Right Start Tutoring Safeguarding and Child Protection Policy

Review: **Review Cycle**	**Date of Current Policy**	**Author(s) of Current Policy**	**Review Date:**
Annual	January 2026	Sophie Walker	January 2027

Ratification by: Sophie Walker
Date of Ratification: 01.01.2026

Key Roles:

Role	Name	Contact details:	Date
Tutor and Owner	**Sophie Walker**	**07538 780586** **sophie@rightstart-tutoring.co.uk**	**01.01.2026**
Safeguarding Responsibilities (DSL)			
Health and Safety Responsibilities			
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2025)			

**Any changes to key personnel/holiday/emergency contacts will be shared with the appropriate agencies.*

Contents

Part 1: Policy

1.1 Definitions 3
1.2 Introduction 3
1.3 Equalities Statement 5
1.4 Overall Aims 5
1.5 Professional expectations, roles and responsibilities 6
1.6 Safeguarding Training for staff 9
1.7 Safeguarding in the curriculum 10
1.8 Safer Recruitment and Safer Working Practice 11
1.9 Key Safeguarding Areas 13

Part 2: Procedures

2.1 Reporting Concerns 15
2.2 Information Sharing 15
2.3 Identifying and monitoring the needs of vulnerable children . 16
2.4 Multi Agency Working 16
2.5 Suspensions, permanent exclusions, and commissioning alternative provisions 17
2.6 Children Missing or Absent from Education 18
2.7 Respond to incidents of child-on-child harm. 19
2.8 Responding to allegations of abuse made against professionals 22
2.9 Mental health and wellbeing 23
2.10 Online Safety 24

APPENDICES

Appendix A Reporting Concerns Flow Chart 27
Appendix B Safeguarding Response to Mental Health and Child on Child Abuse 28
Appendix C Multi Agency Contact Information 29
Appendix D Dealing with a Disclosure of Abuse 30
Appendix E Types of Abuse and Neglect 31
Appendix E Specific actions to take on topical safeguarding issues 33

PART 1: Policy

1.1 Definitions

Safeguarding and promoting the welfare of children is defined in **Working Together to Safeguard Children 2023** 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 the home, 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.
• taking action to enable all children to have the best outcomes.

Child Protection is part of safeguarding and promoting the welfare of children and is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

Effective safeguarding means practitioners should understand and be sensitive to factors, including economic and social circumstances and ethnicity, which can impact on children and families' lives.

1.2 Introduction

At **Right Start Tutoring**

- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who encounters children, their families, and carers, has a role to play.
- In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the **best interests** of the child.
- We take an '**it can happen here**' approach where safeguarding is concerned.
- **Everyone** who encounters children has a role to play in identifying concerns, sharing information, and taking prompt action.
- Victims of harm should **never** be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Right Start Tutoring is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn.
- Acting on concerns about a child's welfare immediately.
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by ***Right Start Tutoring*** will be in accordance with current legislation and guidance. The following safeguarding legislation and guidance has been considered when drafting this policy:

- Education Act 2002 Section 175 (maintained schools only)
- Education Act 2002 Section 157 (Independent schools incl Academies and CTC's)
- The Education (Independent School Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Information Sharing 2024
- What to do if you're worried a child is being abused
- Filtering and monitoring standards in schools and colleges (DfE)
- Generative AI: product safety expectations - GOV.UK
- Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)

- Local Guidance from the Local Safeguarding Children Partnership (Pan -Dorset/ BCP Safeguarding Children Partnership)

This policy should be read in conjunction with the following policies.
This includes and is not limited to:

- Code of Conduct
- Complaints Policy
- Contingency and Disaster Recovery Policy
- Diversity and Equal Opportunities Policy
- Health and Safety Policy
- Lone Worker Policy
- Managing Allegations Policy
- Prevent Policy
- Risk Assessment Policy

Through regular monitoring, the Lead Tutor will ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

1.3 Equalities Statement

With regards to safeguarding we will always consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. This includes the Government guidance on **gender questioning children (awaiting signposting to be published)** and the considerations explained by the Equalities and Human Rights Commission (April 2024). An interim update on the practical implications of the UK Supreme Court judgment | EHRC

Our general duties include:

1. Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

3. Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under ***Right Start Tutoring****'s* equality statement and measurable objectives. *These are available on our website: https://rightstart-tutoring.co.uk/policies/*
Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND).
And in one with

Right Start Tutoring also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

1.4 Overall Aims

This policy will contribute to the safeguarding of children *at* ***Right Start Tutoring*** by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, children, and their families.
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; and that our children are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice, and are listened to.
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur.
- Setting expectations for developing knowledge and skills within the setting's community (staff, children, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them.
- Early identification of need for vulnerable children and provision of proportionate interventions to promote their welfare and safety.
- Working in partnership with children, parents, and other agencies in the Local Safeguarding Partnership including Early Help.

