

T For Teacher Ltd

Safeguarding Policy 2025/2026

CONTEXT

T For Teacher Ltd is a professional limited company and education provider dedicated to supporting children and young people in achieving their full academic potential. Our mission is to deliver high-quality, personalised tuition that leads to positive educational outcomes and increased student confidence.

Our Services

We specialise in flexible, student-centred support tailored to individual needs:

- High-Quality Tutoring: Available in one-to-one or small-group settings.
- Diagnostic Dyslexia Assessments: Available one-to-one
- Educational Support: Holistic assistance to help students navigate their learning journey.
- Alternative Provision: We provide alternative provision for children who may be on a school roll but are currently unable to attend school full time for a variety of reasons.

Delivery & Location

To ensure a comfortable and effective learning environment, our services are delivered online, in schools, in family homes, or within other agreed-upon community spaces.

We proudly serve the following regions:

- Banbury
- Daventry
- Surrounding areas and villages

Our Team & Impact

T For Teacher operates with a focused and dedicated team consisting of a Company Director and four specialist subcontractors. With a current portfolio of approximately 25 clients, we maintain a commitment to personalised attention and high standards of educational excellence.

STATEMENTS & AIMS

Policy Statement

We recognise that the welfare of all children and young people, is paramount and that all have equal rights of protection. We have a duty of care when they are in our charge, and we will do everything we can to provide a safe and caring environment whilst they attend our activities. Additionally, no one should come to any harm through their contact with our organisation and, as part of that commitment, we do everything we can to ensure everyone feels safe and protected from any form of harm, abuse and neglect regardless of their role.

Equal Opportunities Statement

We recognise that anyone can become subject to discrimination, harassment or victimisation because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Comments and actions that contribute to discrimination, harassment or victimisation are not acceptable and will be challenged. Such incidents will be recorded and shared with parents and carers, and the relevant agencies when necessary and appropriate.

We will:

- ✓ treat everyone with respect and celebrate their achievements,
- ✓ carefully recruit and select all staff whether paid or unpaid,
- ✓ respond to concerns and allegations appropriately.

When there are concerns about the welfare of any child or young person, all responsible adults in our organisation are expected to share those concerns, without delay, with the Lead for Safeguarding (or the Deputy, if the Lead is unavailable).

Our policy is approved by our company director and will be reviewed and updated annually. We will publish and promote this policy to all staff, paid or unpaid through induction, training and supervision. We endeavour to disseminate, as appropriate, this policy to all who come into contact with our organisation e.g., children, young people, adults at risk, their parents, carers, families and others.

Policy Aim

As members of SAFEcic, we aim at all times to attain best safeguarding practice throughout all our activities with children, young people, their parents, carers and/or families. We endeavour to provide a safe and friendly environment and celebrate all achievements. We will achieve this by adhering strictly to this policy, guidance and risk assessments. Our organisation holds current Public Liability Insurance which covers all our activities.

PARTNERSHIP WORKING

Where T For Teacher works in partnership with schools, local authorities, agencies, or other organisations involving contact with children, safeguarding remains a shared responsibility. Partner organisations will be expected to comply with T For Teacher's safeguarding requirements and relevant guidance. Likewise, T For Teacher will request and review the safeguarding policies of partner organisations to ensure consistent and robust safeguarding arrangements are in place.

SAFEGUARDING PERSONNEL

Lead and Deputy for Safeguarding

Designated Safeguarding Lead (DSL)

Name: Emily Ryle

Job role: Director, Head Tutor & SEN Lead

Email: emily@tforteacher.co.uk

Phone: 07546542532

Deputy Designated Safeguarding Lead (DDSL)

Name: Helen Jourdan Bull

Job role: Tutor

Email: jourdan@tforteacher.co.uk

Phone: 07580 648343

Their role is to oversee and ensure that our safeguarding policy, which includes Online Safety, is fully implemented and that we attain SAFEcic standards.

Their responsibilities are:

- ✓ monitoring and recording concerns
- ✓ making referrals to social care, or police, as relevant, without delay
- ✓ liaison with other agencies
- ✓ arranging training for all staff

The Deputy for Safeguarding should be available to support or cover for the Lead. S/he will also handle any complaints or allegations against the Lead for Safeguarding if appropriate. It is important that the Lead and Deputy for Safeguarding are unconnected.

WHY DO WE NEED A SAFEGUARDING POLICY?

All organisations that work or come into contact with children and young people need to have safeguarding policies and procedures in place. Government guidance is clear that all organisations working with children, young people, adults at risk, parents, carers and/or families have responsibilities for safeguarding. It is important to remember that children, young people and adults at risk can also abuse and that such incidents fall into the remit of this policy.

To undertake these responsibilities, we:

- have senior leadership committed to safeguarding
- are clear about peoples' responsibilities and accountability
- have a culture of listening to children and young people
- undertake safer recruitment practices for all staff and volunteers working with children & young people
- have procedures for safeguarding children and young people
- have procedures for dealing with allegations against, and concerns about, any staff
- make sure staff, paid and unpaid, have mandatory induction and further safeguarding training, supervision, reviews and support
- have agreements about working with other organisations and agencies

DEFINITIONS

Definition of a child/young person

There is no single law that defines the age of a child across the UK. The UN Convention on the Rights of the Child, ratified by the UK government in 1991, states that a child “means every human being below the age of eighteen years unless, under the law applicable to the child, majority is attained earlier” (Article 1, Convention on the Rights of the Child, 1989).

