concerns & Allegations

All concerns whether a perceived allegation or a low-level concern should be reported by tutors or workers immediately and without delay.

- If tutors/workers have a concern or complaint, or allegation about another worker these should be reported to the DSL/Area Director:
 - **Vicky Bharj: 01225 375696 or 07366 996707**
 - **email: vicky@homeschooltutoringwiltshire.co.uk**
- If you have a concern, complaint or allegation about your Area Director, then you can contact the Managing Director of Home-School Tutoring UK (Home-School Tutoring Head Office). This is Annalise Price-Thomas (annalise@homeschooltutoring.co.uk). Annalise Price-Thomas is the National Designated Safeguarding Lead.
- If your concern or allegation is about Annalise Price-Thomas (Managing Director of Home-School Tutoring UK) then you can contact Home-School Tutoring's safeguarding consultant Jane Bee (janebeesafeguarding@gmail.com).
- Where workers do not feel they can raise concerns within the Home-School Tutoring structure, they should report their concerns directly to the Local Authority Designated Officer (LADO):
 - **LADO Contact Email:** LADO@wiltshire.gov.uk
 - **Out of Hours Emergency Duty Service (EDS):** 0300 456 0100
 - **LADO Referral Form:** Download and complete the official document via the [Wiltshire Council LADO Service Page](#) or the [Wiltshire SVPP Resources Hub](#) and submit it to the email above.
- If tutors are working in a school or another setting and have a concern or allegation about a member of staff not working with Home-School Tutoring, they should also report this concern or allegation to the relevant person in that setting (this would be the DSL or Head Teacher or if the concern or allegation was about the Head Teacher then the Chair of Governors).

Concerns or allegations of any level can be reported about any worker whether they are permanent, employed members of staff, temporary workers or contractors/self-employed.

What happens after a concern or allegation has been shared:

As soon as a concern or allegation has been raised, the Area Director (or another person receiving the concern) will, on the same working day, make a decision, that will be recorded, as to if the concern may meet the harm threshold or if it is a low-level concern. They will also function as the case manager.

- Allegations that meet the harm threshold will be reported to the LADO, and the police, if necessary, within 1 working day. This is where adults have behaved in a way that has harmed a child.
- Low-level concerns will be handled as an internal process. This will apply for behaviour that doesn't meet the harm threshold. However, multiple low-level concerns may escalate to a referral to the LADO.



If we are in doubt if an allegation is referable, we will always consult the LADO. We do not need certainty to call. The LADO's role is to advise. Home-School Tutoring will then fully follow part 4 of Keeping Children Safe in Education 2026 which outlines how settings should deal with "safeguarding concerns or allegations made about staff, including supply teachers, trainee teachers, volunteers and contractors". Our Home-School Tutoring Allegations Management Policy (including Low Level Concerns) 2026-2027 has all the details of our procedures which match those required by KCSIE 2026. All the proformas we use are also in this policy.

Section 14: Health and Safety

- Tutors are empowered to put their own health and safety first. If they are ever in doubt, they should leave a home - or in an emergency call 999. Generally, tuition is a low-risk occupation due to the nature of the work where parents/carers have requested the tuition or a school has organised it and families are pleased to receive it. This contrasts with social work where the work and response of a family can be more contentious. However, health and safety requires vigilance at all times.
- All tutors should read the document **'Risk Assessment for Tutoring in Homes'**
- Tutors **must** always carry with them the **'Parental Consent and Medical Form (for Offsite Visits or Parents not Present)'** IF taking a pupil on a trip or tutoring them out of the home or school (schools generally have their own versions). This is so that the tutor has emergency contact for the pupil, allergy/medical information and emergency medical contacts and consent for treatment of minor and major injuries in the event of an emergency where parents/carers were not contactable. If tutoring a tutee outside of the home every tutor must have a specific risk assessment for the tutoring venue signed off by the Area Director.
- When working in schools, tutors must follow each school's Health and Safety policies and procedures.

First Aid

The responsible adult (parent/guardian) on site should be called to attend any first aid requirements during tuition sessions. In a school setting the First Aid responsibility sits with the school. If a tutor is taking a pupil off-site in exceptional circumstances (out of home or school) they must always have the relevant medical and consents with them.

