Safeguarding and Child Protection Policy and Procedures

August 2026

Introduction

- ✓ **Safeguarding concerns should be reported immediately to Forest 1st Tutoring:**

Designated Safeguarding Leads	Telephone	Email
Nicola Collings, Director	01794 733 043	nicola@first-tutoring.co.uk
Christie Uphill, SEND and Inclusion Lead	01794 733 043	christie@first-tutoring.co.uk
Scott Le Fevre, Operations Manager	01794 733 043	scott@first-tutoring.co.uk

- ✓ **And** through the tutor's **safeguarding concerns portal** via **TutorCruncher**.
- ✓ If a child or vulnerable adult is in **immediate danger or is at risk of harm**, a referral should be made to the police (999) and/or children's services immediately:

  Hampshire Children's Services: 0300 555 1384

  Inter-Agency Referral Form

  Wiltshire Children's Services: 0300 456 0108

  Contact Children's Services - Wiltshire Council

Definitions

"Child" is defined as a person who has not yet reached their 18th birthday (i.e. is under 18).

"Child protection" refers to the activity that is undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

"Safeguarding" and **"promoting the welfare of children" -** the definition of safeguarding and promoting the welfare of children, as set out in Working together to safeguard children 2026 is:

- 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 the 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.
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children.
- Taking action to enable all children to have the best outcomes.

"Adult at risk" is defined by the Care Act 2014 as an adult aged 18 or over who (a) has needs for care and support (whether or not the authority is meeting any of those needs), (b) is experiencing, or is at risk of, abuse or neglect, and c) as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

"Young person" is used as an additional term to describe those children who are aged under 18 but over 16 years of age.

Scope

This Policy sets out the manner in which Forest 1st Tutoring (FFT) carries out its moral and statutory responsibility for safeguarding including child protection and promoting the welfare of students and vulnerable adults. It is also intended to act as support for the tutors we represent, introduce, or work with, to help them follow our approach to safeguarding.

This policy applies to anyone working with or on behalf of FFT, including senior managers, directors, employees, teachers, tutors, teaching assistants, contractors, and volunteers. We expect all staff or other individuals who we introduce to comply with this policy, wherever possible and appropriate, and to take prompt and effective action in the event of a safeguarding concern arising.

This is a core policy that forms part of the induction for all Forest 1st Tutoring staff. It is a requirement that all staff who work for FFT have access to this policy and sign to say they have read and understood its contents. It will be reviewed annually and/or following any updates to national and local guidance and procedures.

Legislation and Statutory Guidance

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the United Kingdom. This policy should be read alongside other relevant FFT policies and the most recent versions of the following supporting documents:

- Keeping Children Safe in Education 2026
- Children's Wellbeing And Schools Act 2026
- Working Together to Safeguard Children 2026
- SEND Code of Practice: 0 to 25 years 2015
- Crime and Policing Act 2026
- Children Act 1989
- Care Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Sexual Offences Act 2003
- Domestic Abuse Act 2021
- Modern Slavery Act 2015
- Counter-Terrorism and Security Act 2015
- Human Rights Act 1998
- Equality Act 2010
- Data Protection Act 2018
- Data (Use and Access) Act 2025

Policy Statement

Safeguarding is the cornerstone of Forest 1st Tutoring's commitment to ensuring the safety and wellbeing of children and vulnerable adults. We are committed to safeguarding and promoting the welfare of all our students through preventing harm, promoting wellbeing, creating safe environments, educating individuals about rights, respect and responsibilities and responding appropriately to specific safeguarding issues and vulnerabilities. This overarching policy should be read alongside other FFT policies that provide more detailed guidance in specific areas.

FFT acknowledges its responsibility to safeguard and promote the welfare of children and vulnerable adults and recognises that safeguarding is a collective responsibility shared by staff, tutors, directors, parents, families and learners. Their welfare is paramount in all our work and decision-making, and staff must always act in their best interests when concerns arise. Children and vulnerable adults have the right to be heard and to have their wishes and feelings recognised and valued.

We are committed to providing a caring, positive, safe and stimulating environment that supports the academic, social, physical and emotional development of every individual. We aim to create an environment in which children and vulnerable adults feel secure, respected and able to speak openly about any concerns.

Policy Aims

1. To ensure that the welfare of the child is paramount and to provide a framework to ensure that any adult working with FFT's children, young people and adults understand their safeguarding responsibilities.
2. To ensure that good practice is consistent throughout the organisation.
3. To demonstrate our unwavering commitment to protecting children.

Our Core Safeguarding Principles

1. **Prevention**: Fostering a positive, supportive and safe culture, curriculum and pastoral opportunities, alongside implementing safer recruitment procedures.
2. **Protection**: Following established procedures and ensuring that all staff, teachers, tutors and volunteers are trained and supported to recognise and respond appropriately to safeguarding concerns.
3. **Support**: Providing support to all learners and staff when necessary specific interventions are needed for those at risk of harm.
4. **Working with parents and other agencies**: Ensuring timely and appropriate communication and actions in response to safeguarding concerns.

In establishing our Procedures, we recognise that:

- The welfare of children is paramount in all the work we do and in all the decisions we take.
- Working in partnership with children, young people, adults, their parents, carers and other agencies is essential in promoting young people's welfare.
- All children, regardless of age, disability, gender, race, religion or belief, sex or sexual orientation have an equal right to protection from all types of harm or abuse.
- Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues.
- Extra safeguards may be needed to keep children who are vulnerable safe from abuse.
- Adults may also be at risk, for a variety of reasons including (but not limited to) age and disability, and are deserving of the same care, attention and protection.

Safeguarding at Forest 1st Tutoring

Regulated activity status of tutors (effective 1 September 2026)

Following changes introduced by the Crime and Policing Act 2026 and reflected in Keeping Children Safe in Education 2026, the exemption for supervised activity has been removed. Anyone who teaches, instructs or supervises children frequently (more than three days in any 30-day period) is engaged in regulated activity, regardless of whether another adult is present.

FFT's tutors and support staff typically deliver regular sessions to the same child or young person over an extended period and therefore meet this frequency test. Accordingly, all tutors and support staff are treated as engaging in regulated activity and must hold a current enhanced DBS certificate including children's barred list information, alongside other checks set out in our Safer Recruitment Policy.

Forest 1st Tutoring aims to safeguard children and vulnerable adults by:

- Appointing Designated Safeguarding Leads (DSLs) who have received training at the appropriate level and has overall responsibility for safeguarding and child protection.
- Valuing, listening to and respecting the children, young people and adults we work with.
- Adopting safeguarding and child protection guidelines through a code of behaviour for staff and volunteers and by creating a 'child-centred' culture within our organisation.
- Ensuring all relevant guidance is given to staff in a timely and appropriate manner. Where necessary, updated DfE guidance will be circulated to staff who will be asked to declare that they have read and understood these updates.
- Sharing information about children, safeguarding and best practices.
- Sharing information with relevant agencies and involving parents/carers and children, when appropriate.
- Implementing safer recruitment staff and teacher/tutor selection procedures.
- Providing effective management and support for staff through supervision, training and professional development and quality assurance measures.
- Creating a safe, secure, valued and respectful learning environment for children including educational visits and other off-site activities.
- Ensuring effective communication between DSLs, staff, tutors, clients and external agencies.
- Regularly reviewing this policy and its procedures against current Government, local authority and children's services guidance and updating them as required.
- Implementing this policy in alignment with the Department for Education's statutory guidance, "Keeping Children Safe in Education" (KCSIE).
- Ensuring a clear process and statement of responsibilities is provided in the event of a concern about a child or adult or the conduct of a member of staff.

- Ensuring safeguarding information and child protection information is stored and handled in line with the principles of the Data Protection Act 2018 and 'Keeping Children Safe in Education'.

- Ensuring all necessary safeguarding expectations and procedures are disseminated to any external employers, contractors or visitors in order to ensure the welfare of children, young people and vulnerable adults.