Right Start Tutoring is named as a relevant agency in the Local Safeguarding Partnership **(Pan Dorset / BCP Safeguarding Children Partnership).**
This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Pan Dorset/BCP Safeguarding Children Partnership's professional expectations, roles, and responsibilities. Welcome to the BCP Safeguarding Children Partnership and...

1.5 Professional expectations, roles and **responsibilities.**

1.5.1 Role of all staff

All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (DfE 2025). Those working directly with children will also read Annex B.

- In addition to this all staff will be aware of the systems in place which support safeguarding including reading this Safeguarding/Child Protection Policy; the

Behaviour Policy; the Staff Behaviour Policy (code of conduct); safeguarding response to children who go missing or are absent from education; and the role of the Designated Safeguarding Lead (DSL).

- Know who and how to contact the DSL/Lead Tutor responsible for safeguarding.
- All staff will be able to identify vulnerable children and take action to keep them safe. Information or concerns about children will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse or neglect.
    - requiring mental health support.
    - may benefit from early help.
    - where there is a radicalisation concern.
    - where a crime may have been committed.
- Be clear as to the setting's policy and procedures about child on child abuse, children missing or absent from education and those requiring mental health support, and the impact of technology in relation to online safety including online filtering and monitoring processes.
- Be involved where appropriate, in the implementation of individual plans to further safeguard vulnerable children and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
- Record concerns appropriately and in a timely manner by using the setting's safeguarding systems.
- To be aware of the need to raise to the senior leadership team any concerns they have about safeguarding practices within the school.

1.5.2 - Role of the Designated Safeguarding Lead (DSL) and Deputies (DDSL)
Duties are further outlined in Keeping Children Safe in Education (DfE 2025, Annex C)

Details of our DSL and Lead Tutor and how to contact them are available on *the **Right Start Tutoring*** website.

- The DSL is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting.
- The DSL works with the relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these issues might be having on a child's attendance, engagement and achievement at school or college.
- Manages early identification of vulnerability of children and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals.
- Manages referrals to local safeguarding partners where children with additional needs have been identified. These can include those –
    - who need a social worker and may be experiencing abuse or neglect.
    - requiring mental health support.
    - who may benefit from early help.
    - where there is a radicalisation concern.

- where a crime may have been committed.

The DSL will also:

- Work with others – acting as a point of contact for outside agencies about safeguarding.
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member.
- Coordinate regular safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable children with relevant staff. This includes ensuring that staff:
  - Know and can identify who these children are
  - Understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.
  - Are supported to identify the challenges that children in this group might face.
  - Provide additional academic support or make reasonable adjustments to help children who have **or have had** a social worker to reach their potential.
  - Support the work of the Designated teacher and all professionals working with these children

- Ensure the secure transfer of the Child Protection File when a child moves to a new setting-within 5 days for in year transfer or the first 5 days of the start of a new term.
- Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, e.g. attendance at Strategy and Initial Child Protection Conferences.
- Take lead responsibility for understanding the filtering and monitoring systems and processes in place.
- Support the role and duties for health, safety and site security.

1.6 Safeguarding training for staff

The lead tutor will ensure that all staff members undergo training in line with the P-DSCP / BCP Safeguarding Children Partnership requirements and safeguarding and child protection training at induction that includes online safety.