Tutoring in a public place (such as a library): Tutors must use the Home-School Tutoring **'Parental Consent and Medical Form (for Offsite Visits or Parents not Present).'** **Schools will have their own forms and policies. However, our preference and usual procedure is for parents/carers or school staff to be present in all circumstances.**

Physical Intervention (use of reasonable force)

Physical contact should not be necessary. Tutors should not use physical restraint.

If a pupil's behaviour is unreasonable in a tutoring situation in the home the parents/carers should be asked to intervene as no tutoring will occur without a responsible adult present. If things do not improve the session will end. If the tutoring in the home has been on behalf of a school or LA, then the school or LA will be consulted and informed. The Area Director should also be informed. Poor behaviour is rare in a 1:1 tutoring situation.

Taking and the Use and Storage of Images

Tutors should NOT take photographs or videos of their pupils for professional reasons unless they have made a specific request to do so, and they have written consent in advance from the parent/carer. If collaborating with a school, the school will have its own policy and consent forms for tutors to follow. As per our Tutor Code of Conduct, Home-School Tutoring discourages photography and filming of children unless this is required for a specific curriculum-related reason. Current safeguarding advice strongly recommends that education organisations and schools stop posting identifiable photos of children.

Because of the seriousness of the risks children now face from AI image manipulation and so-called “nudifying” apps, Home-School Tutoring is now advising parents, carers and individuals not to post identifiable photos of children online or on social media even on a business account. Mobile phones and personal devices should never be used to take photos of learners. In every circumstance, photography or film is required this should be discussed first with the [Area Director](#).

Social Media

It is not appropriate for tutors to be “friends” with pupils on any social media platform. This includes all children under the age of 18 even if you no longer teach them or tutor them until they have left school and college. Even then, caution is advised. Please refer to the Home-School Tutoring ‘ICT and social media Acceptable Use Policy for Tutors.’

Transporting Pupils

Tutors will not transport pupils in their vehicles unless express written permission is given by the parent or guardian and the driver is fully, comprehensively insured for **business use. Relevant checks will be undertaken by HST offices including MOT, Driving Licence and business insurance held by the tutor.** The tutor must also have the ‘**Parental Consent and Medical Form (for Offsite Visits or Parents not Present)**’ completed by a parent/carers and with them if transporting a pupil without the parent/carers present as well as a RISK ASSESSMENT. The exception to this would be if a tutor is working with a school and the school has its own ‘off-site/transportation form.’ In general, although Home-School Tutoring does not If tutors have to transport pupils including in exceptional circumstances, they will have undertaken First Aid Training.

Allergy Management

In February 2026, the Government formally passed **Benedict’s Law**, committing to introduce mandatory, statutory allergy guidance for schools in England through the Department for Education. Schools must now develop allergy policies, implement staff training, implement individual care plans and hold emergency spare, in-date adrenaline devices (AAs) on site. While the statutory duties associated with Benedict's Law apply to schools, the underlying principles underpinning the legislation are relevant wherever children are being educated, cared for or supervised, including through Home-School Tutoring. Commissioners rightly want to ensure that all children are entitled to receive safe and effective support for the management of allergies and anaphylaxis. Children with allergies should be able to access education safely regardless of the setting in which learning takes place. Providers have a responsibility to identify foreseeable risks, put appropriate control measures in place and ensure staff can respond effectively in the event of an allergic reaction.

At Home-School Tutoring as of academic year 2026-2027:

- We have an Allergy Management Policy and Procedures
- We will ensure that all allergy information is obtained before a learner begins attending tutoring with us.
- All tutors doing commissioned tutoring with schools/LAs will complete Allergy and Anaphylaxis Training.

Section 15. Related Policies

In Keeping Children Safe in Education 2026 (page 36) it is stated that schools are required to have certain key policies. Home-school Tutoring has these policies in place for 2026-2027, and we do review these policies annually and our safeguarding and child protection policy is on the Home-School Tutoring website.

