Safeguarding and Child Protection Policy

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Outline

TP Tutors are fully committed to safeguarding and promoting the welfare of children and young people. We believe safeguarding is everyone's responsibility and all staff have a duty to act in the best interests of the child and have a responsibility to provide a safe environment in which children can learn. We uphold the principle that "it could happen here", and staff are expected to maintain professional curiosity at all times.

For the purposes of this policy, "staff" refers specifically to tutors registered with TP Tutors and who provide tuition for schools, local authorities and alternative provision settings.

This policy is reviewed annually, or sooner if required by legislative or statutory updates.

Designated Safeguarding Lead (DSL)

TP Tutors have a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) responsible for safeguarding and child protection matters.

DSL Name: Emma Fox
DSL Email: safeguardingteam@supportingeducation.com

DDSL Name: Sarah Atkinson
DDSL Email: safeguardingtpt@tp-tutors.com

Core Responsibilities of the DSL:

- **Policy Oversight**
  Maintain, update, and promote TP Tutors' safeguarding policies. Ensure all staff understand their responsibilities and follow procedures consistently.
- **Managing Concerns**
  Act as a central point of contact for safeguarding concerns. Support staff in reporting issues and ensure concerns are recorded securely, followed up appropriately, and escalated if needed.
- **Liaison with Schools, Local Authorities, and Other Agencies**
  Ensure staff are familiar with local safeguarding procedures. Refer to and liaise with external agencies such as Children's Social Care or the Local Authority Designated Officer (LADO) where necessary.
- **Training and Awareness**
  Complete their own Advanced Safeguarding Training annually. Ensure all staff receive safeguarding induction and regular updates. Promote a safeguarding culture through guidance, support, and awareness-raising.
- **Safer Recruitment and Allegations Management**
  Support safer recruitment practices and oversee the management of any concerns or allegations against staff, following the TP Tutors' Procedure for Managing Low Level Concerns and Allegations Related to Agency Workers.
- **Confidentiality and Record Keeping**
  Maintain accurate, confidential records in line with data protection laws and safeguarding guidance.
- **Strategic Safeguarding Leadership**
  Monitor safeguarding trends and advise TP Tutors' leadership on developments, risks, or required actions.

Definition of Safeguarding

As per Keeping Children Safe in Education 2025, safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment.
- 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.
- Taking action to enable all children to have the best outcomes.

Summary of Responsibilities

Stakeholder	Responsibilities
All Staff	Understand and act on concerns, maintain professional curiosity, follow this policy.
DSLs	Coordinate safeguarding matters, ensure training, act on reports, and liaise with external agencies where necessary.
TP Tutors	Ensure safer recruitment, training compliance, policy adherence, reporting lines, and liaise with external agencies where necessary.

Reporting Concerns

All staff must act **immediately** upon any concern relating to a child's welfare.

Reporting Concerns:

- All staff are required to report any safeguarding concerns to the Local Authority without delay. Guidance on how to submit a safeguarding referral is available on the Local Authority's website, typically within the section titled "Report a safeguarding

concern about a child" (the exact wording may vary by Local Authority but will be similar in meaning).

- After reporting the concerns to the Local Authority, staff must inform their consultant at TP Tutors to ensure appropriate follow-up and oversight. Please call TP Tutors and if you cannot get through, follow up with an email.

- All staff must be aware of the local reporting procedures and follow these accordingly.

- Staff should never assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

If staff are concerned that the Local Authority has not appropriately acted on a safeguarding concern, they must escalate directly to TP Tutor's DSL, who may refer to external safeguarding bodies.

Recording Concerns:

- All concerns, discussions, and decisions made, and reasons for those decisions should be recorded in writing on TP Tutor's 'Child Safeguarding Report Form'.

- The concern should be summarised clearly and comprehensively.

- The record should include details of how the concern was followed up.

- Staff must maintain confidentiality and secure records appropriately

If in doubt about recording requirements, staff should discuss with TP Tutor's DSL.

Reporting concerns about colleagues, including supply staff

- These concerns must be reported in writing to TP Tutor's DSL.

Concerns about safeguarding practices should be reported via:

- TP Tutor's whistleblowing procedures
- NSPCC Whistleblowing Advice Line
- GOV.UK Whistleblowing guidance

Training and Awareness

Keeping Children Safe in Education Part One outlines what all staff (including supply staff) should know and do. All staff should confirm they have read and understood this guidance on an annual basis.

Training

All staff will be required to complete:

- Induction training in safeguarding, including online safety and filtering/monitoring roles.
- Annual safeguarding updates and refresher training.