A child is anyone who has not yet reached their 18th birthday (16th in Scotland). In Scotland, whilst child protection procedures may be considered for a person up to the age of 18, the legal boundaries of childhood and adulthood are variously defined.

RELATED POLICIES

Data Protection

We will treat any personal information by which an individual can be identified, for example, name, address, and email, in accordance with the provisions of Data Protection Act 2018 (DPA 2018), and the UK General Data Protection Regulation (UK GDPR) and will not share information with any third party, except where required by law.

Confidentiality

This policy is in line with government guidance about confidentiality and these details will be made available to all staff, children, young children, adults at risk, parents and carers.

We fully endorse the principal of the welfare of children, young people and adults at risk, overriding any obligations of confidence we may hold to others. No one working, or involved, with our organisation can promise absolute confidentiality. Individual cases will only be shared or discussed on a “need to know” basis.

Information Sharing

Timely and accurate written records play an essential role in safeguarding individuals, who may have suffered, are suffering or at significant risk of suffering harm. It is important that records are shared at the appropriate time when necessary. Within our organisation the decision to share written information, and with whom, will be undertaken by the Lead or the Deputy for safeguarding.

Whistleblowing

Whistleblowing is when someone raises a concern externally about a person or practice within the organisation, which will affect others in an illegal and or harmful way.

Our organisation promotes the sharing of any concerns regarding the safeguarding of children, young people and adults at risk as soon as possible with the Lead or Deputy for Safeguarding.

If individuals reporting their concerns within our organisation do not feel they have been acted upon then we support their right to report these concerns to the Local Authority Designated Office (LADO), social care services and the Police. They can also contact the NSPCC dedicated helplines and the charity Protect for advice and support.

Safer Recruitment

Our organisation is committed to safe recruitment in line with the relevant legislation and guidance from government for recruiting all staff, paid or unpaid. We do this by:

- advertising vacancies with a clear commitment required to safeguarding
- assigning all posts detailed job descriptions
- obtaining full personal details via an application form (not CVs) with particular relevance to previous work with children, young people and adults at risk
- when a candidate is selected for interview the relevant criminal declaration form will be sent for completion as set out by the Rehabilitation of Offenders Act 1974, as amended
- always taking up two written references, one from the most recent employer or education establishment
- undertaking all interviews face to face or via approved online platforms based on the job description
- ensuring at least one person on each interview panel will have undertaken Safer Recruitment training
- having sound procedures and recording for interviewing to ensure we are satisfied, and can evidence that the applicant is appropriate and suitable

Any appointment will only be confirmed subject to:

- ✓ a satisfactory ID and criminal records check at the appropriate level, including Certificates of Good Conduct for foreign nationals and for anyone who works with children and has lived in the UK and also travelled overseas

- ✓ two written references
- ✓ a check of essential qualifications and any specific professional details
- ✓ confirmation of the Right to Work in the UK for employed personnel
- ✓ fitness to work as relevant

Please note that as a private tutoring entity, we are not eligible to access the DfE's prohibition list directly. While we conduct rigorous Enhanced DBS and background screening on all staff, the responsibility for verifying Teacher Prohibition status rests with the hiring organisation or school. We are happy to facilitate this process by providing the required information for any tutor under consideration.

All media enquiries will be handled by Emily Ryle: Director, Head Tutor & SEN Lead

INDUCTION AND TRAINING

We have a clear induction and training strategy with clear job descriptions and responsibilities and all relevant procedures. All new staff, paid and unpaid, will receive induction training as soon as possible and sign to record they have:

- received and understood this policy.
- been given any relevant resources
- understood the commitment to safeguarding training

When needed, staff will receive further safeguarding training, at the appropriate level, as soon as possible. Senior leadership provide mentoring and monitoring of all staff, including employees and subcontractors at regular intervals.

Safeguarding training is required upon induction and refreshed annually. Staff working directly with at risk groups will also undertake the free online government training for PREVENT Channel and FGM.

WORKING PRACTICES

T For Teacher is a limited company providing high-quality one-to-one tutoring and alternative provision across Banbury, Daventry, and surrounding areas. As part of our daily operations, our team of five staff members and subcontractors visit pupils in their homes, schools, and other community settings. To ensure the safety of our students and the continued professionalism of our staff, we adhere to the following operational requirements:

- **Supervision:** A parent, guardian, or designated adult must remain on the agreed-upon premises and within earshot for the entire duration of the lesson.
- **Identification:** The specific child or young person being tutored, as well as the staff member or subcontractor assigned to the visit, must be clearly identified and documented.
- **Objective:** Every visit must have a clearly defined purpose with a specific educational or mentoring objective, such as 1:1 mathematics tuition.
- **Scheduling:** All lessons must adhere to a pre-agreed and clear start and end time.
- **Professional Conduct:** All visits will be conducted in a polite and friendly manner. Staff must maintain professional boundaries at all times and strictly adhere to the code of conduct outlined within this policy. The development of personal relationships or the showing of favouritism toward students is strictly prohibited.
- **Attendance Records:** A record must be maintained of all individuals present for the duration of the session, including staff, parents, guardians, carers, or other family members.
- **Physical Contact:** Any physical contact required during a session must be minimal, task-appropriate, and undertaken strictly in line with the code of conduct within this policy.
- **Safeguarding:** The safety of the child is our primary priority. Any safeguarding concerns or untoward incidents—such as being unable to access a property or finding a child at home alone—must be followed up immediately. All such instances will be recorded and managed in strict accordance with the T For Teacher safeguarding policy.