- An effective child protection policy – reviewed annually (minimum) and available publicly
- Student Behaviour Policy
- Staff behaviour Policy (HST Tutor Code of Conduct)
- Safer Recruitment Policy (cited on page 36 of KCSIE 2026)

In addition to these key policies above other Key Policies relating to our safeguarding procedures include:

- Child on Child Abuse including Sexual Violence and Harassment Policy and Procedures (also including Violence Against Women and Girls) 2026-2027
- Allergy Management Policy and Procedure 2026-2027
- ICT and Social Media Acceptable Use Policy for Tutors 2026-2027
- Student Code of Conduct in Lessons 2026-2027
- Anti-Bullying and Hate Policy 2026-2027
- Allegations Management Policy (including Low Level Concerns) 2026 -2027
- Whistleblowing Policy 2026-2027
- Tutor Training and CPD statement 2026-2027
- Risk Assessment Policy 2026-2027
- Domestic Abuse Policy and Procedures 2026-2027
- Health and Safety Policy 2026-2027
- Equality and Diversity and Inclusion Policy 2026-2027

Section 16: Policy Review

As an organisation, we will review this policy at least annually (as a minimum) in line with DfE and other relevant guidance. The next review date is August 2027 unless relevant guidance is updated before this date.

Safeguarding processes are intended to put in place measures that minimise harm to children. There will be situations where gaps or deficiencies in the policies and processes we have in place will be highlighted. In these situations, a review will be carried out immediately to identify learning and inform the policy, practice and culture of our company. **We sincerely hope that our tutors will not have the need for this information but ask that all tutors read (and sign to confirm that they have read) this policy, so that we can perform our safeguarding duties to the best of our abilities.**

Annalise Price-Thomas MA (Oxon), PGCE, TESOL, NPQH,
Managing Director of Home-School Tutoring UK Ltd.

APPENDICES

Appendix 1: Categories and Indicators of Abuse

Definitions:

- **Abuse** is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children.
- **Children** are any people who have not yet reached their 18th birthday; a 16-yearold, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021.
- **Child protection:** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm, or significant harm is suggested.
- **Family Help: Family Help replaces the term Early Help in KCSIE 2026. Family 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. Providing early help/family help is more effective in promoting the welfare of children rather than reacting later. It can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local Family Help process is and how and where to access support.
- **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm.
- **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

Categories of Abuse and Indicators of Harm

1. What is Child Abuse
2. Physical Abuse
3. Emotional Abuse (including Domestic Abuse)
4. Sexual Abuse
5. Neglect (the three types of Neglect)

1. What is Child Abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2026) and KCSIE 2026. In addition to these definitions, children can also be abused through criminal and sexual exploitation, coercive and controlling behaviour, teenage relationship abuse, honour-based violence, faith-based abuse, and online child sexual abuse and exploitation.

What is abuse and neglect?

Abuse and neglect are forms 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 ill treatment of others. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. Abuse may take place wholly online or technology may be used to facilitate abuse. Children may be abused by an adult or adults or by another child or children.

2. 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.

3. Emotional Abuse

For the purposes of this policy, “emotional abuse” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate or valued only insofar as they meet the needs of another person. It may include verbal abuse such as persistent criticism, belittling or name-calling. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age- or developmentally-inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child to frequently 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, but it may also occur alone.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. **It is hard to evidence emotional abuse. However, in KCSIE 2026 persistent criticism, belittling or name-calling is included in the definition of emotional abuse now which means a chronology can be started earlier and it is potentially easier to evidence if it is happening.**

4. Sexual Abuse

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 the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or penetration with an object) 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and our policy and procedure for dealing with it. Please refer to our child-on-child abuse policy.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into a criminal activity (a) in exchange for something the victim needs or wants and/or (b) for financial or other advantage of the perpetrator or facilitator and/or (c) through violence or threat of violence. The victim may have been criminally exploited even if the activity seems consensual. CCE does not always involve physical contact; it can also include the use of technology.

5. Neglect

Neglect is 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 because of maternal substance abuse.

Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

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.

Types of Neglect:

Within this there are six types of neglect as outlined by educational specialist Jan Howarth in 2007:

1. Physical neglect: A child's basic needs, such as food, clothing or shelter, are not met or they aren't properly supervised or kept safe.
2. Educational neglect: A parent doesn't ensure their child is given an education.
3. Emotional neglect: A child doesn't get the nurture and stimulation they need. This could be through ignoring, humiliating, intimidating or isolating them.
4. Medical neglect: A child isn't given proper health care. This includes dental care and refusing or ignoring medical recommendations.
5. Nutritional neglect: A child does not receive adequate calories or nutritional intake for normal growth. At its most extreme, nutritional neglect can take the form of malnutrition or obesity.
6. Medical neglect: A parent/carer minimises or denies a child's illness or health needs and/or doesn't seek appropriate medical attention or administer medication and treatment.