1.6.1 - All staff:

At ***Right Start Tutoring*****,** our staff

- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least annually (via formal training, email e-bulletins and staff meetings).
- Must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty. (Appendix F)
- Must complete PREVENT awareness training annually. This is to ensure that they can comply with the legal expectations under the PREVENT duty. (Appendix F)

- Will receive training that includes clear reference to staff codes of behaviour and professional boundaries, and on the reporting of low-level concerns, internal whistleblowing policy and guidance for escalation.
- All staff should receive training on the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

1.6.2 - Designated Safeguarding Lead/Lead Tutor:

- Will undergo the Multi-agency training as described by the P-DSCP/ BCP Safeguarding Children's Partnership pathway, to provide them with the knowledge, skills and training (including online safety) required to carry out the role. This training will be updated every two years.
- The DSL will liaise with the P-DSCP/BCP Safeguarding Children Partnership and with BCP Education Safeguarding Service. This will ensure that their knowledge and skills are updated via e-bulletins/ newsletters

1.7 Safeguarding in the curriculum

Right Start Tutoring is dedicated to ensuring that all children are taught how to keep themselves and others safe, including online.

We recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

This is part of a broad and balanced curriculum, that includes:

- Working within statutory guidance in respect of Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)
- Personal, Social, Health and Economic (PSHE) education, to explore key issues at an age-appropriate stage such as:
    - Supporting children to develop the skills that form the building blocks of all positive relationships
    - healthy and respectful relationships
    - Boundaries, consent and kindness in relationships
    - stereotyping, prejudice and equality
    - Violence against women and girls
    - body confidence and self-esteem
    - how to recognise and report concerns about an abusive relationship, including coercive and controlling behaviour
    - the concepts of, and laws relating to - sexual harassment and abuse e.g. consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support and
    - What constitutes sexual harassments and sexual violence and why these are always unacceptable, emphasising that it is never the fault of the person experiencing it
    - How to recognise misinformation, disinformation and conspiracy theories

- A whole-setting preventative education approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.
- Appropriate filtering and monitoring systems are in place to ensure that 'over-blocking' does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. Filtering and monitoring standards in schools and colleges (DfE) Generative AI: product safety expectations - GOV.UK (Further information can be found in KCSIE 2025)
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g. to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.
- Pupil voice is valued, and children can inform the curriculum via discussions with the Lead Tutor.

1.8.3 – Visitors

All visitors complete a secure signing in/out process, will wear a school ID badge and be provided with key safeguarding information that includes: contact details of safeguarding personnel in school, key procedures for reporting a concern and for health and safety.

Careful consideration is given to the suitability of any external organisations.
Scheduled visitors in a professional role (e.g. fire officer, police, LA staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school.

If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity and confirm the reason for the visit.

1.8.4 – Site Safety

At ***Right Start Tutoring*** we ensure that our site is as safe and as secure as possible.
We carry our regular checks and have the necessary plans and measures in place that are both sensible and proportionate to deal with any possible safety and/or security threats.

Risk assessments are undertaken and maintained in accordance with the setting's health and safety policy.

1.8.5 – Off site visits and exchange visits

We carry out detailed risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

1.8.7 - Whistleblowing procedures

All staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team, or feel that their genuine concerns are not being addressed:

- Whistleblowing policy and procedures https://rightstart-tutoring.co.uk/policies/
- General guidance can be found at: Advice on whistleblowing https://www.gov.uk/whistleblowing.
- The NSPCC whistleblowing helpline is available here for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- The above channels are clearly accessible to all staff (in the staff handbook, code of conduct)

1.9 Key safeguarding areas

These topics listed below, are themes that can impact on both children and families. They are specific areas of safeguarding that every school/ setting has a statutory responsibility to address. Some of these are described in the appendices:

- Children in the court system
- Children affected by parental offending/imprisonment.
- Children who are absent from education – including persistent absence.
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic Abuse
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Child on child abuse:
    - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
    - Abuse in intimate personal relationships between peers.
    - 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).
    - 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.
    - 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 sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, 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; and
- 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).

- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education Annex B (DfE 2025); the NSPCC website - Types of Abuse.
Localised resources for education settings can be accessed through Pan Dorset and BCP Safeguarding Children's Partnership.

PART 2: Procedures

2.1 Reporting concerns

*At **Right Start Tutoring*** we ensure that all staff are well trained and are very clear about recording and reporting concerns in a timely way.
In the case of a child being in immediate danger, staff know that they should phone the police.

All staff understand and follow the procedures that are in place for responding to a concern about a child (as detailed in Appendix A). This includes responding to child-on-child harm and those who present with a mental health need (Appendix B).

