

Safeguarding Policy

Date	Version	Created by	Description of change
3/07/2022	1	Head of Operations	Basic document outline
11/08/2022	1.1	Head of Operations	Added and changed
19/07/2023	2	Client Manager RB	Amended & updated.
24/09/2023	2.2	DDSL Emily Townsend	Amended to add information on: <ul style="list-style-type: none">• Serious violence;• DSL contact details;• Reference to the filtering and monitoring information contained in the Online Safety and E-Security Policy, as per KCSIE 2023;• information relating to appropriate safeguarding arrangements when pupils are absent from lessons (as per KCSIE, Paragraph 175);
12/02/2024	2.3	DDSL Emily Townsend	Amended to reflect new Home Office Prevent Duty guidance and relevant link to document

2. POLICY STATEMENT

Capital Tuition Group regards the health, safety and welfare of all children and young people engaged in its activities, as one of its highest priorities. The organisation recognises and fully accepts its moral and statutory duty to safeguard and promote the welfare of children and young people and its duty to protect staff from unfounded allegations of abuse. This Policy should be read in conjunction with Capital Tuition Group's;

- Safeguarding Code of Conduct for Staff
- Safe Recruitment Policy
- Student Behaviour Code
- Managing Allegations Against Staff Policy
- Health and Safety Policy
- Whistleblowing Policy.
- Online Safety and eSecurity Policy
- Bullying / Anti-Bullying Policy

Capital Tuition Group believes everyone has the right to live free from abuse or neglect regardless of age, ability or disability, sex, race, religion, ethnic origin, sexual orientation, marital or gender status. Those in a position of trust must do everything they can to foster and protect these rights, to promote the welfare of all children and young people involved in Capital Tuition Group programmes and keep them safe from harm.

Capital Tuition Group is committed to protecting both the children and young people we work with and our staff. The purpose of this policy is to ensure that all staff working for Capital Tuition Group understand:

- The legislation which relates to safeguarding children and young people.
- Capital Tuition Group's policy for safeguarding children and young people.
- Their role and responsibilities for safeguarding children and young people.

2. SCOPE

This policy applies to all individuals employed by or representing Capital Tuition Group, including managers, paid staff, self-employed tutors and board members, hereafter collectively referred to as 'staff'

Capital Tuition Group staff are expected to read this policy and understand the standards expected of them with regards to safeguarding. This policy will be reviewed annually to ensure it is up to date with the relevant legislation and best practice.

3. PRINCIPLES OF SAFEGUARDING AT CAPITAL TUITION GROUP

We will ensure:

- A safe environment for all children, young people and staff
- That those suffering or at risk of suffering significant harm or abuse are identified and referred to the necessary agencies as appropriate.
- That all staff learn about safeguarding, the organisation's policies and procedures and how to keep themselves and others safe.
- That staff have due regard for and abide by partner schools' safeguarding policies and processes.

We will do this by:

- Building a culture of effective safeguarding which is transparent, responsive and effective. ● Appointing and training a Designated Safeguarding Lead (DSL) and Deputy (DDSL) to lead on all safeguarding matters.
- Working closely with key stakeholders, e.g. schools and parents to reassure them of our commitment to safeguarding.
- Raising awareness of issues relating to the welfare and safeguarding of children and young people. (See Appendix 1)
- Ensuring all staff understand and adhere to our Safeguarding Code of Conduct.
- Ensuring staff recognise the signs of abuse or that an individual may be at risk of significant harm.
- Recognising the additional risks that children with SEN and disabilities face, including risks online, and endeavours to take reasonable and appropriate steps to ensure their welfare.
- Understanding that looked after children, care leavers, and young carers are at greater risk of

harm and as such should be monitored carefully.

- Understanding and abiding by our partner school's policies and processes in relation to safeguarding and child protection.
- Working with other agencies as appropriate where an individual is being, or at risk of being, significantly harmed. (e.g., children and young people's services, schools and colleges, and the police)
- Providing a framework for reporting concerns and disclosures. (See Appendix 2)
- Escalating concerns where we feel that they have not been investigated or followed up properly.
- Establishing clear procedures for the reporting and handling of allegations of abuse against staff. (Capital Tuition Group Allegations Against Staff - Policy and Procedure)
- Requiring staff to undertake safeguarding training as appropriate.