In addition to the above types of neglect, we can take our understanding further by exploring the parent/carer intention behind the neglect. Social work professor Ray Jones, in his article, 'The conundrum of neglect' (2016), identifies three types of drivers behind the neglect.

1. Passive Neglect: where the parents/carers are often exhausted and may be suffering from poor mental health. Signs/indicators of passive neglect include chronic poverty, poor housing/financial difficulties, alcohol use, no boundaries and not care for children/school attendance issues and no extended family support.
2. Chaotic Neglect: where parents/carers may have poor parenting skills or be centred on their own needs. Signs/indicators of chaotic neglect are poor parenting, no good parenting models, parent focussed on their own needs, parents who are active and demanding but also chaotic and unpredictable.
3. Active or Wilful Neglect: This is deliberate and intentional. It is about anger and control. It is where a parent or parents turn on and scapegoat a child or children and may be with only one among several children becoming the focus and target of parental anger. The child might be seen by the parent to be linked with memories of traumatic or hated events or relationships; the threat directed at the child might be exhilarating for the adult who is excited by feeling powerful and controlling. There may also be domestic abuse and controlling behaviour from one parent towards the other parent. A very real danger is there might be a rapid and unseen escalation to severe abuse.

An example of a Neglect Toolkit for professionals can be found here: [East-Sussex-Neglect-Toolkit-Web.pdf \(eastsussexlscb.org.uk\)](https://eastsussexlscb.org.uk/East-Sussex-Neglect-Toolkit-Web.pdf)

All tutors will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online. All tutors and workers will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All tutors will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure. All tutors will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying and the sharing of indecent images.

Indicators of Abuse:

Neglect

The nature of neglect

Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors. Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The Health and Care Professions Council neglect toolkit provides a more detailed list of indicators of neglect and is available to all staff.

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated.

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies.

Emotional abuse

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally-abusive behaviour from parents and carers to their children, by the way that the adults speak to, or behave towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late.

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships.

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression.

Physical abuse

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. However, accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map (Appendix 4) can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries, and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault.

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain.

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality such as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late
- Running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect
- Overreacting to criticism.

Appendix 2 Online Safety

At Home-School Tutoring we recognise it is essential that we safeguard children from potentially harmful and inappropriate online material.

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases, abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing and misogynistic/misandrist messages, the non-consensual sharing of nudes or semi-nudes, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, extreme sexual or physical violence, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography) including those generated using AI, and online bullying.

Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We understand the DfE's expectation that schools implement a mobile phone policy whereby pupils do not have access to their mobile phones during the school day including during lessons, the time between lessons, breaktimes and lunchtimes. Our tutoring context is different, but we will supervise students and ensure they are not using mobile phones during tutoring sessions unless there is genuine need to use a mobile phone under the tutor's supervision ([Creating a mobile phone-free environment: school case studies - GOV.UK](#), [Mobile phones in schools - GOV.UK](#))

KCSIE 2026 mandates that appropriate filtering and monitoring systems are in place on all school devices and school networks. These are regularly reviewed, at least once every academic year, and a record is kept of these checks. At Home-School Tutoring we do not have a base or a server that students are using as they are using their own devices, usually on their home network. In the Context of Home-School Tutoring we do not have a school network and area unable to implement filtering as the students are working on their own devices. We are addressing this in our Alternative Provision setting by:

- Ensuring children are fully supervised when online
- Our tutoring contracts with parents/carers reflect that children will be fully supervised when online by our tutors.
- If any child or young person has a history or risk around online safety, we will carry out a risk assessment or not use computers during tutoring sessions.
- We would also seek to agree with commissioners that teaching online safety might be part of packages if appropriate.