TP Tutors will keep a clear record of the safeguarding training undertaken by staff and a schedule of the refresher training.

Safeguarding Expectations of All Staff

Staff must:

- Have an awareness of the indicators of abuse, neglect, and exploitation.
- Understand that children can be at risk of harm inside and outside of the school/tuition location, inside and outside of home, and online.
- Exercise professional curiosity always.

- Be aware that abuse, neglect, exploitation, and safeguarding issues are rarely stand-alone events.

- Be aware of extra familial and/or contextual risks which occur outside of their families. Extra familial harms can include, but are not limited to:
    - Sexual abuse (including harassment and exploitation)
    - Teenage relationship abuse
    - Criminal exploitation
    - Serious youth violence
    - County lines
    - Radicalisation

- Be aware that technology is a significant component in many safeguarding and wellbeing issues and the risks young people face online.

- Speak to TP Tutor's DSL in all cases where they are unsure.

Safeguarding Issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm.

Child-on-Child Abuse

All staff should:

- Be aware that children can abuse other children and that this can happen both inside and outside of school/tuition location and online.

- Understand that they have an important part to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.

- Report to the Local Authority and their consultant at TP Tutors if they have any concerns regarding child-on-child abuse.

- Understand the importance of challenging inappropriate behaviours between children that are abusive in nature.

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

- Bullying and cyberbullying
- Sexual violence and harassment
- Abuse in intimate relationships between children
- Causing someone to engage in sexual activity without consent
- Physical abuse
- Image-based abuse (including non-consensual sharing)
- Upskirting
- Initiation/hazing type violence and rituals

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in criminal activity.

It may involve an exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

CCE and CSE can affect children, both male and female and can include children who have been moved for the purpose of exploitation (trafficking).

Child Criminal Exploitation (CCE)

- Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing.

- Children can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

- Children can become trapped by this type of exploitation and perpetrators can threaten victims and their families with violence.

- As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals.

- A child may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

- The experience of girls who are criminally exploited can be very different to that of boys and the indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too.

- Both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CCE)

- CSE is a form of child sexual abuse.

- Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

- CSE can occur over time or be a one-off occurrence and it may happen without the child's immediate knowledge (e.g. others sharing videos or images of them on social media).

- CSE can affect any child including 16 and 17-year -olds who can legally consent to have sex.

- Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship.

Domestic Abuse

- Domestic abuse can encompass a wide range of behaviours. It can be a single incident or a pattern of incidents.

- Domestic abuse can be, but is not limited to psychological, physical, sexual, financial, or emotional.

- Children can be victims to domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

- All of the above can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

- There is a legal duty on teachers to report to the police if they discover that an act of FGM appears to have been carried out on a girl under the age of 18. This includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions.

- All staff should speak to the Local Authority and TP Tutor's DSL if they have any concerns about FGM.

Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- If staff have a mental health concern about a child that is also a safeguarding concern, they should speak to the Local Authority and their consultant at TP Tutors.

Serious Violence

- All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.

- These may include:

    - Increased absence from school/tuition
    - A change in friendships or relationships with older individuals or groups
    - A significant decline in educational performance
    - Signs of self-harm
    - Significant change in wellbeing
    - Signs of assault or unexplained injuries
    - Unexplained gifts or new possessions

All staff should read Annex B of Keeping Children Safe in Education which contains important additional information about specific forms of abuse, exploitation and safeguarding issues.

Staff Conduct

All staff are expected to follow TP Tutor's

- Code of Conduct
- Online Safety Policy
- Procedure for Managing Low Level Concerns and Allegations Related to Agency Workers
- Whistleblowing Policy
- Lone Working Policy

SEND, Disabilities, and Health Issues

SEND children or children with certain medical or physical health conditions can face additional safeguarding challenges both online and offline.

Additional barriers can exist when recognising abuse, neglect, and exploitation in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- These children being more prone to peer group isolation or bullying than other children.
- The potential for SEND children or children with certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers.
- Cognitive understanding - being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in tuition sessions or the consequences of doing so.

Multi Agency Safeguarding Arrangements

While TP Tutors work across the UK, staff should adhere to the local multi-agency safeguarding arrangements. If staff are unsure, speak to their consultant at TP Tutors and visit the local authority website which should include the local protocol for assessment.

Related Documents and Policies

This policy is aligned with:

- Keeping Children Safe in Education 2025
- Keeping Learners Safe (Wales)
- Working Together to Safeguard Children
- Online Safety Policy

- Code of Conduct
- Procedure for Managing Low Level Concerns and Allegations Related to Agency Workers
- Whistleblowing Policy
- Lone Working Policy

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