4. LEGISLATIVE FRAMEWORK

The legislative frameworks that underpin this policy are:

Working Together to Safeguard Children 2018, which reaffirms safeguarding as everyone's responsibility and the importance of sharing information between agencies.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

Keeping Children Safe in Education 2023, which requires all staff to understand their responsibilities if engaged in 'regulated' activities with young people.

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101321/Keeping-children-safe-in-education-2023.pdf)

Safeguarding Vulnerable Groups Act 2006, was passed to help avoid harm, or risk of harm, by preventing people who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work.

<https://www.legislation.gov.uk/ukpga/2006/47/contents>

Regulated Activity with Children in England - Disclosure and Barring Service, which explains the definition of Regulated Activity including who is eligible for a barred list check.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739154/Regulated_Activity_with_Children_in_England.pdf

Serious Crime Act 2015 – Section 67 of this act makes it a criminal offense to engage in sexual communication with a child.

[Fact sheet - Offence of sexual communication with a child \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61421/fact-sheet-offence-sexual-communication-child.pdf)

Sexual Offences Act 2003 which makes it a criminal offense for a person who is in a 'position of trust' to have a sexual relationship with a child under the age of 18.

[Sexual Offences Act 2003 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

5. DEFINITIONS

Safeguarding – protecting children and young people from maltreatment, preventing impairment of their mental and physical health or development and ensuring they are growing up in circumstances consistent with the provision of safe and effective care.

Child Protection – any activity that is undertaken to protect specific children and young people who are suffering, or are likely to suffer, significant harm.

Child/Young Person - anyone who has not yet reached their 18th birthday.

Position of Trust is a legal term that refers to certain roles and settings where an adult has regular and direct contact with children. Examples of positions of trust include teachers, care workers, social workers.

Regulated activity refers to certain roles that involve working with children. This includes unsupervised, face to face, teaching, training or instruction, care or supervision of a child under the age of 18 for more than 3 days in a 30-day period.

Physical Abuse - may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly or be the result of a deliberate failure to prevent an injury occurring.

Neglect - the persistent or severe failure to meet a child's, young person's or vulnerable adult's physical and/or psychological needs, which may result in serious impairment of their health or development.

Sexual Abuse involves a child, young person or vulnerable adult being forced or coerced into participating in or watching sexual activity of any kind. Any apparent consent or awareness is irrelevant.

Emotional Abuse – persistent emotional ill treatment or rejection; includes abusive or offensive electronic communications. This causes severe and adverse effects on behaviour and emotional development, resulting in low self-esteem. Some degree of emotional abuse is present in all forms of abuse.

Significant Harm – The Children and Young People's Act introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the child. Some children and young people may be in need of help because they are suffering or likely to suffer significant harm.

6. ROLES AND RESPONSIBILITIES

Safeguarding is everyone's responsibility and all staff involved in the organisation's activities have a role to play. Capital Tuition Group will ensure that all staff undergo basic safeguarding training at induction, advanced training as appropriate and that they take part in an annual CPD programme where safeguarding updates/refreshers will be included.

The Designated Safeguarding Officer (DSL) is: Matthew Curnier
matthew@capitaltuitiongroup.com
07786 652221

The Deputy Designated Safeguarding Officer (DDSL) is: Emily Townsend
emily@capitaltuitiongroup.com
07908 607290

The Senior Lead for Safeguarding is : Matthew Curnier

The Role of the DSL is outlined in reference to 'Keeping Children Safe in Education 2022 - Annex C' - please see Appendix 3.

The DSL and DDSL will be responsible for:

- Managing the referral of cases of suspected abuse or allegations to the relevant agencies. ●
Liaising with other DSLs at partner schools.
- Maintaining secure and accurate records of any child protection concern, referral, complaint or allegation.
- Communication of the policy and arrangements to all relevant parties including but not limited to staff, parents and service users.
- Ensuring that staff receive regular safeguarding training appropriate to their roles.
- Maintaining accurate and up to date employment records of all staff including references and DBS checks where it is confirmed that the member of staff is involved in regulated activity. (Tutor Cruncher will be used to maintain these records securely)
- Ensuring that all staff receive safeguarding training at induction and then every three years with regular updates in between and that they refresh their own DSL training every two years.
- Ensuring that they keep their own training and knowledge up to date by subscribing to safeguarding bulletins, e.g NSPCC updates, Andrew Hall updates and networking with other DSLs and Local Authorities.
- Maintaining safeguarding training records for all staff.
- The safety of all participants, including when it becomes apparent that a child is absent or missing from a session, without explanation and/or where there are concerns about their welfare.
- Providing periodic reports to the board about safeguarding incidents or referrals as well as policy implementation.
- Acting as a source of support, advice and expertise for staff.