Although we may not teach the 'preventative curriculum' in relation to online safety we will, through our interactions, mentoring, support and on-going professional curiosity, create activities and opportunities in order that we can address some of the challenges that pupils may be experiencing. We will also seek opportunities to highlight online safety with parents/carers and will sign-post them to relevant resources for parents/carers. We have included information for parents/carers about online safety in the parent/carer health and safety agreement. Where commissioners agree or commission PSHE or the 'preventative curriculum' we will deliver this effectively and ensure that we deliver resources and learning akin to what would have been delivered in schools.

We recognise that AI in education affords both opportunities and challenges in schools. Schools can decide whether to permit AI use by age-appropriate pupils, limit AI access to approved tools, or adopt a mixed approach for trusted and untrusted staff. In developing our approach to AI, we will refer to DfE guidance [Generative artificial intelligence \(AI\) in education - GOV.UK](#) and [Using AI in education settings: support materials - GOV.UK](#). Home-School Tutoring has an 'Approach to AI' document.

We are aware that guidance on e-security is available from the [National Education Network](#). In addition, schools and colleges should consider meeting the [Cyber security standards for schools and colleges.GOV.UK](#). At Home-School Tutoring we have a range a cyber security measures which we continue to review annually.

We will consider how online safety, including the use of generative artificial intelligence, is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the designated safeguarding lead as well as discussions with parents. We understand that technology, and risks and harms related to it, evolve and change rapidly and we will carry out regular reviews of our approach to online safety to consider and reflect the risks to our pupils.

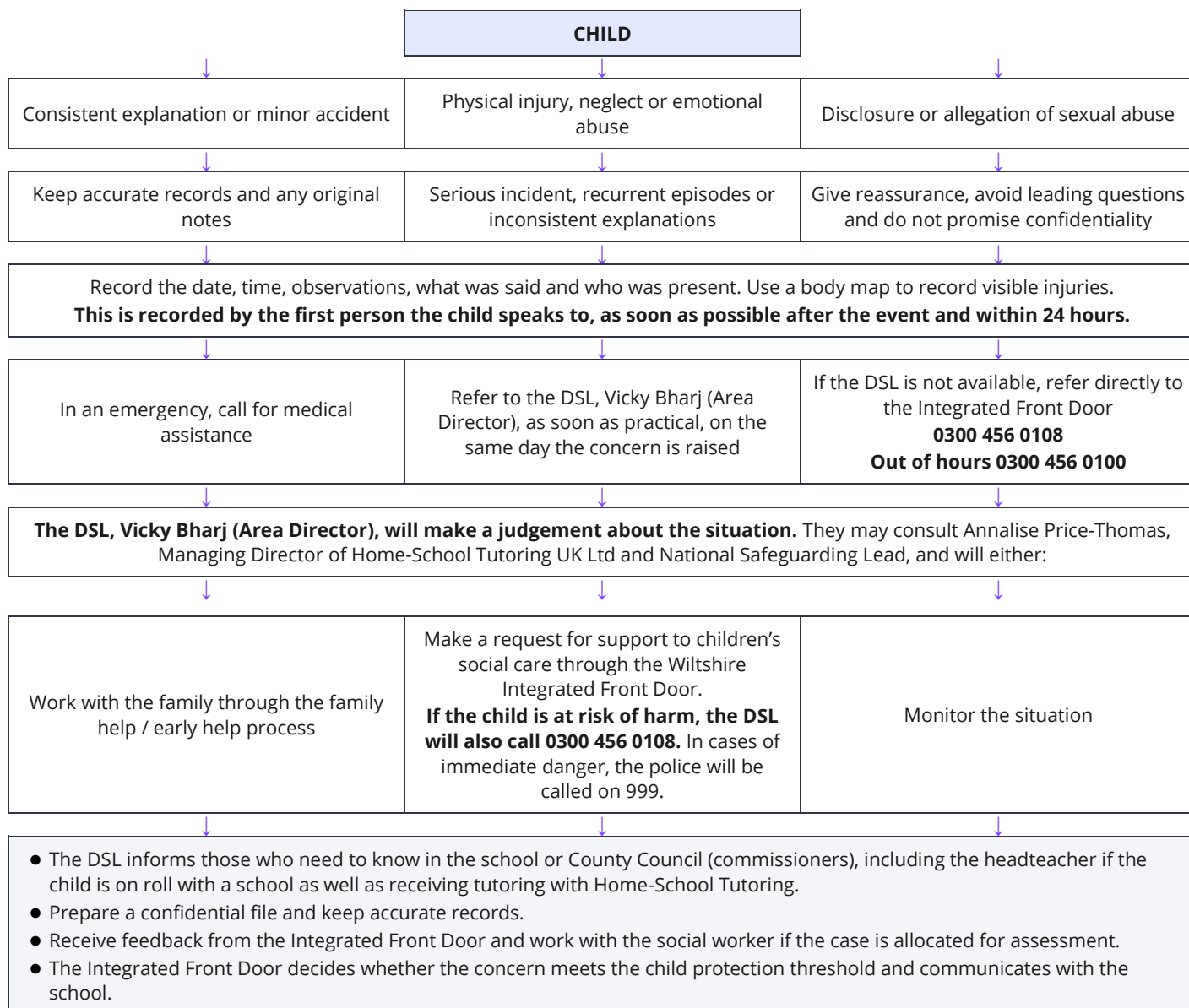
Appendix 3 - Flowchart for child protection procedures -