Roles and responsibilities at Forest 1st Tutoring

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff and volunteers have a responsibility to recognise, respond to and report safeguarding concerns in accordance with this policy.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff and volunteers should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child (KCSIE).

It is the responsibility of all staff and volunteers who work with Forest 1st Tutoring to adhere to this policy. They should be prepared to identify children who may benefit from universal or community-based early help, targeted support through Family Help, or statutory intervention and understand FFT's procedures for raising and referring such concerns.

Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Any staff member who has a concern about a child's, young person's or vulnerable adult's welfare should follow FFT's referral processes. Teachers, tutors and support staff should safeguard young people's wellbeing and maintain public trust in the teaching profession as part of their duties.

Leaders and managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

The Designated Safeguarding Leads (DSLs)

Purpose of the role

To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place at FFT. To promote the safety and welfare of children and young people involved in the company's activities at all times.

Duties and Responsibilities:

1. Take a lead role in developing, reviewing and implementing FFT's safeguarding and child protection policies and procedures, ensuring all safeguarding and child protection issues concerning children, young people and adults (CYPA) are responded to appropriately.
2. Ensure everyone working with or for CYPA at FFT, understands the safeguarding and child protection policy and knows what to do if they have concerns about a child's welfare.
3. Ensure all CYPA and their parents/carers who use the company's services know who they can talk to if they have a welfare concern and know what action FFT will take in response.
4. Receive and record information from anyone who has a concern about a CYPA and ensure reports are stored securely.

5. Take the lead in responding to information that may constitute a child protection concern, including a concern that an adult involved with FFT may present a risk to children or young people. This includes:

    - Assessing and clarifying the information
    - Making referrals to statutory organisations as appropriate
    - Consulting with and informing the relevant members of the organisation's management
    - Following FFT's safeguarding policies and procedures

6. Liaise with, pass on information to and receive information from statutory child protection agencies such as:

    - The relevant local authority children's service/MASH
    - The Local Authority Designated Officer (LADO)
    - The Police and other relevant statutory agencies

7. Store and retain child protection records according to legal requirements and FFT's safeguarding and child protection policy and procedures.
8. Work closely with company managers to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns regarding organisational safeguarding and child protection practice.
9. Ensure that issues relating to safeguarding and child protection are seen as an ongoing priority issue and that safeguarding and child protection requirements are being followed at all levels of the organisation.
10. Be familiar with and work with inter-agency child protection procedures produced by any educational settings we work in (e.g. schools) and report any concerns before they start work. Make the setting aware that FFT also has safeguarding policies and that part of working together means that as well as reporting concerns to them, staff may make reports to FFT as well and that these may be passed onto other authorities.
11. Be familiar with issues relating to child protection and child abuse and keep up to date with new developments in this area.
12. Share DBS status of staff/volunteers with any settings they may go to work in - this should be made clear to all staff/volunteers when working for FFT.
13. Attend training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for CYPA at FFT.

Staff Responsibilities

The term **"staff"** applies to all those working for or on behalf of Forest 1st Tutoring, full time or part time in either a paid or voluntary capacity.

1. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
2. Ensure that children know there are adults who they can approach if they are worried or have concerns.
3. Plan opportunities for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
4. Attend training in order to be aware of and be alert to the signs of abuse.
5. Maintain an attitude of 'it could happen here' with regard to safeguarding.
6. 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.

7. Recognise that abuse, neglect or other adverse childhood experiences, can have an impact on the mental health, behaviour and education of children.
8. Record their concerns if they are concerned that a child is being abused and report these to a DSL as soon as practicable **the same day**. There are three DSLs. At least one of the DSLs will be contactable at any time.
9. Be familiar with FFT's procedures for referring safeguarding concerns to the FFT's DSLs.
10. Be familiar with, particularly in an alternative provision setting, the procedures for referring safeguarding concerns to the multi-agency safeguarding hub (MASH) and the use of the Inter-Agency Referral Form (IARF).
11. Be prepared to refer directly to MASH, and the police if appropriate, if there is a risk of significant harm.
12. Follow the procedures in FFT's Safeguarding and Child Protection Policy if any disclosure is an allegation against a member of staff.
13. Support students in line with their child protection plan.
14. On receiving a disclosure, reassure students that their concerns will be taken seriously. Treat information with confidentiality but never promising to 'keep a secret.'
15. Notify a DSL of any child on a child protection plan or child in need plan who has an unexplained absence. Staff must remain alert to unexplained, repeated or concerning patterns of absence, particularly where a child is known to be vulnerable. Concerns about attendance must be reported promptly to a DSL and, where FFT is providing commissioned Alternative Provision, to the commissioning school or local authority in accordance with agreed reporting arrangements.
16. Understand universal and community-based early help, Family Help and statutory intervention and be prepared to identify children who may benefit from additional support.
17. Liaise appropriately with agencies that provide early help and Family Help to support children and families.
18. Have an awareness of the Safeguarding and Child Protection Policy, the Staff Professionalism Standards and Code, child-on-child abuse procedures and the safeguarding response for children who go missing from education.
19. Know and understand the role of the DSL.

For further information about recording and reporting concerns, see Annex 1, Section A

Responding to safeguarding concerns

Forest 1st Tutoring takes safeguarding seriously, and staff will receive appropriate training to recognise signs that the welfare of a child or vulnerable adult may be at risk. Safeguarding concerns may arise from the behaviour of an adult or another child or young person and should always be taken seriously.

Where a concern arises, or a child or vulnerable adult makes a disclosure, staff should listen carefully and allow them to speak in their own words. Leading or suggestive questions must not be asked; where clarification is necessary, questions should be open and non-suggestive. For example, if a child says, "Jack hurt me yesterday", asking "How did they hurt you?" allows them to respond without suggesting an answer.

Staff must never promise to keep a disclosure secret. Children and vulnerable adults should be reassured that information will only be shared with those who need to know to help keep them safe and provide appropriate support.

All safeguarding concerns must be reported promptly to a DSL and recorded in writing as soon as practicable and no later than the end of the day. Prompt recording helps ensure important details are not forgotten or altered. Records must be factual and should not include assumptions or personal interpretations. For example, if a person was crying, the record should state this rather than describing them as sad or upset unless they expressed those feelings themselves.

It is not the role of staff to investigate safeguarding concerns. Their responsibility is to recognise, respond, record and report. The DSL will determine the appropriate safeguarding action and, where necessary, involve children's services, the LADO and/or police. This ensures that children and vulnerable adults are protected and any investigations are undertaken through the appropriate channels.

For further information about responding to disclosures, see Annex 1, Section B

How to report concerns (Steps 1, 2, 3)

Reports about concerns regarding the safety or welfare of a child or adult should, in the first instance, be made **immediately** to:

1

Designated Safeguarding Leads	Telephone	Email
Nicola Collings, Director	01794 733 043	nicola@first-tutoring.co.uk
Christie Uphill, SEND and Inclusion Lead	01794 733 043	christie@first-tutoring.co.uk
Scott Le Fevre, Operations Manager	01794 733 043	scott@first-tutoring.co.uk

And via **TutorCruncher** through the tutors' **safeguarding concerns portal**

2 A **Safeguarding Concern Form** should be completed and emailed or handed to the DSL.

3 If a child or vulnerable adult is in **immediate danger or is at risk of harm**, a referral should be made to **children's services** and/or the **police** immediately:

***Hampshire Children's Services:** 0300 555 1384 (out of hours contact: 0300 555 1373)

Inter-Agency Referral Form (IARF) via the multi-agency safeguarding hub (MASH)

Inter-Agency Referral Form

***Hampshire Adult Services:** 0300 555 1386

*** Wiltshire Children's Services (MASH):** 0300 456 0108 (out of hours contact: 0300 456 0100)

Email: Integratedfrontdoor@wiltshire.gov.uk

Child protection - Wiltshire Council

Staff should be familiar with the relevant local safeguarding referral arrangements for the area in which the child or adult at risk lives. While working with FFT in a school, college or other educational settings, their internal safeguarding procedures should be followed and a report to FFT should be

made as normal. This should be shared with the safeguarding lead at the setting so that they are aware.