7. ONLINE SAFETY

Capital Tuition Group conducts many of its programmes using online platforms to expand their reach and serve a greater number of individuals from across the UK.

We believe that:

- Children and young people should never experience online abuse of any kind.
- Children and young people should be able to use the internet for education and personal development, but safeguarding needs to be in place to ensure they are kept safe at all times.

We recognise that:

- The online world provides everyone with many opportunities; however, it can also present risks and challenges.
- We have a duty to ensure that all children and young people involved in our organisation are protected from potential harm online.
- We have a responsibility to help keep programme participants safe online, whether or not they are using Capital Tuition Group's network and devices.

We will seek to keep programme participants safe by:

- Providing clear and specific directions to staff on how to behave online through our Capital Tuition Group - Safeguarding Code of Conduct for Staff and Volunteers Sep 2022.
- Using a secure platform (LessonSpace) for the delivery and monitoring of all online lessons. This platform also includes a lobby, of which participants require pre-authorisation to join the lessons.
- Supporting and encouraging programme participants using our service to follow our Student Behaviour Code and use the internet, social media and mobile phones in a way that keeps them safe and shows respect for others.
- Reporting any concerns or breaches of policy to our partner schools.
- Raising awareness of the possible risks of online activity, particularly social media.
- Developing clear and robust procedures to enable us to respond appropriately to any incidents of inappropriate online behaviour, whether by an adult or a child/young person.
- Reviewing all online platforms used by the organisation, e.g. Tutor Cruncher and LessonSpace to ensure that they continue to be secure, safe online environments for both students and staff.
- Ensuring that usernames, logins, email accounts and passwords are used securely and effectively.
- Ensuring personal information about children and young people is held securely and shared only as appropriate.
- Ensuring that images of children and young people are used only after their written permission has been obtained, and only for the purpose for which consent has been given.
- Providing supervision, support and training for staff about online safety.
- Examining and risk assessing any social media platforms, e.g., WhatsApp, Twitter, Instagram and any other new technologies before they are used on behalf of the organisation, ensuring that they are only used for the purposes of education and in accordance with the code of conduct.

If online abuse occurs, we will respond to it by:

- Having clear and robust safeguarding procedures in place.
- Providing support and training for all staff dealing with all forms of abuse, including bullying/cyberbullying, emotional abuse, youth produced sexual imagery, sexual abuse and sexual exploitation.
- Making sure our response takes the needs of the child experiencing abuse, any bystanders and our organisation as a whole into account.
- Ensuring that all staff understand that many forms of abuse take place online and that they should follow the safeguarding procedure to report concerns

Capital Tuition Group follows the Department for Education's filtering and monitoring standards <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>.

[Capital Tuition Group 's Online Safety and eSecurity Policy](#) details our practice and, in particular, how the platform we use - Lessonspace aligns with the latest version of Keeping Children Safe in Education 2023 in regards to requirements for the organisation's staff and tuition staff when it comes to monitoring and filtering information.

Parameters for students taking online lessons with CTG:

Any recording of a live lesson without explicit permission from Capital Tuition Group and all other stakeholders involved in the tuition is strictly forbidden and prohibited. Such an act may constitute a criminal offense. Any un-authorized capture of live lessons in any format (on the part of staff or students) will therefore be subject to Capital Tuition Group's disciplinary processes, including being reported to the Information Commissioner's Office (ICO) and, where appropriate, escalation to the Police.

If there are significant grounds that a tutor or student has a need to request a recording of a live lesson (for example due to significant learning needs or a specific requirement of a school) a written request in the first instance would need to be made to Capital Tuition Group via email hello@capitaltuitiongroup.com. Capital Tuition Group would reserve the right to reject this request if it was deemed to present any form of concern in relation to GDPR. If Capital Tuition Group decided it appropriate to consider this request, firstly notice of the request would be provided to all other stakeholders involved in the tuition. Secondly, the request would only be granted once written confirmation of the agreement to a lesson recording was obtained from all parties.