Safeguarding and child protection referral flowchart

Home-School Tutoring Wiltshire | Wiltshire Council procedures | Reviewed September 2026

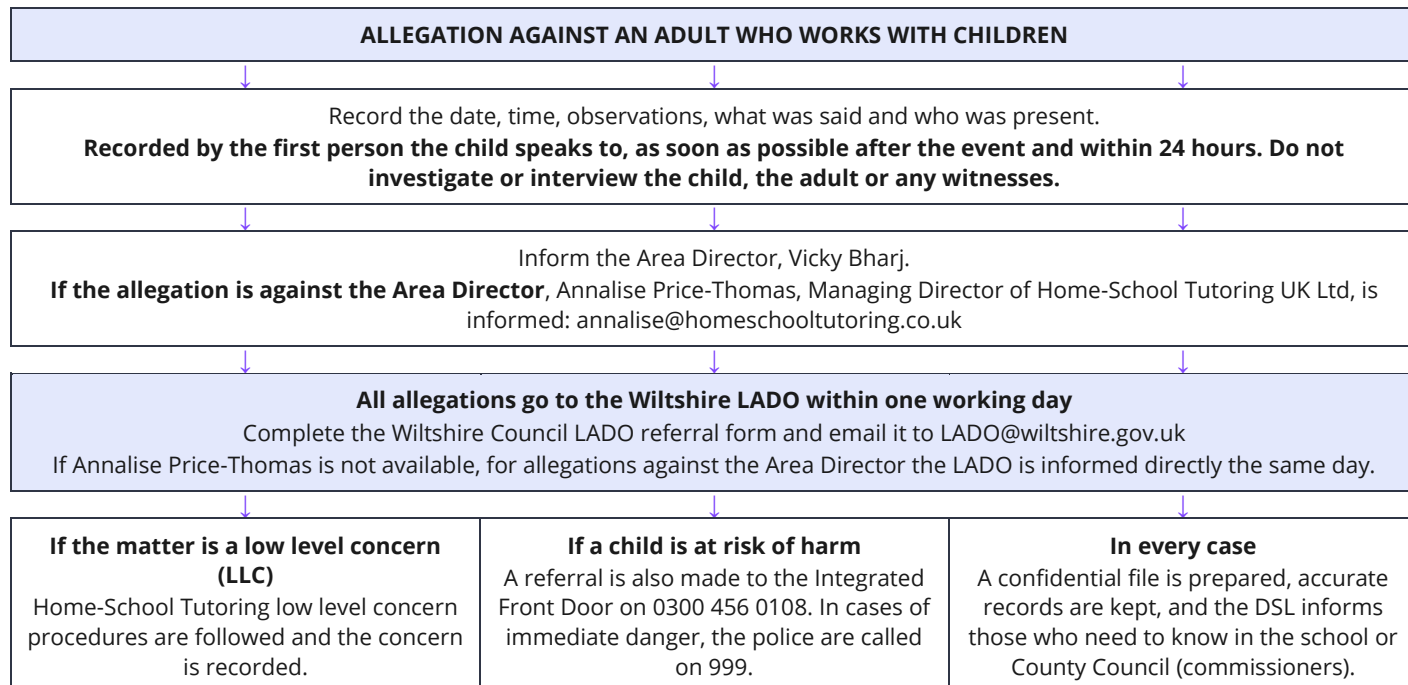
DSL Designated Safeguarding Lead, Vicky Bharj (Area Director) **IFD** Integrated Front Door, Wiltshire Council, formerly the MASH
LADO Local Authority Designated Officer, Wiltshire Council **CP** Child protection **LLC** Low level concern