Note that there are some occasions where the police should be contacted, as well as reports being made. If there is reason to believe the child or adult at risk is in immediate danger, the police can be contacted in order to protect that person from harm. A report should be made in the usual way to the relevant safeguarding leads/bodies.

Mandatory reporting of child sexual abuse

The Crime and Policing Act 2026 introduces a statutory duty for adults undertaking specified relevant activities with children in England, including regulated activity, to report suspected child sexual offences in prescribed circumstances to the relevant local authority or police.

At the date of this policy, the mandatory reporting provisions have not yet commenced. Until they do, all staff, tutors and volunteers must continue to report any concern, disclosure or suspicion of child sexual abuse immediately to the DSL in accordance with FFT's safeguarding procedures. The DSL will ensure that appropriate referrals are made to children's services and/or the police in accordance with current safeguarding procedures.

When the statutory duty comes into force, FFT will ensure that qualifying concerns are notified to the relevant local authority or police as required by law. Where a member of staff reports such a concern to the DSL for onward notification, FFT will ensure that the member of staff receives confirmation that the required notification has been made.

Where a child is at immediate risk of harm, safeguarding action must not be delayed and children's services and/or the police should be contacted immediately as appropriate.

More information can be found here: Crime and Policing Act 2026: Independent Inquiry into Child Sexual Abuse recommendations factsheet - GOV.UK

Records and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information with the date and time. Information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen (if this is a paper record then this should be signed). The DSL is responsible for ensuring that the procedure for staff or volunteers passing on concerns or information is always adhered to as consistency is paramount.

Safeguarding records contain:

- A clear and comprehensive summary of the concern
- How it was followed up
- Actions taken
- Decisions reached
- Outcomes
- The rationale for decisions, including decisions not to refer

Confidentiality and information sharing

FFT recognises that effective and timely information sharing is essential to safeguarding. In accordance with the Children's Wellbeing And Schools Act 2026, the Children Act 2004 and relevant statutory guidance, FFT will share safeguarding information with appropriate agencies where there is a lawful requirement or safeguarding need to do so.

Data protection legislation does not prevent information being shared for safeguarding purposes. Staff should not allow concerns about data protection or confidentiality to prevent appropriate information sharing.

Where appropriate, information should be shared with the knowledge and consent of the child, parent, carer or adult concerned. However, consent is not always required, particularly where seeking it may increase the risk of harm, prejudice the prevention or detection of crime or delay necessary safeguarding action.

Information shared should be relevant, necessary, accurate, timely and proportionate to the circumstances. Where staff are uncertain about sharing information, they should seek advice from the DSL. Where a child is at immediate risk of harm, necessary safeguarding action must not be delayed while seeking consent or advice.

Safeguarding decisions relating to information sharing will be recorded, including what information was shared, with whom and why. Where a decision is made not to share information following a safeguarding concern, the reasons should also be recorded.

Safeguarding information will be stored securely with access restricted to those who require it for legitimate safeguarding or operational purposes, in accordance with FFT's Data Protection Policy, applicable data protection legislation and current statutory safeguarding guidance.

Safeguarding Code of Conduct for all staff and volunteers

As part of our approach to safeguarding, Forest 1st Tutoring has created and embedded a culture of openness, trust and transparency in which our values and behaviours as set out in our code of conduct are constantly lived, monitored and reinforced by all staff and where all concerns are dealt with promptly and appropriately.

All staff and volunteers working with Forest 1st Tutoring are expected to adhere to the following Safeguarding Code of Conduct:

Safeguarding expectations include:

- Complete an enhanced DBS check as laid out in FFT's safeguarding policy.
- Engaging with safeguarding policies laid out by FFT including attending training.
- Treating all staff and students (regardless of age or other identifiers) with equal respect.
- One-to-one tuition must be delivered in accordance with FFT's safeguarding arrangements. Where tuition takes place in person, a responsible adult or relevant setting should know when and where the tuition is taking place and reasonable measures should be taken to ensure the teaching environment remains observable. Where appropriate, doors should remain open.

- Not to contact children from personal accounts, including online communication (e.g. emails and social media) or in person.

- Staff and volunteers must not enter into a sexual or romantic relationship with any child under 18. They must also maintain appropriate professional boundaries after a young person turns 18 where the relationship originated through FFT. Any conduct that may constitute a criminal offence or safeguarding concern will be reported to the appropriate authorities.

- Any pre-existing personal relationship with a child or their family/carer must be declared to a safeguarding lead so that appropriate professional boundaries can be maintained.

- When tutoring children in their homes (online or in-person), each lesson should ideally take place in a communal space (for example, a living room, kitchen or office). This should be a quiet and calm space and one which others could access if they wanted to check-in.

- When tutoring children online, this should be arranged through a responsible adult such as their parent, carer or teacher. That adult should have the time and date of the lesson and a link to join. They do not need to join for the length of the lesson, but this allows them to check in on the tutor and student should they wish to. Adults responsible for the welfare of a child should never be prevented from being able to access a lesson if they wish to do so.

- The contents of a lesson should be kept confidential from others (other than where there is a lawful reason for the contents to be shared, e.g. if the tutor genuinely believes that one or more persons is at risk, or may be at risk, of harm).

- Live online lessons may be recorded (in whole or in part) unless there is a specific request from the client not to do this. Students and clients should always be made aware of when a lesson is, or is not, being recorded. Any recordings will be securely stored and provided to those requesting them and a record that the tuition is being recorded will be made for transparency. Recordings will always be made available to the client on request, other than where doing so is reasonably believed to increase the risk of harm to any person (in which case, FFT will take the appropriate action, in line with this policy).

- The person providing an online lesson should be in a secure space and should be alone. If part of the lesson includes another person being with them or joining the call (e.g. a colleague who joins the lesson to provide specific information about a topic) this must be communicated ahead of time to the client taking the call.

- Any devices used to carry out online lessons should have antivirus software and anti-malware software installed.

- Personal devices must not be used for taking photographs and/or videos of students.

- Personal devices used for business purposes may be requested as part of an investigation by an independent authority e.g. police. Staff must cooperate with any lawful safeguarding investigation and comply with FFT's requirements concerning the appropriate use of personal devices for business purposes.

- Staff and volunteers are encouraged to speak to the safeguarding team at FFT if they are ever unclear about matters of conduct or need clarification about anything in this code or policy.

Staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in the company's safeguarding regime. The safeguarding team will take all concerns seriously.

Safer recruitment

All staff and volunteers working with FFT will be considered for recruitment without unlawful discrimination. Because FFT works with children, all staff and volunteers will be subject to the appropriate level of DBS check for their role, including an Enhanced DBS check with Children's Barred List information where the role constitutes regulated activity and the individual is eligible for such a check. Prior to checks, applicants are required to provide at least two references (collected before interviews) who can be contacted. For teaching/tutoring staff, at least one referee should be for a role where the applicant has worked or volunteered with children.

Criminal background checks required for staff and volunteers include:

- Enhanced DBS check - checks should be put on the update service by the tutor so that FFT can check their status periodically.
- Overseas checks will be considered appropriately according to the individual's circumstances and the information reasonably available.

Applicants will be given an opportunity to declare any prior convictions including any child protection investigations (regardless of their outcome). This will be written and delivered in a confidential way and reviewed by the safeguarding team at FFT.

Identification will be required from applicants to confirm identity. These should be viewed in person wherever possible to check the authenticity of the documents. Copies and printouts will not be accepted. Please note that a DBS check is **not** used to check the right to work in the UK.

FFT will consider carrying out an online search of shortlisted candidates as part of its due diligence and safer recruitment process, where appropriate, to identify any publicly available information that may be relevant to the individual's suitability to work with children.

Staff induction and training

All Forest 1st Tutoring staff are expected to be aware of the signs and symptoms of abuse and must be able to respond quickly and appropriately. All FFT staff will receive appropriate safeguarding and child protection training as part of their induction and will receive regular safeguarding updates thereafter.