At ***Right Start Tutoring*** all children and parents know that they can raise their concerns via verbal or written communication with Sophie Walker. Parents/carers are informed of this when they sign up for tuition, and know that all concerns will be treated seriously.

2.2 Information Sharing

Right Start Tutoring is committed to having due regard to relevant data protection principles which allow for sharing (and withholding) personal information as set out in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and that it should be treated as 'special category personal data'.

Staff are aware that:

- ‘Safeguarding’ and ‘individuals at risk’ is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible, in line with Information Sharing for Safeguarding Practitioners 2024.

There may be times when it is necessary to share information without consent such as:
- To gain consent would place the child at risk,
- By doing so will compromise a criminal investigation,

There are also times *when* ***Right Start Tutoring*** will not provide a pupil’s personal data where the serious harm test under legislation is met, (i.e. that by sharing the information the child may be at further risk). When in doubt ***Right Start Tutoring*** will always seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

2.3 Identifying and monitoring the needs of vulnerable children.

The DSL/Lead Tutor will regularly review and monitor any child who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm.
- Information about vulnerable children is shared with teachers and school/ college leadership staff to promote their educational outcomes.
- Children who have, or have had, a social worker, including those in kinship care, will have their academic progress and attainment reviewed regularly and additional academic support will be provided to help them reach their full potential. This will be shared with the Virtual Head as necessary.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

2.4 Multi-agency working

Right Start Tutoring will work together with appropriate agencies to safeguard and promote the welfare of children, including identifying and responding to their needs. This follows statutory guidance Working Together to Safeguard Children 2023.

Occasions that warrant a statutory assessment under the Children Act 1989:
- If the child is in need under s.17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement).
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL to Children’s Social Care in the Local Authority in which that child resides.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.
If the child is a child in care, notification should also be made to BCP Council's Virtual School.

Right Start Tutoring will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes providing written reports and ensuring representation at inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

2.4.1 Additional considerations:

- Where a child and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, we will contribute to the preparation, implementation, and review of the plan as appropriate.

- In situations where a child in care may be put on to part time timetable, we will consult with relevant agencies and the Virtual School.

- If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the setting site, then we will liaise with the Police who will consider a proportionate response.

- If there is a risk of harm, the police will be called via 999.

- For other concerns, or if we become aware of, or see something that doesn't seem right or causes us concern, we will report this intelligence (or information) to the Dorset police via the link below. What is police intelligence? | Dorset Police

- We will always refer to the non-statutory guidance when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk) if unsure and will contact the local PCSO/ BCP Neighbourhood Team (Safer Schools Community Team).

- In the rare event that a child death occurs, or a child is seriously harmed, ***Right Start Tutoring*** *will notify the P-DSCP/ BCP Safeguarding Children's Partnership as soon* as is reasonably possible.

2.5 Suspensions and Exclusions

At ***Right Start Tutoring*** the use of a suspension and/ or exclusion will always be seen as the very last option. We will ensure that all other options have been explored, including commissioning alternative provision. This is in line with our behaviour policy.
Where an additional vulnerability is identified, the child's welfare is always of paramount consideration. The Head Teacher will consider their legal duty of care when sending a child home and if other interventions may be appropriate.

Right Start Tutoring will exercise their legal duties in relation to any interventions. This includes:

- whether a statutory assessment should be considered in line with the principles of Children Act 1989,
- that decisions are made in an anti-discriminatory manner in line with the Equality Act 2010 (including having regard to the SEND Code of Practice)
- and takes into consideration the learner's rights under the Human Rights Act 1998.
- Interventions will be consistent with statutory guidance School suspensions and permanent exclusions - GOV.UK (www.gov.uk)

2.5.1 - Actions that will be taken

- An assessment of need may be undertaken with multi-agency partners with a view to mitigate any identified risk of harm. This is in line with 2.3 Identifying and monitoring the needs of vulnerable children .
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multiagency risk-assessment meeting prior to making any decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, we will complete a risk assessment prior to convening a meeting of the governing body.

2.6 Children Who are Absent from Education

At ***Right Start Tutoring*** we recognise that being absent from education for any length of time is a potential indicator of neglect/ abuse, or it may be an indicator for the need for early help support.

All staff will act in accordance with attendance procedures for unauthorised absence and for those frequently absent from education. These children will be reported to the DSL/Lead Tutor and reviewed in line with 2.3 Identifying and monitoring the needs of vulnerable children .