Part one: a concern about a child



In cases of known FGM, the tutor who was made aware must also contact the police. This is a mandatory reporting duty.
If a child is at immediate risk of serious harm, call the police on 999 before anything else.

Part two: an allegation against an adult who works with children



An allegation must be referred to the LADO within one working day and before any investigation is carried out. The adult should not be told about the allegation until this has been discussed with the LADO as it may prejudice a police investigation.

The LADO criteria apply where a person who works with children has harmed or may have harmed a child, possibly committed a criminal offence against or related to a child, behaved in a way that indicates they may pose a risk of harm to children, or behaved in a way that indicates they may not be suitable to work with children.

Appendix 4: Safeguarding Concern, Incident or Disclosure Form

PLEASE NOTE! For ALL concerns or incidents phone **Vicky Bharj: 01225 375696 or 07366 996707** on the same day as the incident or concern EVERY time. It is important we review any concern or incident together. Safeguarding is always a priority, and we are here to support. When there is an incident or disclosure that requires immediate action or where a child is at risk of immediate harm you are empowered as a tutor to telephone the police or your local [Children's Services](#). You can phone your Area Director for support or advice if you are not sure on next steps.

Details of Child/student:

Child/Student Name:

Date of Birth:

Details of person completing this report:

Full name:

Job Role:

Is this form being completed due to a specific incident or disclosure? If yes, complete Section A and B. In NO, do not fill in section A and move to section B.

Section A:

Date and time of incident/disclosure:

Location of incident/disclosure:

Other people present:

Section B: (Body Diagram in Appendix 1 if required)

Is this a concern/disclosure/incident? (circle one)

What was said (use child's words), observed, reported. Provide details of the incident or concerns you have including time, dates, description, description, description, description, injuries, what you have observed, heard, or been told, if the information is firsthand, fact or opinion, any other relevant details or information etc.). Ensure you clearly record the student's voice (suggestion is to use CAPITAL LETTERS to ensure it can be easily recognised):

Signed (or type in your name):

Date:

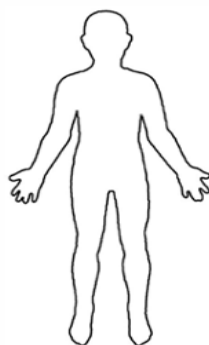
Agreed Actions/Anticipated Outcomes: (record all discussion, communications, referrals, and decisions made including discussions with parents and any other agencies. Clearly date the end of each record entry.

Feedback given to person reporting concern or incident:

Signed by DSL (or type name):

Date:

Appendix 1: Body Diagram to be used to indicate area of any injury.



☐ Front
☐ Back

Appendix 5: What tutors/workers should look out for: support before statutory intervention

Due to the changes in Working Together in 2026 Family Help is now the term used for Early Help. Family Help combines targeted Early Help and Section 17 support into a single Family Help Pathway. It is important for all workers and tutors to have a clear understanding of the process for community-based Family Help assessments and that any child may benefit from support before statutory intervention, including universal services and community-based Early Help/Family Help, or the targeted early help level of Family Help.

In addition, it is important that staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviour
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and associations with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, has experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provisions or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

Appendix 6: Further information on current high-profile safeguarding issues

KCSIE 2026 Annex A contains important additional information about specific forms of abuse and safeguarding issues. Area Directors, tutors and other workers will read Annex A and familiarise themselves with the most current issues.

The Content in Annex A for 2026 is:

- Child Abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County Lines
- Children and the court system
- Children who are absent from education
- Children and family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing Radicalisation
- The Prevent Duty
- Channel
- Sexual violence and Sexual harassment between children in schools and colleges
- Serious Violence
- So-called 'honour' based abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- FGM Mandatory Reporting
- Forced Marriage

Everyone working with Home-School Tutoring including DSLs will read KCSIE Education 2026 Annex A (and part one) and familiarise themselves with the key safeguarding issues highlighted in KCSIE 2026. The below text gives an overview of these harms and how to identify children who may be at risk of these harms:

Child sexual exploitation:

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.