All staff are required to read Part One of the current version of *Keeping Children Safe in Education* and confirm that they have read and understood it. Relevant changes to national and local safeguarding guidance will be communicated to staff through training, briefings and safeguarding updates.

Staff who work directly with children will receive training appropriate to their role, including recognising and responding to abuse, neglect, exploitation, child-on-child abuse, online harm and other safeguarding concerns.

Training is provided as required, in line with recommendations from Hampshire County Council's Safeguarding Children Partnership (HSCP) which includes Prevent training and certification.

Managing allegations and concerns about staff

FFT takes all concerns and allegations about staff, tutors, volunteers, contractors or anyone working on its behalf seriously. Concerns will be managed promptly, fairly and confidentially in accordance with current safeguarding guidance.

Any allegation that a person working with children has:

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

must be reported immediately to the DSL. The DSL will consider whether the concern may meet the harm threshold and whether advice or referral to the Local Authority Designated Officer (LADO), children's services and/or police is required. Where the concern relates to a DSL, it must be reported to a senior manager/director who is not involved in the allegation and appropriate LADO advice sought.

FFT will consider the immediate safety and welfare of any child involved and whether interim measures are necessary while enquiries are undertaken. Suspension will not be automatic and will be considered according to the circumstances and advice received.

Concerns that do not meet the harm threshold will be managed under FFT's low-level concerns procedures. Advice may be sought from the LADO where there is uncertainty.

FFT will maintain appropriate confidential records of allegations, decisions, actions and outcomes. Outcomes will be recorded using recognised safeguarding terminology, including substantiated, false, malicious, unsubstantiated or unfounded, where applicable.

Where the relevant criteria are met, FFT will make referrals to the Disclosure and Barring Service and/or other professional or regulatory bodies.

Concern that does not meet the harm threshold (low-level concerns)

Low-level concerns will be taken seriously. The term 'low-level' concern does not mean that it is insignificant, it means that the adult's behaviour towards a child does not meet the harm threshold set out above.

A low-level concern is any concern that, however small (and even if no more than causing a sense of unease or doubt), an adult may have acted in a way that is inconsistent with our code of conduct or their professional and moral obligations. It is a concern that, while not meeting the harm threshold, is otherwise serious enough to merit consulting with and seeking advice from the LADO if there is uncertainty.

DBS referral

If Forest 1st Tutoring removes an individual (paid worker or unpaid volunteer) from any regulated activity with children or adults at risk (or would have done so had the person not left first) because the person poses a risk of harm to children or vulnerable adults, FFT will make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without reasonable justification.

A staff member may be suspended or have his or her working arrangements reviewed pending an investigation. Suspension from duties should be considered when:

- There is cause to suspect a child or vulnerable adult is at risk of significant harm
- The allegation warrants investigation by the police
- The allegation is so serious that it might be grounds for dismissal

For further information about responding to an allegation about an adult, see Annex 1, Section C

Specific safeguarding concerns

Prevent

Forest 1st Tutoring is committed to safeguarding children and vulnerable adults who are or may be susceptible to extremist ideologies, radicalisation and involvement in terrorism. Vulnerable individuals may be exploited or influenced by others and exposed to views that encourage or normalise extremism.

The Prevent duty requires all education providers 'to help prevent the risk of people becoming terrorists or supporting terrorism'. To comply with the Prevent duty, FFT will:

- Work in co-operation with local Prevent staff, the police and local authorities
- Co-ordinate through other multi-agency forums

Any concern that a student may be susceptible to radicalisation or involvement in terrorism must be treated as a safeguarding concern and reported promptly to a DSL. Prevent concerns may require referral through the local Prevent/Channel arrangements and/or police, depending upon circumstances.

For further information about Prevent, indicators and reporting procedures, see Annex 1, Section E1

Child-on-child abuse (including harassment and violence)

FFT recognises that children can abuse other children and that this can occur both in person and online. Child-on-child abuse can include bullying (including cyberbullying), physical abuse, abuse within intimate personal relationships, sexual violence and sexual harassment, harmful sexual behaviour, coercive or controlling behaviour, upskirting, initiation or hazing-type behaviour and the consensual or non-consensual sharing of nude or semi-nude images, including AI-generated or manipulated imagery.

All concerns about child-on-child abuse will be taken seriously and must be reported to the DSL in accordance with FFT's safeguarding procedures. Staff should maintain an attitude of "it could happen here" and must not dismiss abusive behaviour as banter, joking, part of growing up or an inevitable part of relationships between children.

FFT understands that child-on-child abuse can have a significant and lasting impact. Safeguarding responses will consider the needs and welfare of the child who has experienced the abuse, as well as the safeguarding and support needs of the child alleged to have caused harm. Where appropriate, FFT will work with parents/carers, the commissioning school or local authority and relevant safeguarding agencies. Where there is a risk of significant harm or a possible criminal offence, a referral will be made to children's services and/or the police as appropriate.

Preventing and responding to bullying

We recognise that bullying can take many forms. Anyone can engage in bullying behaviour and anyone can be bullied. It is important to remember that perpetrators can be adults, but they can also be other children. All child-on-child abuse and bullying concerns will be treated with the same seriousness as adult perpetrated bullying and abuse.

When trying to prevent bullying, it is important to make it clear to others that we treat them equally and without judgement. FFT staff will always treat others with respect, regardless of their identity (race, sex, gender, age, disability, pregnancy/maternity, religious belief, or sexual orientation).

If bullying is seen or disclosed it will be reported as a safeguarding concern to the DSL or to the relevant safeguarding lead at the educational setting they are in.

See FFT's Anti-bullying Policy for more information.

Domestic abuse

All concerns that a child or young adult may be experiencing domestic abuse or crimes of violence against women and girls are taken seriously and should be reported and recorded immediately in line with FFT's safeguarding procedures.

The NSPCC defines domestic abuse as 'any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or have been in a relationship, regardless of gender or sexuality. It can also occur between adults related to one another.'

Domestic abuse can include emotional, physical, sexual, economic, coercive or psychological abuse and can have a serious impact on children and young people, whether they experience it directly or witness it within their home. Children living with domestic abuse may be at increased risk of neglect, harm or exploitation.

For further information about domestic abuse and reporting procedures, see Annex 1, Section E2

Crimes of violence against women and girls

FFT recognises that violence against women and girls (VAWG) encompasses a range of harmful and abusive behaviours that disproportionately affect women and girls, including domestic abuse, sexual violence and harassment, stalking, coercive and controlling behaviour, female genital mutilation (FGM), forced marriage and technology-facilitated abuse. Such behaviour can occur both online and offline and may also be experienced within relationships between children and young people.

Staff should remain alert to attitudes and behaviours, including misogyny and sexual harassment, which may contribute to or normalise violence or abuse. Concerns must never be dismissed as banter, joking or an inevitable part of growing up and should be reported to the DSL in accordance with FFT's safeguarding procedures. FFT recognises that boys and men may also experience many of these forms of abuse and that all victims will receive an appropriate safeguarding response.

For further information about violence against women and girls, see Annex 1, Section E3

Online safety

FFT recognises safeguarding risks arising from:

- Content
- Contact
- Conduct
- Commerce

We also recognise that generative artificial intelligence may create or facilitate safeguarding risks, including inappropriate or harmful content, simulated interactions, misinformation, grooming and the creation or manipulation of sexual or otherwise abusive imagery. Any safeguarding concern involving AI will be treated in the same way as other online or offline safeguarding concerns and reported immediately in accordance with this policy.

Where FFT provides or controls devices, systems or internet access, appropriate filtering and monitoring and security arrangements will be implemented and reviewed. Where tutors operate within schools, they follow the school's systems.

Staff should remain alert to online safeguarding risks arising during tuition and report concerns in accordance with FFT's normal safeguarding procedures.

See FFT's Online Safety and Acceptable Use Policies for more information.