We will follow the statutory guidance detailed in Children Missing Education - Guidance for Local authorities and Working together to improve school attendance 2024 and will comply with submitting attendance returns to the Local Authority within the agreed timescales.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly,
- or has been absent without the school's permission for a continuous period of 10 school days or more,
- or who has been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.
- and work with Children's Services where school absence indicates safeguarding concerns

2.6.1 - Elective Home Education (EHE)

Right Start Tutoring will notify the Local Authority for any child where a parent has exercised their right to educate their child at home.
Safeguarding concerns will be shared with the BCP EHE/School Inclusion Team and with Children's Services, in line with the Children's Wellbeing and Schools Bill (2025).
Children's Wellbeing and Schools Bill 2024: policy summary - GOV.UK

2.7.1 Child-on-child abuse

All children have a right to attend school and to learn in a safe environment.

At ***Right Start Tutoring*** child-on-child abuse is not tolerated. It is not passed off as "banter" or seen as "part of growing up".

We have a zero-tolerance approach and take any disclosure very seriously.
We will respond to all reports and concerns of child-on-child abuse and child-on-child sexual violence and sexual harassment. This included those that have happened outside of the setting, and/or online.

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

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue and recorded as such. It will not be managed through the systems set out in our behaviour policy.

- Any child who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported by the Lead Tutor
- We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.
- We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- established/publicised systems for children to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously,
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern,
- a clear procedure for all staff to report all incidents as a safeguarding concern to the setting DSL/Lead Tutor
-

2.7.2 Child-on-child sexual violence and sexual harassment

The DSL will follow both local and national guidance when there has been a report of sexual violence and harassment between children.
This will include liaising with other professionals to develop robust risk and needs assessments, and multi-agency safety planning with appropriate specialist targeted work for children who are identified as posing a potential risk to other children.

The Hackett Continuum Understanding sexualised behaviour in children | NSPCC Learning, (or if trained to use: The Brook - Sexual Behaviours Traffic Light Assessment Tool), should be utilised to inform assessment of risk and what actions to subsequently take. Any assessments need to take a Contextual Safeguarding approach to consider risks posed by any wider environmental factors present in a child's life.
The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

- The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.
- Lucy Faithfull Foundations 'Shore Space' offers confidential chat service for young people Home - Shore
- Where the report includes an online element, the setting will follow Searching, screening and confiscation at school - GOV.UK (www.gov.uk) and Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK (www.gov.uk). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- It is important that settings consider sexual harassment in broad terms. Sexual harassment creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.
- When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this should be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. A concurrent referral to social care must also be made.

2.7.3 Serious violence

At ***Right Start Tutoring,*** we recognise that success in learning is one of the most powerful indicators in the prevention of youth crime.

All staff are 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 provision/school, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

2.7.4 - Contextual safeguarding approach to child-on-child abuse:

Right Start Tutoring will minimise the risk of child-on-child abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the provision environment itself, peer groups and the neighbourhood.

Following any incidents of child-on-child abuse, the DSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned.

This can include making changes to policy and procedures, staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of bespoke safeguarding topics in the curriculum.

2.8 Responding to allegations of abuse or transferable risks made against adults working in a position of trust.

At ***Right Start Tutoring*** staff must follow our Managing Allegation Policy (https://rightstart-tutoring.co.uk/policies/) and report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors and those from organisations or individuals using the setting premises) where they may have:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

2.8.1 - Immediate action must be taken:

- Do not speak to the individual it concerns.
- Allegations or concerns about colleagues and visitors must be reported directly to the Lead Tutor who will follow guidance in Keeping Children Safe in Education (DfE 2025, Part four: Allegations of abuse made against teachers and other staff).
- If the concern relates to the Lead Tutor to the Local Authority Designated Officer (LADO) and they will decide on any action required.
- If there is a conflict of interest which inhibits this process of reporting, staff can report directly to the LADO.

- If allegations are regarding a member of supply staff, the setting will take the lead and progress enquiries with the LADO, whilst continuing to engage and work with the employment agency.
- Allegations regarding foster carers or anyone in a position of trust working or volunteering with children should be referred to the LADO on the day that the allegation is reported. The allocated social worker should also be informed on the day. The setting should not undertake any investigation unless the LADO advises this.