No young people under 18 work or volunteer within our organisation.

CODES OF CONDUCT

T For Teacher expects all employees, tutors, contractors, volunteers and associates to maintain the highest standards of professional behaviour at all times when working with children and young people. This Code of Conduct sets out the expectations required to safeguard children and protect adults from harm or allegations.

We aim to provide a safe environment free from discrimination, upholding and promoting equality, diversity and inclusion. All adults working on behalf of T For Teacher are required to act in a manner that:

- ✓ Prioritises the welfare and safety of children
- ✓ Maintains appropriate professional boundaries
- ✓ Models respectful, inclusive and ethical behaviour
- ✓ Upholds public trust and confidence in the organisation

Professional Boundaries

All staff must:

- ✓ maintain a professional relationship with children at all times when working in person or online.
- ✓ Liaise openly with parents and carers, ensuring all communication remains appropriate, purposeful and transparent.
- ✓ always use the organisation's official email system when contacting parents, carers, guardians and organisations.
- ✓ not exchange personal contact details with children or young people or communicate with them outside of sessions (all communication must go through parents, carers or other designated adults)
- ✓ avoid behaviour that could be misinterpreted or place themselves or a child at risk

Conduct during tutoring

All staff must:

- ✓ treat all children and young people with respect and dignity
- ✓ ensure that their welfare and safety is paramount at all times
- ✓ always listen to individuals and take account of their wishes and feelings
- ✓ always act in a professional way and not accept bullying, swearing or other disruptive behaviour
- ✓ avoid being alone with children and young people whenever possible
- ✓ listen to, and act upon, any disclosures, allegations, or concerns of abuse
- ✓ participate in approved safeguarding training at appropriate levels
- ✓ not use humour, language or examples that could be considered offensive, sexualised or discriminatory
- ✓ avoid physical contact that is not approved, proportionate, or necessary to prevent harm.

- Approved touch includes, and is limited to, a 'high five' or a brief, one-armed hug initiated only for the purposes of encouragement or comfort where developmentally appropriate. Such contact must be non-intrusive, kept away from the student's body, and conducted in an open, transparent manner.
 - Restraint should not be used by any staff and remains the responsibility of parents, carers, guardians or trained school staff unless an emergency action used to prevent harm. Any use of restraint by staff, parents, carers or others during the lesson should be clearly recorded in the session report and reported to the designated safeguarding lead or deputy.
- ✓ Follow our safeguarding policy at all times
 - ✓ Make activities engaging and enjoyable

Conduct during online tutoring

All staff must:

- ✓ Use only T For Teacher-approved platforms and communication channels
- ✓ Not record sessions unless permission has been granted in line with data protection requirements
- ✓ Ensure their environment, appearance and background remain professional
- ✓ Not connect with children or young adults, their parents or families on personal social media accounts
- ✓ Avoid sharing personal content or images with students
- ✓ Position cameras and microphones appropriately
- ✓ Maintain professional online identities where required
- ✓ Report any concerning online behaviour or contact to the DSL immediately

Any concerns regarding the conduct or behaviour of a staff member or tutor must be reported to the Designated Safeguarding Lead. Where concerns relate to the DSL, they should be escalated to the Deputy DSL or appropriate external agencies.

T For Teacher will take appropriate action where boundaries are breached, which may include investigation, training, suspension, or termination of engagement.

RECOGNISING ABUSE IN CHILDREN AND YOUNG PEOPLE

The following list is for guidance only. It is important to be observant, listen to what is being said and record, e.g. is what you are observing and being told about an injury consistent with the injury?

- Abuse related to faith or belief
- Alcohol and Substance misuse
- Bullying, harassment and sexual harassment
- Breast Ironing
- Carrying offensive weapons
- Child criminal and sexual exploitation including County Lines
- Child on child abuse, including sexual violence and upskirting
- Concealed pregnancy
- Criminal exploitation
- Discriminatory
- Domestic abuse, including “honour” based abuse
- Emotional
- Exploitive use of technology
- Female Genital Mutilation (FGM)
- Financial or material abuse
- Forced marriage
- Gangs
- Gambling
- Hate and “mate” crime
- Hazing and initiation rites
- Hoarding
- Modern slavery
- Neglect and acts of omission
- Online safety
- Organisational or institutional
- Psychological
- Physical
- Radicalisation
- Self-neglect
- Sexual
- Sextortion
- Trafficking

Handling Disclosures

When a disclosure is made by a child, young person or adult at risk it is important to remember to:

- take what you are being told seriously
- stay calm and reassure
- do not investigate
- do not delay

and always:

- seek advice from the Lead or Deputy for Safeguarding
- make a careful recording of anything you are told or observe, date and sign.