Alternative Provision

Where FFT provides Alternative Provision commissioned by a school, local authority or other education provider, safeguarding responsibilities will be clearly established before provision begins. FFT will work collaboratively with the commissioning organisation and will obtain relevant safeguarding, welfare, SEND, medical, behavioural and risk information necessary to provide safe and appropriate provision.

FFT recognises that the commissioning school retains responsibility for safeguarding pupils whom it places in Alternative Provision. FFT will support that responsibility through effective information sharing, attendance reporting, risk management and prompt communication of safeguarding concerns.

FFT will ensure that appropriate safeguarding checks have been completed for staff delivering the provision and will provide relevant assurance to commissioning organisations where required.

Whistleblowing policy for safeguarding

Staff and volunteers should raise safeguarding concerns through FFT's reporting procedures and may seek confirmation that appropriate action has been taken, although confidential details may not always be shared.

Where a member of staff believes that a concern has not been appropriately addressed, they should raise this with a senior manager or DSL. If concerns remain, they may contact the relevant local authority safeguarding service or make a direct referral where appropriate.

Staff who feel unable to raise a safeguarding concern internally, or who believe that a safeguarding concern has not been appropriately addressed, may contact the **NSPCC Whistleblowing Advice Line on 0800 028 0285**.

See FFT's Whistleblowing Policy for more information.

Policy compliance, monitoring and evaluation

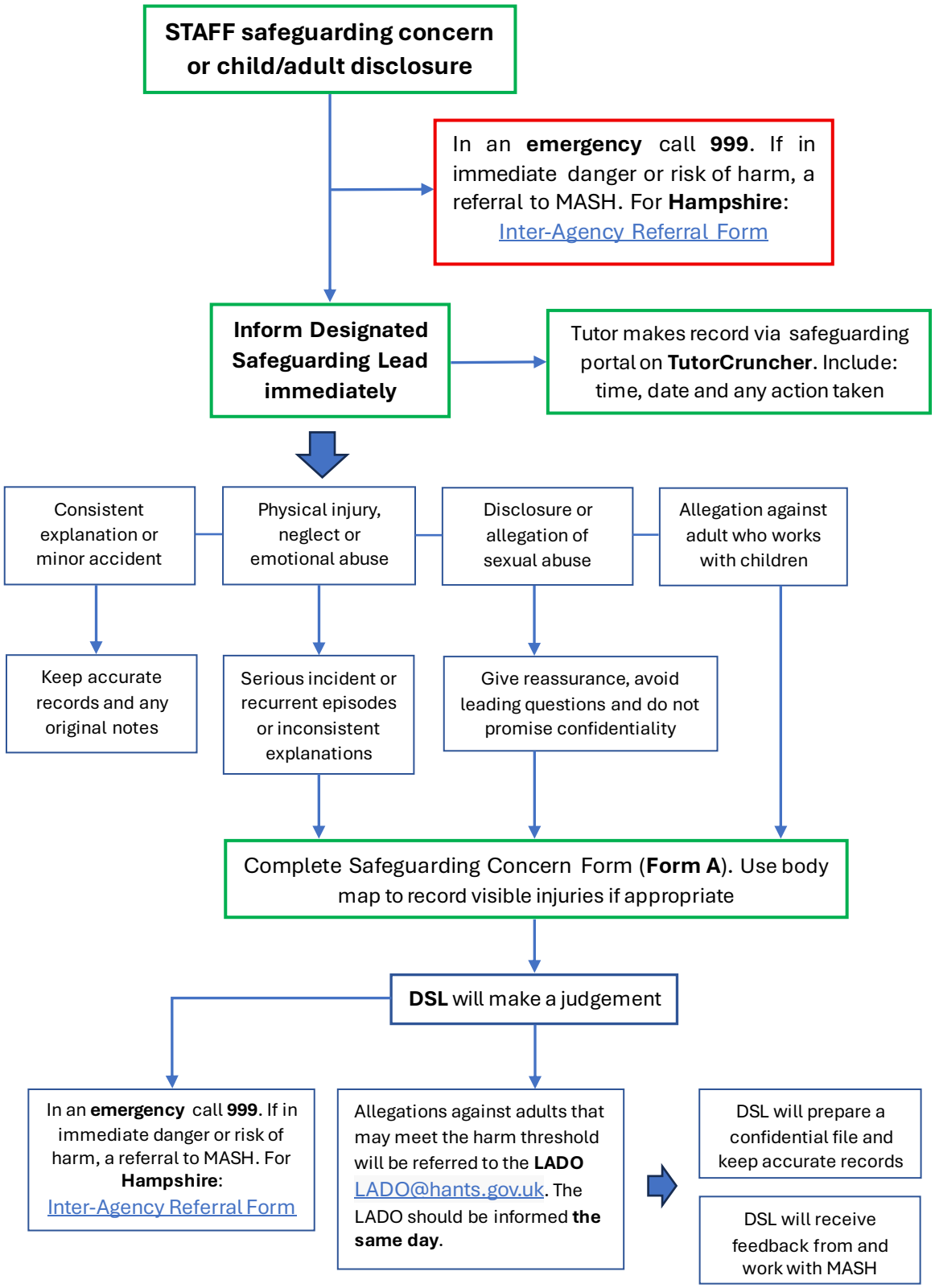
This Safeguarding and Child Protection Policy is reviewed regularly to stay updated with the latest safeguarding guidance and legislation. All staff and volunteers are provided with a copy of the policy. Parents and carers are informed about the policy's availability on Forest 1st Tutoring's website.

Safeguarding and Child Protection Policy and Procedures
August 2026
Version 4

Next scheduled review: August 2027, or earlier following significant legislative, statutory guidance, local safeguarding or organisational change.

Annex 1 Safeguarding Reporting and Referral Procedures

A. If you have a concern about a child or vulnerable adult's welfare



All staff at FFT have a duty to recognise where extra support is needed or how child safeguarding concerns should be reported within the organisation. All staff should know to be able to take the following steps:

- In an emergency, take the action necessary to help the child e.g. call 999.
- Immediate information sharing is vital to keeping children and adults safe e.g. when problems first emerge.
- Report your concern to a Designated Safeguarding lead as soon as you can and by the **end of the day** at the latest.
- Even if you are unsure, speak to a DSL.
- If a DSL is unavailable, continue to enter a record/note via your safeguarding concerns portal on **TutorCruncher** (DSL will receive a notification) and email your concern - your concerns and action taken must then be shared with the DSL as soon as possible.
- As soon as you are able, complete a Safeguarding Concern Form, **Form A** (see Annex 2). This should be completed on the **same day**.
- If the concerns relate to sharing nudes do not view, copy, print or share the images.
- Share information appropriately – do not discuss with colleagues, friends or family.
- Seek **support for yourself** if you are distressed.

There may be occasions when you suspect that a child or vulnerable adult might be at risk, but you have no evidence. Their behaviour, play or appearance may have changed, their attendance to lessons may have reduced, they may find concentrating difficult or you may have observed other behavioural and/or physical signs. In these circumstances, try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it's fine to ask the child if they are alright or if you can help in any way. Any concerns will be reported in the normal way.

B. If a child or adult tells you about a concern or abuse (disclosure)

It takes a lot of courage for a child or adult (or a member of their family or other significant adult) to disclose that they are worried or that they have concerns. It is important that they are reassured that they are being taken seriously and that they will be supported and kept safe. They should not be made to feel that they are creating a problem.

If a child or adult talks to you about any risks to a child's safety or wellbeing, let them know that you must pass the information on.

During your conversation with the child, adult or parent/carer:

DO...

- allow them to speak freely and listen to what is being said without interruption.
- keep questions to a minimum and of an open nature (TED questions – **T**ell me, **E**xplain, **D**escribe).
- remain calm – the child or adult may stop talking if they think they are upsetting you.
- give reassuring nods or words of comfort e.g. 'You're doing the right thing by talking to me'.
- tell the child or adult that you must pass the information on in order to help them, at an appropriate time.
- report verbally to the DSL.