Under no circumstances should lesson links be passed on to a third party by any means. This includes via email, private messaging, social media and or any other methods. Any un-authorized passing on of a lesson link to anyone other than the approved lesson participants will therefore be subject to Capital Tuition Group's disciplinary processes, including being reported to the Information Commissioner's Office (ICO) and, where appropriate, escalation to the Police. Should Capital Tuition Group attain sufficient evidence to suggest that a lesson link has been passed on by any student, Capital Tuition Group reserves the right to ban and cancel this student from the tuition. In this instance, Client of the student in question will not be eligible for a refund of any prepaid tuition.

8. SAFE RECRUITMENT OF STAFF (also see separate policy)

Capital Tuition Group operates safer recruitment and employment practices. Staff checks and critical process undertaken include:

- Enhanced Disclosure and Barring Service (DBS) check where the member of staff is involved or likely to be involved in 'regulated' activity.
- Where a conviction is recorded, the DSL will carry out a risk assessment and decide whether to confirm or reject the individual's appointment. (Anyone that is barred from working with children will NOT be appointed)
- Online checks for all shortlisted candidates.
- Two employment/education references including the most recent employment.
- Checks on gaps in work history.
- Evidence of identity is obtained, including the right to work in the UK and original copies of 2 pieces of photo identification seen at interview.
- Qualifications are checked and verified with original certificates..
- Areas of concern in the CV or application will be addressed during the interview.
- Applicants sign the application form to declare the information they have provided is true.

9. ALLEGATIONS AGAINST STAFF (see also separate policy)

The primary concern in the event of an allegation is to ensure the safety of the child or young person. In all cases, action will be taken quickly, confidentially and professionally, with all parties clear that suspension is not an indicator of guilt, but a required part of a process.

Where an allegation is made, the DSL and Managing Director will meet to discuss the required action. In order that a full and fair investigation can be carried out, consideration must be given to suspending the member of staff. Where it is clear that a criminal offense may have occurred, the matter must be reported to the police.

Any subsequent dismissal will be reported to the Disclosure and Barring Service.

In the event that a member of staff suspects any other member of staff of abusing a child or young person, it is their responsibility to report these concerns to the Designated Safeguarding Lead or deputy except when they are the person against whom the allegation is being made. In this instance, the report should go to the Managing Director.

10. PROCEDURE FOR DEALING WITH CONCERNS AND DISCLOSURES (see Appendix 2)

If any member of staff is concerned about the welfare or safety of a child or young person, they must report

their concerns to the DSL or DDSL as soon as is practicably possible. Written notes of the disclosure or concern should be made by the member of staff and these will be held in a secure location and shared with the relevant agencies as appropriate. Staff will receive regular training on how to deal with disclosures made by a child, or vulnerable adult.

11. CHILDREN WHO ARE ABSENT FROM EDUCATION

KCSIE 2023 identifies that Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines.

CTG takes attendance monitoring, and tracking seriously and has processes in place to do everything possible to encourage positive attendance. Lesson reminders are sent twice before each lesson, a register is taken 10 minutes into the lesson and non attendances are followed up with emails, texts and calls where appropriate. Student attendance is closely monitored and relayed back to the family or school we are working alongside. Reasons for absence will also be recorded and if absence occurs without reason this will be fed back to the family/school as a matter of urgency.

Responses will vary depending on the nature of the incident and where escalation is needed, CTG will deploy multi-agency working through its local authority MASH
https://www.wandsworth.gov.uk/make_a_referral_to_the_multi_agency_safeguarding_hub.

In line with schools and colleges, It is important that CTG's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

In line with schools, CTG follows the following guidance:

- Guidance on school attendance [Working together to improve school attendance](#) includes information on how schools should work with local authority children's services where school absence indicates safeguarding concerns.
- General information and advice for schools and colleges can be found in the [Government's Missing Children and Adults Strategy](#)

Day to day, CTG will follow up attendance and non attendance via [LP Procedures - CTG Admin](#) . In the event of any safeguarding issues arising during the course of any Learning Pod series, CTG will notify the school via the Point of Contact and the school DSL in the first instance. CTG will work in tandem with the school and will work in accordance with the school's Safeguarding Policy and this [CTG's Safeguarding Policy](#)

12. SAFEGUARDING CODE OF CONDUCT

To support staff and to help them understand their safeguarding responsibilities, Capital Tuition Group has produced a Code of Conduct which must be read and understood before commencing any activities with children and young people. All staff will be expected to follow this code of conduct.