A disclosure may come from someone telling you:

- they have or are being abused
- they have concerns about someone else
- they are themselves abusing or likely to abuse someone else

We ensure and emphasise that everyone in our organisation understands and knows how to share any concerns immediately with the Lead or Deputy for Safeguarding. Everyone, including the Lead, Deputy and Senior Lead for Safeguarding, will deal with concerns using the following:

STEP ONE – Identify the concern

If you are worried a child, young person or adult at risk has been abused because:

- you have seen something
- someone says they have been abused
- somebody else has told you they are concerned
- there has been an allegation against a colleague
- there has been an anonymous allegation
- an adult has disclosed that they were abused as a child
- a child, young person or adult says they are abusing someone else

STEP TWO – Consult, Monitor and Record

Talk to the Lead or Deputy for Safeguarding without delay. If you were working within a school, report any concerns to the school's DSL immediately, followed by the TforTeacher DSL or Deputy DSL. If the TforTeacher DSL and DDSL are implicated, then talk to your LADO. All concerns must be recorded on the Safeguarding Incident Form (found in the Safeguarding folder within our secure Shared Drive). Every form must be signed, dated and timed, including name and job role. Check this safeguarding policy for guidance.

In an emergency do not delay: dial 999

STEP THREE – Refer

The DSL or DDSL should assess the level of concern, refer to the relevant adult's or children's social care service and/or the Police. They should follow up the referral in writing within 24 hours.

For England and Wales, in cases of allegations against a "person of trust" with a "duty of care" towards a child, the Local Authority Designated Officer (LADO) will co-ordinate the next procedural steps.

Under "whistle blowing", anyone can refer directly to the Police, social care services, the LADO for personnel child abuse allegations (England & Wales only), relevant regulatory authorities, or the NSPCC (child concerns only) and also the charity Protect for support when they are concerned the organisation is not managing safeguarding concerns appropriately.

RESPONDING TO CONCERNS

We ensure that everyone in our organisation understands how to share concerns immediately with the Lead or Deputy for Safeguarding, using established protocols to manage issues across the various contexts in which T For Teacher operates. Because these different environments carry distinct safeguarding responsibilities, this section clarifies when staff must report to a school's Designated Safeguarding Lead (DSL) first versus when T For Teacher will act independently; consequently, all staff, including the Safeguarding Leadership team, must be familiar with these distinctions and apply them consistently in practice.

Assessing the Level of Concern: Oxfordshire Threshold of Needs

In all safeguarding situations, T For Teacher staff and the DSL will refer to the Oxfordshire Safeguarding Children Partnership (OSCP) Threshold of Needs document to help determine the appropriate level of response. This framework outlines four levels of need and guides practitioners in identifying when early help, statutory assessment, or immediate intervention is required.

- Level 1 – Universal needs: No additional services required beyond universal provision.
- Level 2 – Additional needs: Early help support appropriate; school or early help services should lead.
- Level 3 – Complex needs: Multi-agency support required; risk of social or educational exclusion.
- Level 4 – Critical needs: Significant harm or risk of significant harm; immediate referral to MASH or police required.

Oxfordshire MASH Contact Details

Non-emergency referrals: 0345 050 7666

Emergency: 999

Out of hours (Emergency Duty Team): 0800 833 408

MASH referral portal: www.oxfordshire.gov.uk/MASH

Northamptonshire MASH (Daventry area): 0300 126 1000

Where tutoring takes place within an Educational Setting

While our safeguarding procedures apply to every session, tutors working within a school must prioritise the school's internal protocols. In the event of a concern, tutors should immediately report to the school's Designated Safeguarding Lead (DSL) to ensure their local procedures are activated without delay. It is the responsibility of the staff member to read and comply with the specific safeguarding policy of the host school. Following the handover to the school, the tutor must then report the incident to the T For Teacher DSL and complete the required recording and flowchart actions as outlined above. The school DSL is then fully responsible for following their safeguarding procedures that are initiated by this disclosure. The T For Teacher DSL will follow up with the school in the first instance. If satisfied that the school's actions are satisfactory and in line with T For Teacher safeguarding procedures, no further action will be taken other than this follow up. If not satisfied, the DSL will consult with the relevant agencies in line with this policy.

When we will go to the school DSL first

In the majority of situations, our first action will be to report concerns to the school's DSL without delay. This applies where:

- ✓ A tutor observes low-level indicators of concern during a session
- ✓ A child makes a disclosure that does not constitute an immediate safeguarding emergency
- ✓ There are emerging welfare concerns that may warrant Early Help support
- ✓ There are concerns about a child's presentation, attendance or behaviour that fall below the threshold for statutory intervention

In these circumstances, the tutor must report to the school DSL immediately and then notify the T For Teacher DSL, who will record the concern and follow up with the school to confirm appropriate action has been taken.