- tell the child or adult what will happen next. The child or adult may agree to go with you to see the DSL.
- write up your conversation (complete a Safeguarding Concern Form, **Form A**) and hand it or email it to the DSL by the **end of the same day**.
- after disclosure, seek support if you feel distressed.

DON'T...

- admonish the child or adult for not disclosing earlier e.g. 'I do wish you had told me about this earlier' or 'I can't believe that you're telling me now' is unsupportive.
- be concerned about silences – remember, this is difficult for the child or adult.
- ask investigative questions such as 'Has this happened to anyone else?' or 'What do other people think about this?' under any circumstances.
- automatically offer any physical touch or comfort as it may not be welcomed.
- ask children to write statements about any concerns or abuse.
- ask a child to repeat their account unnecessarily to another member of staff.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, a referral must be made to local authority children's services without delay and, where appropriate, the police.

C. If an allegation is made against an adult, member of staff or volunteer

As part of Forest 1st Tutoring's approach to safeguarding, we are committed to maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour. Our culture allows for staff to discuss matters that concern them, particularly those which may have implications for the welfare and safety of children.

All concerns and/or allegations about adults working for or on behalf of FFT will be reported, recorded and processed promptly and accurately.

By doing so, everyone at Forest 1st Tutoring will:

- Create and embed a culture of openness, trust and transparency.
- Help to identify concerning, problematic or inappropriate behaviour at an early stage.
- Minimise the risk of abuse.
- Ensure that FFT staff are clear about professional boundaries and act within these in accordance with our code, ethos and values.

FFT recognises that there are two levels of allegation/concern:

1. Allegations that may meet the harm threshold.
2. Allegations/concerns that do not meet the harm threshold (known as 'low level concerns').

This includes any behaviour that may have happened outside of lessons/working hours and is known as transferable risk.

Any safeguarding concern or allegation that a member of staff may have harmed, or may pose a risk of harm to, a child or vulnerable adult must be reported immediately to a DSL. A DSL will make a referral to the Local Authority Designated Officer (LADO) if there is reasonable cause to believe that any person who works or volunteers with children in connection with their employment or voluntary activity has:

- 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.

Where the concern relates to the DSL, it must be reported to a senior manager/director who is not involved in the allegation. Where the concern may meet the harm threshold, appropriate LADO advice/referral must be sought:

Hampshire: LADO@hants.gov.uk

Wiltshire: LADO@wiltshire.gov.uk

The member of staff should complete a Safeguarding Concern Form (Form A) and submit to DSL

Where a child has been harmed, or there is an immediate risk of harm to a child or if the situation is an emergency, local authority children's services should be contacted and where appropriate the police. It is the DSLs responsibility to ensure that the child is not at risk and refer cases of suspected abuse to local children's services.

Allegations that might be considered 'low level concerns' might include:

- Inadvertent or thoughtless behaviour
- Behaviour that might be considered inappropriate depending on the circumstances
- Behaviour which is *intended* to enable abuse

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

- Being over-friendly with children
- Having favourites
- Adults taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Humiliating children

D. Actions taken by a DSL following a safeguarding concern

The DSL will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of the child or vulnerable adult. This may include speaking with relevant staff and the child/vulnerable adult involved as appropriate.

Parents and carers will be informed at an early stage and be involved in the process to best support their children/adults unless there is a good reason to believe that involving them would put the child/adult at risk of harm.

The DSL will consider the nature and level of risk and whether referral to children's services, the police or other relevant agencies is required. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, a referral to children's services must be made without delay. Police involvement will be considered where a crime may have been committed, there is an immediate risk of harm or otherwise in accordance with relevant guidance.

All decisions and actions taken will be recorded in line with our safeguarding procedures.

Further guidance can be found here: when-to-call-the-police--guidance.pdf

A referral will be made to children's services and/or the police immediately if:

- There is reason to believe that a child or vulnerable adult has been coerced, blackmailed or groomed.
- There are concerns about their capacity to consent e.g. age of the child or they have special educational needs or a disability.
- Images or videos involve sexual acts and a child is under the age of 13. Any images or videos depicting sexual acts which are considered unusual for the child's developmental stage or are violent.
- A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

E. Specific safeguarding concerns

1. If you are concerned about a child or adult's extremist ideologies

Where a member of staff has concerns that a child or vulnerable adult may be susceptible to radicalisation or extremist influence, the concern should be reported promptly to the DSL and recorded in accordance with FFT's safeguarding procedures.

The DSL will consider the concern and determine whether further advice or referral is required. This may include liaison with local Prevent staff, the local authority or police and referral through the appropriate Prevent/Channel arrangements where necessary. Where there is an immediate risk of harm or a suspected terrorism-related offence, the police should be contacted without delay.

Further information and local referral arrangements are available from Hampshire County Council's Prevent service Prevent | Hampshire County Council and The DfE Prevent Helpline for schools & parents can be reached here:

Tel: 020 7340 7264 (non-emergency)
Get help for radicalisation concerns - GOV.UK

Indicators of Vulnerability to Radicalisation

Radicalisation is the process by which a person comes to support terrorism or extremist ideologies associated with terrorism. The Government defines **extremism** as the promotion or advancement of an ideology based on violence, hatred or intolerance that aims to:

- Negate or destroy the fundamental rights and freedoms of others.
- Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights.
- Intentionally create an environment that enables others to achieve either of these aims.

Those who become involved in extremism come from a range of backgrounds and experiences, and most people who hold radical views do not become involved in violent extremist activity.

Children and young people may become susceptible to radicalisation through a combination of social, personal and environmental factors. Extremists may exploit individual vulnerabilities to isolate people from their families and communities. Staff should therefore remain alert to potential indicators, which may include:

- **Identity or personal crisis** – uncertainty about identity, faith or belonging, family tensions, isolation, low self-esteem or significant changes in friendships.
- **Personal circumstances** – migration, community tensions, discrimination, racism or events affecting a person's country or region of origin.
- **Unmet aspirations** – perceptions of injustice, failure, rejection or disengagement from civic life.
- **Experiences of criminality** – involvement with criminal groups, imprisonment or difficulties with reintegration.
- **Additional needs** – some individuals with SEND may experience difficulties with social interaction, understanding consequences or recognising the motivations of others.

These factors do not necessarily indicate radicalisation and should be considered within the individual's wider circumstances.

More significant indicators may include:

- Contact with extremist recruiters or organisations
- Close family involvement in terrorism or Channel
- Accessing or possessing extremist material
- Using extremist narratives to explain personal disadvantage
- Justifying violence to address societal issues
- Joining or seeking to join extremist organisations
- Significant changes in behaviour or,
- Severe social isolation accompanied by difficulties concerning identity or belonging.

2. If you are concerned a child or adult is experiencing domestic abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people who are, or have been, in a relationship. Domestic abuse can have a serious impact on a child or young person's mental and physical wellbeing as well as their behaviour which can last into adulthood.

Domestic abuse can happen:

- Inside and outside the home
- Over the phone, internet or social media
- In any relationship and continue after the relationship has ended
- Both men and women can be abused.

Types of domestic abuse:

- Kicking, hitting, punching, cutting or throwing objects
- Rape (including in a relationship)
- Controlling someone's finances by withholding money or stopping someone earning
- Controlling behaviour e.g. telling someone where they can go and what they can wear
- Not letting someone leave the house

- Reading emails, text messages or letters
- Threatening to kill someone or harm them
- Threatening another family member or pet

Signs of domestic abuse:

Aggression or bullying - antisocial behaviour - anxiety, depression or suicidal thoughts – increased need for attention - bed wetting, nightmares or insomnia - constant or regular sickness e.g. colds or headaches - drug or alcohol use - eating disorders - problems in school or trouble learning – tantrums -withdrawal.

FFT recognises that domestic abuse may also include child-to-parent or caregiver abuse, where a child or young person displays harmful, threatening, controlling or abusive behaviour towards a parent, carer or other family member. Any concerns will be considered within the wider safeguarding context and reported in accordance with FFT's safeguarding procedures.