13. Training: KCSIE - 2023, Child Protection and Prevent

To support staff and to help them understand their safeguarding responsibilities, Capital Tuition Group requests all staff and Tutors to read and understand:

1. Part One (Page 6-22) in Keeping Children Safe in Education - 2023 document before commencing any activities with children and young people. Please see Appendix 3.
2. Safeguarding and Child Protection (via in house e-Learning module, including this policy)
3. Prevent Duty - since January 2024 we are following this [Home Office FAQ document](#) which outlines the key changes since the last update to the Prevent Duty. In addition, we always refer to [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#) which references this guidance.

All staff involved in the recruitment and placement process for roles involving children must be given dedicated and relevant safeguarding training, to include:

- What is safeguarding?
- How to identify a potential safeguarding matter
- Their responsibilities
- Reporting process
- High risk and escalation process

14. WHO TO CONTACT WHEN YOU HAVE A CONCERN

If the child or young person is at immediate risk of harm, please call the police and treat it as an emergency. For non-urgent concerns, in the first instance, contact the Designated Safeguarding Officer (DSL). If you are unable to make phone contact or receive an out of office reply, please contact the Deputy DSL OR Managing Director.

If you are working within a school or on behalf of a school, please contact their DSL or DDSL in the first instance. If your concern relates to a member of the Capital Tuition Group team, please contact the DSL or Managing Director or use the whistleblowing procedure.

Types of Abuse

Appendix 1

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult(s) or another child or children. In addition to the stated types of abuse, there are many other risks that are faced by children, young people and vulnerable adults on a day-to-day basis. It is important that our staff understand these risks and recognise the signs that a learner may be in need of support.

Physical abuse - Physical abuse 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.

Emotional Abuse - Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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 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, though it may occur alone.

Sexual Abuse - Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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

Domestic Abuse - Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Witnessing domestic abuse is considered to be emotional abuse in itself.

Child Sexual Exploitation - Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

Criminal Exploitation - Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of *county lines* criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Extremism and Radicalisation – Extremism is defined as “vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas.” Radicalisation is defined as “the way in which a person comes to support terrorism and encourages other people to believe in views that support terrorism”

Child-on-Child Abuse - Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; Upskirting, sexting and initiating/hazing type violence and rituals.

Forced Marriage – describes a marriage in which one or both of the parties are married without their consent or against their will. Different from an arranged marriage, in which both parties’ consent.

Female Genital Mutilation - all procedures involving partial or total removal of the external female genitalia for nonmedical reasons. FGM is illegal in England and Wales under the FGM Act 2003. All staff have a legal duty to report directly to the police if they suspect a student that they are working with has been or may be a victim of FGM.

Mental Health - all staff should be aware that mental health problems can, in some cases, be an indicator that a child or a vulnerable adult has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is important that staff are aware of how these early experiences, can impact on their mental health, behaviour and education.

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 or college, 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.

Appendix 2

Dealing with a Disclosure of Abuse

If a child discloses that they are being/have been abused, remember:

- Stay calm.
- Do not communicate shock, anger, or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him 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.
- 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 s/he has 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 s/he has 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. Add your name, date, and signature to this record. Alter this to reflect your CP recording system, ensure any handwritten notes are given to the DSL for filing
- Pass this record on as soon as possible, immediately if significant risk is identified, to the DSL

It is not the staff's role to seek disclosures or investigate. Their role is to observe that something may be wrong, ask about it, listen, be available and ensure the child is supported through any disclosure process.

If you have concerns about a child or notice a change in their behaviour, it is perfectly acceptable to ask if they are OK. All concerns, no matter how small, must be reported to the Designated Safeguarding Lead, either at Capital Tuition Group or at the relevant school/college.

Appendix 3

KCSIE 2023 - Please read Part One (Page 6-22)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf

Prevent Duty (2021)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Remember – it is better to report something and be wrong than fail to report and be right!

This policy will be reviewed annually in line with current best practice and KCSIE guidance.

Approval Date	Renewal date	Version No.	Approved by	Date
21.7.21	1.9.22	01	Jo Wolfe (DSL)	21.7.21
1.09.22	1.9.23	02	Emily Townsend (DDSL)	1.9.22
19.07.23	19.07.24	02	Emily Townsend (DDSL)	19.07.23
21.09.23	21.09.24	03	Matthew Curnier (DSL)	21.09.24

The next annual review date will be **21st September 2024** as outlined above.

Approval Date	Renewal date	Version No.		Approved by	Date