2.8.2 - Low Level Concerns

This should be read in conjunction with the school Low level Concern Policy, the staff code of conduct , The Information Commissioner Employment Practices Code (KCSiE, pg.106, paragraph 422)and Keeping Children Safe in Education (DfE 2025). (*https://rightstart-tutoring.co.uk/policies/*)

A low-level concern is never insignificant, and all concerns will be taken very seriously.

At ***Right Start Tutoring*** we create an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a difficult situation or have noticed something that they feel uncomfortable about. .

- Reports should be made to the DSL/Lead Tutor
- The DSL/ Lead Tutor will challenge unprofessional behaviour. They will support the individual to correct it at an early stage by providing a responsive, sensitive, and proportionate handling of such concerns when they are raised to all involved.
- We will also review and correct any deficits in our safeguarding and other affiliated systems (e.g. staff code of conduct, staff training)

2.9 Mental health and wellbeing.

(A flow diagram is available in Appendix B to illustrate this section)

All schools, colleges and settings have an important role to play in supporting the mental health and wellbeing of our children.

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, and /or may require early help support.

Right Start Tutoring will commit to undertake the following.

- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that children can report and share concerns in line with section 2.1 Reporting a concern of this policy.
- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix B so the DSL (and wider members of the safeguarding team) can assess whether any other vulnerabilities can be identified so proportionate support can be considered.

- Staff will ensure the immediate health and safety of the child who is displaying acute mental health distress. This may require support from emergency services via 999 if the child is at risk of immediate harm.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs/Lead Tutors should be able to access specialist advice through targeted services.
- The DSL will consider whether a case can be managed internally, through Early Help, support or should involve other agencies (as required in line with section 2.4 - Multi-Agency Working.
- The setting will communicate and work with the child and their parents/carers to ensure that any interventions are in the best interests of the child.
- The DSL will liaise with staff to ensure reasonable adjustments are made and will develop ways to support the child in achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and Lead Tutors should be able to access specialist advice through targeted services.

2.9.1 - Contextual safeguarding approach to mental health

Right Start Tutoring will ensure that preventative measures, in terms of providing safeguarding on the curriculum, will provide opportunities for children to identify when they may need help, and how they can develop resilience.

At ***Right Start Tutoring*** we will take a 'whole setting approach' that will:

- deliver high quality teaching around mental health and wellbeing on the curriculum.
- Have a culture that promotes mental health and wellbeing;
- Have an environment that promotes mental health and wellbeing;
- Make sure children and staff are aware of and able to access a range of mental health services;
- Be committed to child and parent participation

2.10 Online Safety

Online safety is an integrated and interwoven theme with all safeguarding considerations.

Right Start Tutoring is committed to addressing online safety issues around Content, Contact, Conduct and Commerce. This includes:

- Ensuring that online safety is included in relevant policies and procedures.
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for children.
- Acknowledging that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in section 2.7 Responding to incidents of child on child harm **and read in conjunction** with our policy on the use of mobile smart
- Provision of education via any remote learning will comply with all governmental advice Safeguarding and remote education - GOV.UK (www.gov.uk)
- The effectiveness of our ability to safeguarding children in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

- Preparing children with information for any online challenges, misinformation, disinformation (including 'Fake News') and conspiracy theories sharing information with parents and where to get help. Support can be found from Educate Against Hate - Prevent Radicalisation & Extremism and the Pears Foundation report Commission_into_Countering_Online_Conspiracies_in_Schools-1.pdf
- Take appropriate action to meet the cyber security standards Cyber Security Standards | IT Governance UK and improve their cyber resilience
- Ensure systems and features are in place to meet the DfE guidance on Generative AI Generative artificial intelligence (AI) in education - GOV.UK

Appendix A – Reporting Concerns Flow Chart

You have concerns about a child

Child Protection concern – **take action now.**

Immediately speak with the Safeguarding Lead. If not available, find the deputy or you act.

Agree who will make the referral to BCP Children's First Response (and call the police on 101 if necessary).

Referral is made to First Response/Police, stating that it is a Child Protection concern at level 4

Action is taken by the appropriate agencies

You will need to record in writing all details onto your own system ASAP (within 24 hours). This applies whether or not you make the actual referral.