3. If you are concerned about violence against women and girls

Crimes of violence against women and girls include rape and other sexual offences including but not limited to stalking, domestic abuse, 'honour-based' abuse, intimate image abuse (e.g. 'revenge porn') and upskirting.

Reporting Procedures

- All staff must remain alert to signs of domestic abuse and take any disclosure seriously.
- Concerns must be reported immediately to a DSL.
- If a child is believed to be at immediate risk of significant harm, staff should contact the police on **999** without delay.
- The DSL will follow FFT's safeguarding concerns and reporting procedures and may make a referral to local children's services and specialist domestic abuse services.
- All concerns and disclosures must be recorded accurately, factually and securely in line with FFT's safeguarding procedures.

The member of staff should complete a Safeguarding Concern Form (Form A) and submit to DSL

Updates in national or local guidance will be shared with all staff in briefings and reviewed in the next annual training session.

Annex 2 Safeguarding Concern Form, 'Form A'

Any member of staff or volunteer must record any concerns about a child or adult. This form must be completed as soon as possible after the discovery of the concern. If the concern is about:

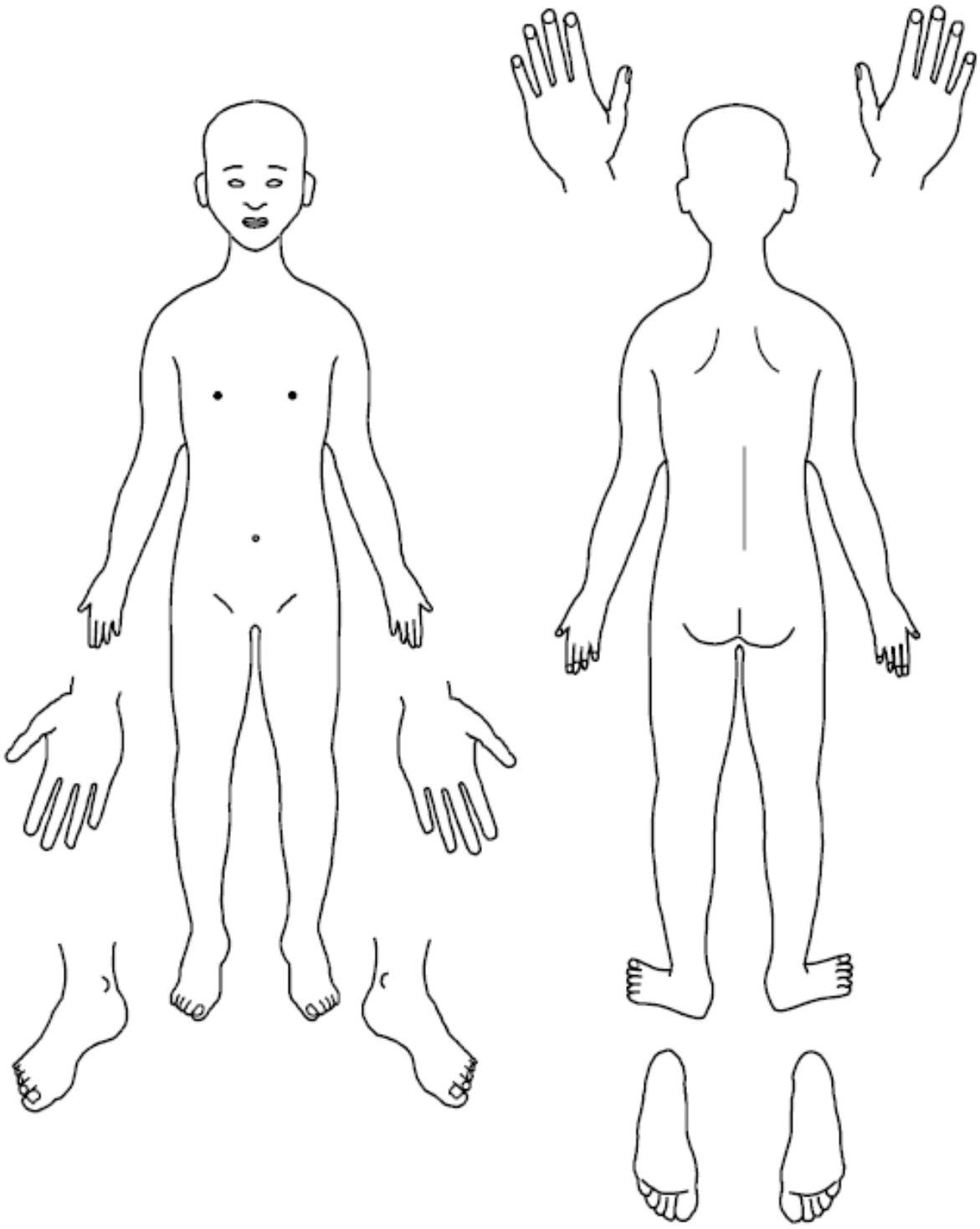
- The welfare of a child or adult, it must be given/sent to the Designated Safeguarding Lead (DSL)
- The conduct/behaviour of any staff member, it must be given/sent to the DSL

FORM A: For recording safeguarding concerns about a **child or adult** or for a **disclosure by a child or adult** or for a concern about the **behaviour of a member of staff**.

Child or adult's name:	**Date of Birth:**
Concern identified by:	**Role:**
Date of concern:	**Time of concern:**
Witness/es:	**Place of incident:**
Name of alleged person(s) responsible for the harm/potential harm:	
Not known	**Volunteer**
Student	**Member of staff**
Student in another school	**Other (specify)**
Family member (and relationship)	
Concern/Incident/Disclosure: Why are you concerned? What have you observed/been told and when? Please provide a description of any incident(s) or anything you have seen or been told by a child/adult, or another person. Record any visible injuries. Do not remove or lift clothing for the purpose of examination - ask the child/adult to point to where else it is sore/hurts. The police will take photos of injuries if required for evidence. Make clear what is fact and what is hearsay/opinion. Note the language and terminology used by the child/adult and be clear about who has said what.	
Continue on a separate sheet if necessary	
Has any action already been taken? e.g. first aid	

Reported to:	**Time:**	**Date:**
DSL action to be taken or recommendations:		
Sign:	**Date:**	**Time:**

Body map



Child/adult's name:	Date of Birth:
Additional information:	
Date of recording:	Sign:









Child/adult's name:	Date of Birth:
Additional information:	
Date of recording:	Sign:

Appendix 1

Definitions of Abuse

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional setting or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

The following should be taken as accepted definitions of the four types of abuse:

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, for example, 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.

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.

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 and social media). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 as far 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.

Possible Signs of Abuse

Many of the following symptoms may occur for reasons other than abuse and inevitably some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are not rigid, but they should be useful as a guide.

Possible Signs of Neglect:

Constant hunger • Unexplained significant weight loss • Poor personal hygiene (repeatedly unwashed, smelly) • Constant tiredness • Poor state of clothing • Frequent lateness and non-attendance • Has repeated accidents, especially burns • Is left alone at home inappropriately • Untreated medical problems • Kept away from medicals • Low self-esteem • changes in emotional wellbeing or behaviour • Poor social relationships (unable to make friends) • Deterioration in school performance • Is unusually 'hard' or 'detached' when told off • Running away/reluctant to go home (particularly at the weekend) • May appear distressed with no explanation when asked.

Possible Signs of Emotional Abuse:

Domestic abuse/violence • Disclosure of punishment which appears excessive • Over -reaction to making mistakes or fear of punishment • Continual self-deprecation • Sudden speech disorders • Fear of new situations • Inappropriate responses to painful situations • Changes in emotional wellbeing or behaviour • Self-harm • Fear of parents being contacted • Extremes of passivity or aggression • Drug or solvent abuse • Told they are useless, stupid, wicked, unlovable, clumsy, unattractive, or weak.