When we will act independently

T For Teacher staff will act independently in the following circumstances:

- ✓ There are reasonable grounds to believe a child is at risk of significant harm and the school DSL or DDSL is unavailable or cannot be reached promptly
- ✓ A concern has been reported to the school DSL and the T For Teacher DSL is not satisfied that appropriate action has been taken in a timely manner

- ✓ The concern involves an allegation against a member of school staff, in which case the matter will be referred directly to the Local Authority Designated Officer (LADO)

In these circumstances, T For Teacher's DSL will refer directly to MASH or the police as appropriate, and will inform the school that a referral has been made.

Alternative Provision: Children on a School Roll

T For Teacher operates as an alternative provision provider, working with children who remain on their school roll but are unable to access full time mainstream provision for a variety of reasons. In this context, the host school retains primary safeguarding responsibility and the school's DSL is the lead practitioner for Early Help assessment, coordination and referral. It is not T For Teacher's role to initiate or coordinate Early Help processes independently where a child remains on a school roll.

When we will go to the school DSL first

In the majority of situations, our first action will be to report concerns to the school's DSL without delay. This applies where:

- ✓ A tutor observes low-level indicators of concern during a session
- ✓ A child makes a disclosure that does not constitute an immediate safeguarding emergency
- ✓ There are emerging welfare concerns that may warrant Early Help support
- ✓ There are concerns about a child's presentation, attendance or behaviour that fall below the threshold for statutory intervention

In these circumstances, the tutor must report to the school DSL immediately and then notify the T For Teacher DSL, who will follow up with the school to confirm appropriate action has been taken.

When we will act independently

T For Teacher staff will act independently in the following circumstances:

- ✓ A child is in immediate danger or a crime is in progress: staff will dial 999 without delay
- ✓ There are reasonable grounds to believe a child is at risk of significant harm and the school DSL is unavailable or cannot be reached promptly
- ✓ A concern has been reported to the school DSL and the T For Teacher DSL is not satisfied that appropriate action has been taken in a timely manner
- ✓ The concern involves an allegation against a member of school staff, in which case the matter will be referred directly to the Local Authority Designated Officer (LADO)
- ✓ A child makes a disclosure of abuse that requires immediate referral to children's social care or the police

In these circumstances, T For Teacher's DSL will refer directly to MASH or the police as appropriate, and will inform the school that a referral has been made.

Children Not on a School Roll (Electively Home Educated or Otherwise)

Where T For Teacher is working with children who are not on a school roll – including electively home educated (EHE) children – there is no host school DSL to refer to. In these circumstances, T For Teacher’s DSL holds full safeguarding responsibility for any concerns arising during our sessions and will act as the lead practitioner for safeguarding decisions.

In these situations, T For Teacher staff will:

- ✓ Report any concerns immediately to T For Teacher’s DSL (or Deputy DSL if the DSL is unavailable)
- ✓ The DSL will consult the OSCP Threshold of Needs document to determine the appropriate level of response
- ✓ Where the concern meets the threshold for statutory intervention, the DSL will refer directly to MASH or the police without delay
- ✓ Where the concern suggests a lower level of need, the DSL will consider what early help or signposting may be appropriate and will record the decision and rationale

Important: Electively Home Educated Children

Staff should be aware that electively home educated children can be particularly vulnerable due to reduced visibility to statutory services. Any concerns about an EHE child should be treated with heightened attention, and the threshold for contacting MASH for advice – even informally – should be lower than in other settings.

Children on a School Roll but Tutored at Home, Employed Directly by Parents

Where T For Teacher staff are working with a child who is on a school roll, but the tutoring is taking place in the family home and T For Teacher has been engaged directly by the parents – with no formal relationship or regular contact with the school – the safeguarding position is more complex.

Where a child is on a school roll but tutoring is delivered in the home on a private basis, T For Teacher will act independently – referring directly to MASH or the police – in the following circumstances:

- ✓ A child is in immediate danger: staff will dial 999 without delay
- ✓ A child makes a disclosure of abuse or neglect during a session
- ✓ A tutor observes physical indicators of harm or neglect
- ✓ There are concerns about the home environment that suggest the child may be at risk of significant harm
- ✓ The concern involves the parents or carers who have engaged T For Teacher – in which case contacting the school DSL would not be sufficient and a direct referral to MASH is required
- ✓ The DSL determines that the urgency or nature of the concern does not allow time for liaison with the school before acting

Contacting the school DSL

T For Teacher does not have a duty to routinely contact or liaise with the school’s DSL where there is no formal partnership arrangement in place. However, the school DSL may still be a relevant and important contact where a safeguarding concern arises, because the school may hold important contextual information about the child and sharing relevant information may be in the child’s best interests.

T For Teacher’s DSL will consider contacting the school DSL on a case-by-case basis when a concern arises, asking:

- Does the school hold relevant information about this child and family?
- Would sharing this concern with the school DSL add meaningful protection for the child?
- Is there any reason to believe the school is already aware of or responding to this concern?
- Could contacting the school put the child at greater risk, for example where a family member works at the school?

Where the DSL determines that contacting the school is appropriate, this should be done promptly and the outcome recorded. Where the DSL determines that contacting the school is not necessary or appropriate, the rationale must be recorded.