Your agency continues to participate in Child Protection Strategy or S.47 Enquiries.

Child is in immediate danger – phone 999

All other welfare and safeguarding concerns

Complete internal concern form and pass to Safeguarding Lead

Lead will assess and agree actions required (based on discussion with staff and review of any safeguarding file held)

Concern meets threshold for referral to BCP Children's Services First Response Team

Complete IAR (Inter-agency) referral and send to BCP Children's First Response team (copy of referral to be kept on file).

BCP Children's First Response assesses referral and threshold

Early Help and referrer informed. Your agency participates in assessment, plan and intervention.

Child in Need S17 enquiries. Allocated to Social Care, referrer informed. Your agency participates in assessment, plan, and intervention.

Single or multi agency led interventions/refer direct to other agencies (e.g. counselling, etc) – this equates to early help for the child/family.

No further action – will monitor.

Decide No Further Action (NFA) and inform your agency.

No matter what the outcome, keep monitoring, re-refer or escalate as appropriate. Participate in all assessments and plans. Chase referrals if not kept informed – this is our responsibility.

Safeguarding Response to Mental Health and Child on Child Abuse

***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* (KCSIE, 2024)**

***All staff should recognise that children are capable of abusing their peers. All staff should be clear about their settings's policy and procedures with regard to child-on-child abuse* (KCSIE, 2024)**

There is a concern about a learner's mental health

You are made aware of an incident or pattern of child-on-child abuse

***Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.* (KCSIE, 2024)**

Secure the safety of the learner(s) involved and source support for any other young people affected

Record the concern/incident in line with your setting's safeguarding and child protection policy, DSL and deputies are notified

The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.

Possible examples of child-on-child abuse

- **Bullying (and cyberbullying)**
- **Physical abuse**
- **Sexual violence and sexual harassment**
- **Upskirting**
- **Sexting (youth produced sexual imagery)**
- **Initiation/hazing type violence and rituals**

Additional guidance used to respond to the concern:

- ***Mental health and behaviour in schools* (link)**
- ***Promoting children and young people's mental health and wellbeing* (link)**

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.

Outcomes

Additional guidance used to respond to the concern

- ***Advice for Schools and Colleges on Responding to Sexting Incidents* (link)**
- ***Sexual Behaviours Traffic Light Tool* (link)**
- **Hackett Continuum Link**
- ***Preventing and Tackling Bullying* (link)**
- ***NSPCC: When to call the police* (link)**

Outcomes

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all children involved in the incident(s).

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment.

All actions, risk assessments and responses should be recorded on the School Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 2 months or on any occasion another concern is raised.

Appendix C

BCP Multi-Agency Contacts for Safeguarding

If you have concerns about a child/young person in the BCP area:

If a child is at immediate risk call the POLICE	**POLICE** 999
To report non-urgent information, call 101 or add information through the partnership intelligence sharing link	The sharing of information is crucial in helping to reduce the risk of harm and keep people safe. **Do you have any information or intelligence that you wish to share with Police?** All partner agencies can submit intelligence directly to Dorset Police via the following link: Community partnership intelligence | Dorset Police
To make an URGENT referral to Children's Social Care	**BCP Children's First Response Team:** Tel: 01202 123334 **Out of hours** - 01202 738256 childrensfirstresponse@bcpcouncil.gov.uk
To make a NON-URGENT referral to Children's Social Care.	**BCP Children's First Response Team:** Tel: 01202 123334 Out of hours Tel: 01202 738256 childrensfirstresponse@bcpcouncil.gov.uk
To raise concerns and ask for advice about radicalisation	**Police Prevent Team -** PreventReferrals@Dorset.pnn.police.uk **Local Authority Prevent Lead -**
To liaise with the specialist Safeguarding Police Unit	**Local Safer Schools Community Team (SSCT) - ssct@dorset.pnn.police.uk**

If you have concerns about a professional working with a child:

To raise concerns or seek guidance in relation to the conduct of someone who works with children.	**Local Authority Designated Officer - (LADO)** **LADO@bcpcouncil.gov.uk**
Whistleblowing professional policy	**NSPCC Whistleblowing hotline** **0800 028 0285 help@nspcc.org.uk**

For information, advice, and guidance in relation to safeguarding policy and procedures:
Education Safeguarding Leads: safeguardingineducation@bcpcouncil.gov.uk