Possible Signs of Physical Abuse:

Unexplained injuries, bites, bruises or burns, particularly if they are recurrent • Improbable excuses given to explain injuries • Refusal to discuss the causes of injuries • History of accidents and bruising • Injuries getting progressively worse, or occurring in a time pattern (every Monday morning) • Untreated injuries • Disclosure of punishment which appears excessive • 'Grip' marks on arms or 'slap' marks on cheeks, arms, legs • Long marks which could be from a belt or cane • Cigarette burn marks • Bruising on both sides of the ear • Teeth marks • Withdrawal from physical contact/aggressive behaviour • Arms and legs kept covered in hot weather (excluding for reasons of cultural dress) • Fear of returning home • Fear of medical help • May appear distressed with no explanation when asked • Eating disorders • Self-destructive tendency • Running away.

Possible Signs of Sexual Abuse:

Sudden change in behaviour • Displays of affection that are inappropriate • Sexualised behaviour or knowledge that is inappropriate for the child's age or developmental stage • Openly masturbating • Fear of undressing • Regression to younger behaviour • May appear unhappy or isolated • May have aggressive eruptions • May be reluctant to go home • Inappropriate internet use and possible grooming concerns • Genital itching or genital pain • Distrust of familiar adults • May be kept away from medicals • Unexplained gifts • Depression and withdrawal • Wetting or soiling • Sleep disturbance, nightmares, bedwetting • May present eating disorders (anorexia, bulimia, or excessive 'comfort eating') • Chronic illness, especially throat infections and sexually transmitted diseases.

Appendix 2

Specific safeguarding issues

All FFT staff and volunteers should have an awareness of safeguarding issues. Keeping children safe in education (KCSIE) lists specific safeguarding issues. In addition to this FFT should identify any local issues and work to promote awareness amongst all stakeholders. Safeguarding issues may include, but are not limited to:

- AI-facilitated harm
- Bullying including cyberbullying
- Child-on-child abuse e.g. bullying, relationship abuse, physical abuse, sexual violence and sexual harassment
- Children and the court system
- Children missing from education (including children absent from education)
- Child missing from home or care
- Children with family members in prison
- [1]Child sexual exploitation (CSE)
- [1]Child criminal exploitation (CCE) and exploitation of vulnerable adults
- Child-to-parent/carer abuse
- Discriminatory abuse (of an adult who has care and support needs)
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Financial abuse (of an adult who has care and support needs)
- Financial exploitation
- Gangs and youth violence
- Gender-based violence
- Group-based exploitation
- Harmful sexual behaviour
- Hate
- Homelessness
- [2]Honour-based' abuse (HBA) - female genital mutilation (FGM) and forced marriage
- Inclusion and diversity, including SEND, HIV, LGBTQ+ children and young people
- Institutional abuse (of an adult who has care and support needs)
- Making or sharing of nudes or semi-nudes (including AI generated/manipulated imagery)
- Mental health
- Misogyny
- Missing children and adults
- Modern slavery
- Online harm
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment between children in schools and colleges
- Stalking
- Trafficking
- Upskirting
- Violence against women and girls (VAWG)

[1]Exploitation can occur through individuals, groups, gangs or organised networks; children may perceive perpetrators as friends or associates; exploitation may constitute modern slavery; and children who are exploited may themselves present with offending or harmful behaviour.

[2] Teachers should be aware of their statutory duty to report known cases of Female Genital Mutilation (FGM) involving a girl under 18 directly to the police. This is a personal duty and is separate from FFT's usual internal safeguarding reporting procedures. Where FGM is suspected or a girl is considered to be at risk, staff should follow FFT's normal safeguarding procedures and report the concern immediately to the DSL.

Appendix 3

Identifying children, young people and vulnerable adults

FFT takes an anti-discriminatory approach to safeguarding and recognises that assumptions, stereotypes and unconscious bias must not prevent concerns from being identified, heard or acted upon, or affect the safeguarding support provided to a child.

Children and young adults

Who are disabled or have specific additional needs • with special educational needs • who are underachieving in education • who have been rejected by peer, faith or social group or family • who have been a victim or witness to crime or traumatic event • who have experienced conflict with family over religious beliefs and/or lifestyle choices/extreme political views • who may be experiencing difficulties relating to identity or belonging • who experience poverty, disadvantage or social exclusion • in a family circumstance which presents challenges to the child, such as substance abuse, adult mental health problems and domestic abuse/violence • looked-after children and previously looked-after children • who have recently returned home to their family from care • who go missing from home or education • who are young carers • who are gender questioning • who are attending Alternative Provision • who need a social worker • requiring mental health support • who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit • who have a parent or carer in custody or are affected by parental offending.

Children and young adults with special educational needs and disabilities (SEND) and/or medical conditions

Special consideration should be given to safeguarding and protecting children with SEND (whether or not they have a statutory Education, Health and Care Plan, EHCP) who may have additional vulnerabilities. Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Vulnerable children can be disproportionately impacted by things like bullying and abuse, without outwardly showing any signs. Communication barriers and difficulties in overcoming these barriers may result from seeing a disability first and abuse second. These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people.

FFT recognises that children with physical or mental health conditions may have additional safeguarding needs and can face barriers to communicating concerns or accessing support. Staff should be aware of relevant medical information necessary to provide safe tuition, remain alert to changes in a child's health, behaviour or wellbeing, and report any safeguarding concerns in accordance with FFT's procedures.

Young Carers

FFT recognises that young carers and children experiencing challenging family circumstances may be particularly vulnerable. Caring responsibilities can place additional emotional, practical and educational pressures on a child and may affect their wellbeing, attendance, engagement and educational outcomes. Staff should remain alert to signs that a young carer may require additional support and report any safeguarding concerns in accordance with FFT's safeguarding procedures.

Appendix 4

Resources and Guidance

Practitioners who work with children and vulnerable adults may find the following resources useful:

Legislation

- Children's Wellbeing And Schools Act 2026
- Crime and Policing Act 2026
- Care Act 2014
- Safeguarding Vulnerable Groups Act 2006
- Children Act 1989
- Sexual Offences Act 2003
- Domestic Abuse Act 2021
- Modern Slavery Act 2015
- Counter-Terrorism and Security Act 2015
- Human Rights Act 1998
- Children and Families Act 2014
- Education Act 2011
- Education Act 2011
- Female Genital Mutilation Act 2003
- Children and Social Work Act 2017
- Mental Capacity Act 2005
- Forced Marriage (Civil Protection) Act 2007
- Online Safety Act 2023
- Data Protection Act 2018
- Data (Use and Access) Act 2025

Statutory and Non-Statutory Guidance, Codes and Safeguarding Frameworks

- Keeping Children Safe in Education 2026
- SEND Code of Practice: 0 to 25 years 2015
- Working Together to Safeguard Children 2026
- Non-school alternative provision voluntary national standards August 2025
- Prevent duty guidance: England and Wales (2023) - GOV.UK
- Channel duty guidance: protecting people susceptible to radicalisation - GOV.UK
- Teaching online safety in schools - GOV.UK
- What to do if you're worried a child is being abused 2015
- Child sexual exploitation: definition and guide for practitioners 2017
- Information sharing advice for safeguarding practitioners - GOV.UK 2015
- Guidance for safer working practice for those working with children and young people in education settings 2022

Safeguarding Organisations and Resources

- Department for Education
- Hampshire Safeguarding Children Partnership
- Hampshire Safeguarding Children Partnership and Children's Trust thresholds chart
- Hampshire Safeguarding Adults Board
- Wiltshire Safeguarding Vulnerable People Partnership (SVPP)
- Childline
- NSPCC
- NSPCC Learning
- Lucy Faithfull Foundation
- CEOP Safety Centre
- UK Safer Internet Centre
- Internet Watch Foundation IWF
- Convention on the Rights of the Child | OHCHR
- ICO

Support for staff

- Mental Health Support Network | Hub of Hope
- Shout
- Samaritans
- Education Support
- NASUWT | Wellbeing Tools for Teachers