Key Principle: Home-Based Private Tutoring

Where T For Teacher is employed directly by parents and has no formal partnership with the school, staff should operate on the basis that T For Teacher is the primary safeguarding actor for the duration of the session. Staff should not assume the school is aware of any concerns, and should not delay action on the basis that the school “should” be dealing with it. The absence of a formal relationship with the school increases rather than decreases the responsibility on T For Teacher staff to act promptly and independently where needed.

Quick Reference: When to Go to the School DSL and When to Act Independently

Scenario	Go to school DSL first?	Act independently?
Child on school roll, tutored at school	Yes	Only if DSL unavailable, concern not acted upon, or immediate danger
Child in AP, on school roll, concern during session	Yes – immediately	Only if DSL unavailable, concern not acted upon, or immediate danger
Child in AP, on school roll, allegation against school staff	No	Yes – refer directly to LADO
Child on school roll, tutored at home, no school relationship	No	Yes – always act independently via MASH or police

Scenario	Go to school DSL first?	Act independently?
Child not on school roll (EHE or otherwise)	No school DSL exists	Yes – always act independently via MASH or police
Any scenario – immediate danger	No – dial 999	Yes, always

RECORD KEEPING

At all times when required, and especially where there is a safeguarding concern, we are committed to keeping records which are:

- recorded on a safeguarding incident form
- of sufficient details of child, young person or adult at risk to identify individual who is subject of concern and any significant others
- accurate and factual/based on fact, as a true record of: what has been monitored/observed; what has been said and by whom; what has given cause for concern; what action has and/or will be taken including the reason for those actions; and the reason stated for no action being taken and by whom
- non-judgmental
- timely within 24 hours
- signed, timed and dated by the writer and co-signed by the Lead or Deputy
- shared as appropriate by the Lead or Deputy for Safeguarding
- stored safely and securely by the Lead or Deputy for Safeguarding

HANDLING ALLEGATIONS / DEALING WITH COMPLAINTS / DISCIPLINARY & GRIEVANCE PROCEDURES

Our policies and procedures are in line with the statutory guidance and our disciplinary, complaints and grievance procedures. These will be made available to everyone.

Where a complaint or allegation has been made with regards to any inappropriate behaviour or poor practice, the Lead or Deputy will, in all cases, discuss the situation with social care services (the LADO with regards to children England and Wales only) and/or the police before making an open decision about the best way forward.

In the case where the Lead is implicated, the Deputy should be informed. In the exceptional circumstances that both are involved, the person concerned will inform the Senior Lead. If there is a belief that the concern has not been taken seriously or acted upon then anyone can “Whistleblow”.

With regards to disciplinary and grievance procedures, we will take no steps until we have fully discussed and agreed a strategy with social care services and/or the police, (the LADO, with regards to children England and Wales only). Any investigation will override the need to implement any such procedures.

Bullying, Harassment and Sexual Harassment

Bullying, harassment and sexual harassment can take many forms and include:

- physical violence including threats, verbal assaults and taunts, the destruction of property, extortion, unwanted sexual interest or contact
- indirect forms of bullying including ignoring a person and the withdrawal of friendship, malicious gossip and spreading rumours, abusive or oppressive graffiti, the use of social media, electronic messages and websites.
- motivation of prejudice against certain groups for example on the grounds of race, religion, gender and disability

Whether directed at children, young people, adults at risk, staff, volunteers, parent and carers, bullying, harassment and sexual harassment, physical, sexual and/or emotional abuse will not be tolerated. All such behaviour will be treated as a safeguarding concern when aimed at children or young people. If children or young people are engaging in bullying, harassment or sexual harassment it is also a safeguarding concern and should be reported to the Lead or Deputy for safeguarding.

We will:

- provide a culture of equality and respect for all with zero tolerance to any form of bullying, harassment and sexual harassment
- report all incidents of bullying, harassment and sexual harassment observed or disclosed, to the Lead or Deputy who will take the appropriate action
- take immediate steps to stop the behaviour and mitigate the effects of bullying, harassment and sexual harassment
- record all incidents with observations and witness statements, and action taken, signed, timed and dated

ONLINE SAFETY

Why do we need to include Online Safety?

Modern digital technology has made access to information and communication increasingly easy for everyone. Government guidance is clear that all organisations working with children, young people, adults at risk, families, parents and carers have responsibilities for online safety. It is also important to remember that children, young people and adults at risk can also abuse and such incidents fall into the remit of this policy.

What are the Risks?

There are many potential risks including:

- accessing inappropriate or illegal websites.
- receiving unwanted or upsetting texts, e-mail messages or images.
- being “groomed” by another with a view to meeting the child, young person or adult at risk for their own illegal purposes including sex, drugs or crime.
- sharing nudes or semi nudes.
- viewing or sending unacceptable material such as inciting hatred or violence.
- sending bullying messages or posting malicious details about others.
- ignoring copyright law by downloading e.g. music, videos, homework cheat materials etc.
- overspending on shopping and gambling sites.
- being at risk of identity fraud for money transactions.
- inappropriate relationships or prostitution.