BCP MASH Education Link: childrensfirstresponse@bcpcouncil.gov.uk	BCP MASH Consultation Link: childrensfirstresponse@bcpcouncil.gov.uk	BCP Critical Incident Support Link: Schools Continuity **schools.continuity@bcpcouncil.gov.uk**

For advice and support in relation to attendance, provision and inclusion:

School Inclusion: schoolinclusion@bcpcouncil.gov.uk

Young Carers - Advice and support.	BCP Council Young Carers Offer
The Virtual School – for Children Looked After / Previously Looked After	virtual.school@bcpcouncil.gov.uk
Child Criminal Exploitation (CCE) & Child Sexual Exploitation (CSE)	Preventing Child Sexual Exploitation | The Children's Society Protecting children from child criminal exploitation | NSPCC Learning
Advice around harmful sexualised behaviour. (HSB)	Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning
Children affected by Forced Marriage	**Forced Marriage Unit** 020 7008 0151 fmu@fco.gov.uk
Online Safety Advice	**Professional Online Safeguarding Helpline** T: 0344 381 4772 E: helpline@saferinternet.org.uk
Reporting online sexual abuse and grooming	**Child Exploitation and Online Protection command** https://www.ceop.police.uk/ceop-reporting/
FGM advice	**NSPCC FGM Helpline** **0800 028 3550** fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	Help with domestic abuse | BCP
CAMHS	CAMHS (Child and adolescent mental health services) :: Dorset HealthCare University NHS Foundation Trust
Whistleblowing - professional policy & helpline	**NSPCC Whistleblowing hotline** **0800 028 0285** help@nspcc.org.uk

Appendix D: Dealing with a disclosure of abuse.

When a child tells me about the abuse they have suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never promise confidentiality. Assure them that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information. Use 'Tell Me, Explain to me, Describe to me' (TED) questioning.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- 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.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

- "The 5 R's" are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer – Record

Appendix E: Types of abuse and neglect

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch https://tacklechildabuse.campaign.gov.uk/

Abuse and neglect are defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- being more prone to peer group isolation than other children.
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE, 2025).

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2023) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in

sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix F: Specific actions to take on topical safeguarding issues.

General or national guidance will not be included here. A summary of specific duties are in KCSiE 25, Annex B and a flowchart 'If you have concerns about a child' can be found in Appendix A of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, ***Right Start Tutoring***, may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with section Information s

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

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

Right Start Tutoring will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

- If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE*,* ***Right Start Tutoring*** will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.
- If the learner is at risk of CCE information should be shared with Children's Services and a CERAF BCP Child Exploitation Toolkit - BCP Safeguarding Children Partnership and the Dorset Safeguarding Children Partnership (Criminal Exploitation Referral Assessment Framework) should be completed. The child may be referred to the multi-agency High Risk of Harm Panel and managed through the Missing, Exploited and Trafficked Panel, who can advise and support settings to manage risk. Targeted support maybe available to disrupt children from getting involved with criminality.
- Agencies will share 'Missing persons' notifications (which a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Female Genital Mutilation

Mandatory reporting duty: Click here for government guidance

There is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

1. are informed by a girl under 18 that an act of FGM has been carried out on her; or
2. observe physical signs which appear to show that an act of FGM has been carried out on.

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care, so an assessment of need and support is concurrently considered.

Online Safety

- **Paragraph 134 to 139 of Keeping Children Safe in Education highlights additional actions schools should take to keep children safe online.**
- For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: helpline@saferinternet.org.uk
- Where there have been established cases of online abuse or grooming, the school settings should alert - **Child Exploitation and Online Protection command (CEOPS)** https://www.ceop.police.uk/ceop-reporting/

Mental health – linked to section within main body of this policy

Child on Child Abuse - linked to section within main body of this policy.

Serious Youth Violence

To be read in conjunction with the above section around Child Criminal Exploitation

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found the setting should call for a multi-disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Lead Tutor it is recommended that consultation with other agencies to ensure there is no further risks
- Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.
- Police must be notified

Preventing Radicalisation - The Prevent Duty.

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from becoming terrorists or supporting terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’, colleges’ and settings’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training,
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children’s social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances. Support for Young Carers can be accessed by completing an IRA.