Child Criminal Exploitation:

Child criminal exploitation (CCE) takes a variety of forms but ultimately it is the grooming and exploitation of children into criminal activity. Recently, CCE has become strongly associated with one specific model known as ‘county lines’, but it can also include children being forced to work in cannabis factories, being coerced into moving drugs (often forced to insert drugs in their vagina or anus in a practice known as ‘plugging’) or money across the country, forced to commit financial fraud, forced to shoplift or pickpocket. We should be vigilant in recognizing the signs of CCE. These may include unexplained absence from school, a change in personality, the child exhibiting stress, worry or fear, a child arriving at school with unexplained gifts or expensive items which parents have not provided for them.

Voyeurism (Offences) Act 2019)

Voyeurism involves amongst others, upskirting; (the action of placing equipment such as a camera or mobile phone beneath another person’s clothing to take a voyeuristic photograph or record an image without their permission); observing and/or recording another person doing a private act (as defined in the UK Sexual Offences Act 2003) for the purposes of, among others, to cause humiliation, alarm and distress.

Children Missing in Education

Home-School Tutoring recognises its obligation to track, and, if necessary, investigate when students are unexplainably missing from education or persistently absent. Persistent absence, repeated lateness, patterns of disengagement from education and sudden changes in attendance may indicate safeguarding concerns. Such patterns will be reviewed by Area Directors/DSL. In line with the statutory guidance, ***Working Together to Improve School Attendance*** (now referenced within ***Keeping Children Safe in Education 2026***), we acknowledge that persistent or unexplained absence may be an indicator of safeguarding concerns. Attendance monitoring therefore forms part of our safeguarding practice, and concerns will be escalated to the Designated Safeguarding Lead (DSL)/Area Director without delay. We should also notify the Area Director/DSL and commissioners if a child is ever abroad during the term-time or if there are plans to take a child abroad during term-time.

Child-on-Child Abuse including Harassment and Violence and Violence Against Women and Girls (VAGM) including Female Genital Mutilation.

See [section 12](#) of this policy.

Prevent and Radicalisation:

Protecting children from the risk of radicalisation is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single profile of a child who may be susceptible to extremist ideology; radicalisation can occur in many ways and settings. A range of background factors may contribute to a child's vulnerability, often combined with specific influences such as family, friends, peers or online content. Extremist or terrorist groups may appear to provide answers to unmet needs or offer a sense of belonging. The internet and social media are now major factors in the radicalisation of young people, including exposure to conspiracy theories, extremist content and online grooming. Staff should remain vigilant for changes in a child's behaviour, attitudes or interactions that could indicate they are at risk, just as they would for other safeguarding concerns. Staff are expected to use their professional judgment to identify children who might be vulnerable to radicalisation and respond appropriately by immediately reporting the concerns to the DSL/Area Director. The DSL/Area Director is aware of local procedures for making a Prevent referral. Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. While the referral is being assessed, should any further or new information come to light, this should also be passed to police. A representative from Home-School Tutoring may be asked to attend the Channel panel to help with this assessment.

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren). Some children have medical conditions and/or needs (e.g., Tourette's, some autistic-linked conditions, ADHD) that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care, or medical treatment places the child(ren) in situations of risk or harm.



This policy was adopted by the Home-School Tutoring Group and written by:

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Managing Director of Home-School Tutoring UK Ltd.

annalise@homeschooltutoring.co.uk

Written Date: August 2020. Reviewed and updated: August 2021, August 2022, August 2023, August 2024, August 2025. Most recent review and update: August 2026

Next Review Date: As an organisation, we will review this policy at least annually in line with DfE and other relevant guidance. The next review date is **August 2027** unless relevant guidance is updated before this date.

This policy is available on our website and is available on request from office@homeschooltutoring.co.uk. We also inform parents/carers and commissioners of this policy. This policy is also provided to tutors on induction along with part one and Annex A of Keeping Children Safe in Education (DfE)