What else might be of concern?

A child, young person or adult at risk who:

- is becoming secretive about where they are going to or who they are meeting.
- will not let you see what they are accessing online.
- is using a webcam in a closed area, away from other people.
- is accessing the web or using a mobile for long periods and at all hours
- clears the computer history every time they use it.
- receives unexpected money or gifts from people you don't know.
- does not appear to have the money they should have.

A person who:

- befriends a child, young person or adult at risk on the internet or by text messaging.
- has links to children, young people and/or adults at risk on their social media pages especially if they work in a position of care such as a sports coach or care worker.
- is secretive about what they are doing and who they are meeting.

T For Teacher recognises that some of its services are delivered through online tuition and that digital environments present specific safeguarding considerations. These additional risks include:

- Reduced visibility of a child's wider environment
- Increased risk of inappropriate communication or boundary-crossing
- Exposure to online harm, including inappropriate content or cyberbullying
- Challenges in responding to disclosures made remotely

Online safeguarding is approached with the same priority and rigour as safeguarding in face-to-face settings.

Online Safety Code of Conduct

We expect everyone in our organisation to agree and sign up to our Online Safety code of conduct to:

- ✓ use the internet and other forms of communication in a sensible and polite way.
- ✓ only access websites, send messages or access and use other resources that will not hurt or upset anybody.
- ✓ seek permission if they want to use personal information or take photographs of other people.
- ✓ position cameras and microphones appropriately
- ✓ use T For Teacher approved platforms for online teaching only and will not move tuition or communication to unapproved platforms
- ✓ ensure their physical environment is appropriate, neutral and free from inappropriate content
- ✓ make sure children, young people and adults at risk understand they can always talk to us, or their parents and/or carers, about anything that makes them feel uncomfortable.
- ✓ report any concerns to the Lead or Deputy

They must not:

- ✓ maintain confidentiality if there is a concern about the welfare of a child, young person or adult at risk
- ✓ communicate with students via personal email accounts, messaging apps or social media
- ✓ engage in informal or unsupervised online contact

Social Media

The Online Safety Act 2023 and associated government guidance now makes social media companies more responsible for their users' safety on their platforms. This means children and adults will be protected online by making social media platforms:

- remove illegal content quickly or prevent it from appearing in the first place. This includes removing content promoting self-harm
- prevent children from accessing harmful and age-inappropriate content
- enforce age limits and age-checking measures

- ensure the risks and dangers posed to children on the largest social media platforms are more transparent, including by publishing risk assessments
- provide parents and children with clear and accessible ways to report problems online when they do arise

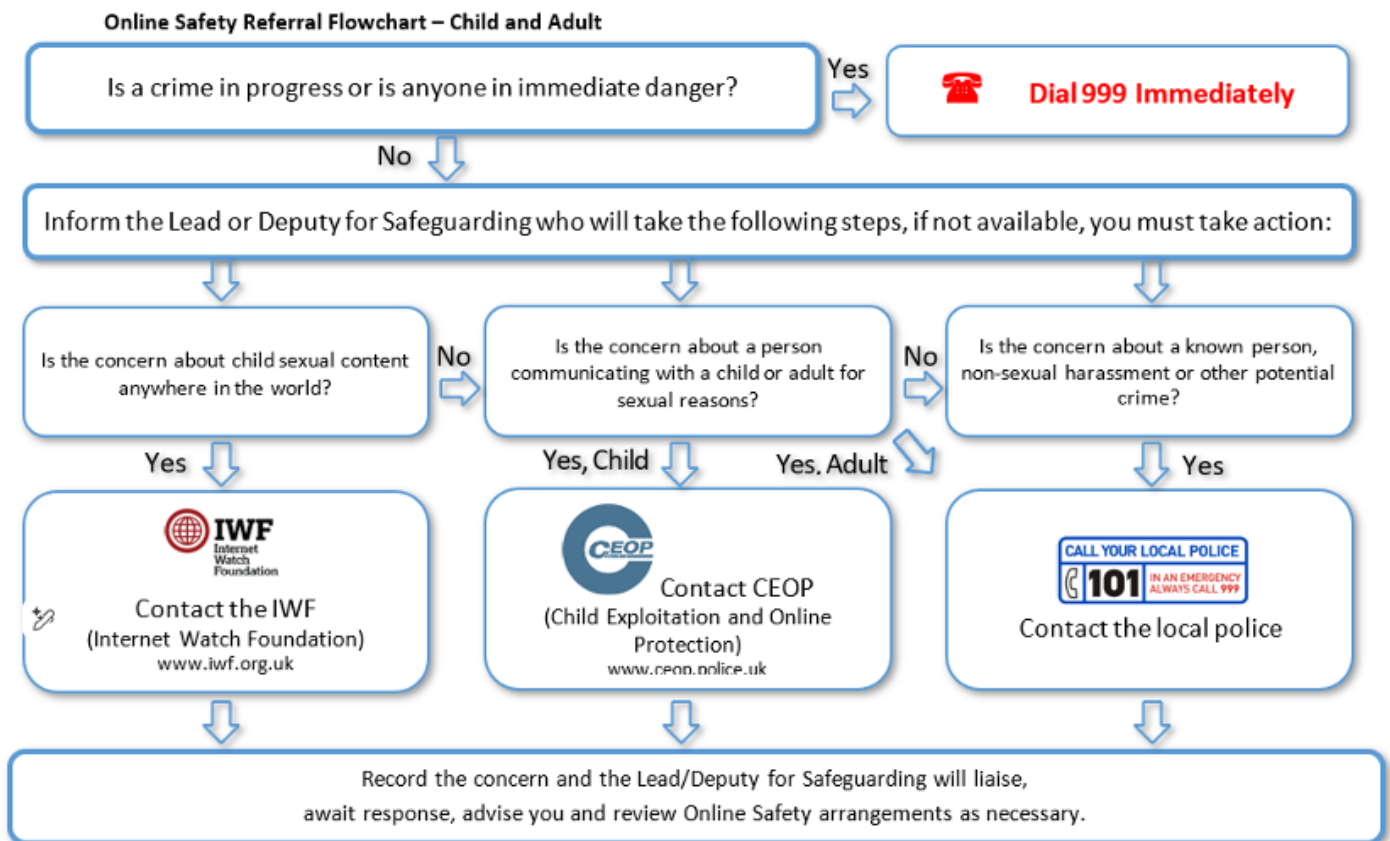
Such content should be reported to the service provider and if they do not respond appropriately the matter can be reported to Ofcom.

What do I do if I am concerned?

If you have any concerns, speak to the Lead or Deputy for Safeguarding. Remember:

- do not delay.
- do not investigate.
- seek advice from the Lead or Deputy

Other useful resources can be found at: www.ofcom.org.uk



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PHOTOGRAPHY & FILMING GUIDANCE

Both still and moving images are key to recording the successes and achievements of children and young people. However, it is vital to remember that images (especially digital images) can be used, shared, stored and/or distributed inappropriately, and that their storage and use must comply with the UK GDPR.

It is therefore important to be clear about the following:

- ✓ All staff and subcontractors are strictly prohibited from photographing any child during a lesson. Tutors are permitted to take photographs of a student's work or apparatus only for the purposes of educational tracking and feedback.
- ✓ Recording of tutoring sessions (audio or video) is generally prohibited, with the following exceptions: Sessions may be recorded for safeguarding and quality assurance purposes, provided that T For Teacher has obtained explicit, written consent from the parent or guardian. Parents must be informed when a recording is in progress, and tutors must ensure the recording is conducted openly and stored according to our data protection protocols.
- ✓ T For Teacher may occasionally use photography for marketing purposes. This is restricted to a designated individual, requires explicit parental consent, and must be conducted openly and stored securely in line with UK GDPR requirements.

HEALTH, SAFETY, AND CLINICAL RESPONSIBILITY

T For Teacher maintains a comprehensive and in-depth **Health and Safety Policy** which governs all aspects of our operations. This policy must be strictly adhered to by all staff and subcontractors at all times. For detailed guidance on our safety protocols, risk assessment procedures, and clinical standards, please refer to the full **Health and Safety Policy** document.

To ensure a clear understanding of roles during our educational sessions, the following core requirements apply:

- **Primary Responsibility:** Throughout the duration of our lessons, the primary responsibility for the health, safety, and physical well-being of the child or young person lies with the host (the parent, guardian, or school).
- **Supervision Boundaries:** Our staff and subcontractors are present solely for the purpose of tutoring and mentoring. They are not responsible for overseeing school pickups, managing transitions between groups, or locating students who go missing from a group setting. These duties remain the sole responsibility of the host or site lead.
- **Medical Care and Medication:** Staff members are strictly prohibited from administering medication or delivering first aid. It is the responsibility of the parent, school, or organisation to ensure that a designated first aider or medical lead is available on-site at all times.
- **Emergency Procedures:** In the event of a medical or safety emergency, our staff will immediately call **999** to alert emergency services and notify the host or parent on-site without delay. All such incidents must subsequently be recorded in line with our safeguarding incident reporting procedure.
- **Compliance:** Adherence to these requirements—and the broader Health and Safety Policy—is mandatory to ensure a secure environment for both students and staff.

Transport

We do not provide or organise transport.

Activities, Events and Visiting Speakers/Activity Leaders

We do not organise events or activities.

In order to attain the highest standards of safeguarding practice, everybody needs to be vigilant in adhering to this policy and also assessing the risks of their own work and activities. These risk assessments will be carried out annually by the Lead and/or Deputy. However, it is the responsibility of everyone to draw attention to practices and procedures that they are unhappy or uncomfortable with.

It is only through adopting these policies and practices that we can all be confident we have done everything we can to safeguard the children, young people at risk in our care.

POLICY DATE AND REVIEW DATE

This policy was agreed 15/02/2026 by T For Teacher’s company director and will be disseminated in a timely manner.

This policy will be reviewed and updated annually or when there are substantial organisational or legislation/best practice changes.

Role	Signature	Name	Date
Lead for Safeguarding Director, Head Tutor & SEN Lead			
Deputy for Safeguarding Private Tutor			
Scheduled date for next review:	February 2027		

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