SENsational Tutors

Safeguarding and Child Protection for Children and Young Adults - Policy & Procedure

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1. Policy Statement

SENsational Tutors Ltd ("**SENsational Tutors**") recognises that the welfare of children and young adults is paramount and that it has a responsibility to safeguard and promote the welfare of the children and young people.

All children and young adults, regardless of age, disability, gender, racial or ethnic origin, religious belief and sexual identity have a right to be treated with care, respect and dignity.

The welfare of the child or young person is the paramount consideration.

Our ambition is to help children and young adults to unlock and fulfil their potential in a safe and caring environment. SENsational Tutors is committed to safeguarding practises and procedures that protect children and young adults from harm or distress.

We take safety concerns very seriously and will always act in the best interests of the child.

We recognise that any procedure is only as effective as the ability and skill of those who operate it. SENsational Tutors is committed to:

- Rigorous recruitment processes;
- Clear processes for recognition and responding to concerns;
- Working together with tutors, parents, carers and agencies to ensure that the needs and welfare of all remains paramount.

2. Purpose

The purpose of this policy is to:

- Safeguard and promote the welfare of all the children and young adults with whom SENsational Tutors works, regardless of their age, disability, gender, racial or ethnic origin, religious belief and sexual identity, socioeconomic background or other;
- Enable those engaged by, employed by or working through SENsational Tutors to safeguard and promote the welfare of children and young vulnerable young adults and protect them from harm, discrimination or degrading treatment; and
- Respect the wishes, rights and feelings of the children and young adults. This policy applies to all who are employed, engaged by or working through SENsational Tutors.

3. What is safeguarding?

Under the statutory guidance [Working Together to Safeguard Children 2026], safeguarding and promoting the welfare of children is defined as providing help and support to meet children's needs, protecting them from maltreatment, preventing the impairment of their health or development, ensuring they grow up in safe and effective care, and taking action to enable the best outcomes.

4. Application

It is the responsibility of everyone at SENsational Tutors to promote the safety of children and young people we work with and to protect the child's or young person's welfare as the key priority.

Everyone who is employed, engaged by or working through SENsational Tutors will be provided with an electronic copy of this policy annually and will be required to sign to say that they have received, read and understood the policy along with Part One of Keeping Children Safe in Education.

4.1 Legal framework

The practices and procedures within this policy are based on the principles contained within UK legislation and Government Guidance. They take the following into consideration:

- Human Rights Act of 1998
- Children Act 1989
- Sexual Offences Act of 2003
- Children Act 2004
- Serious Crime Act 2015
- Crime and Policing Act 2026
- Children's Wellbeing and Schools Act 2026
- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026
- Data Protection Act 2018

5. Definitions & Terminology

The following definitions are referred to in this policy;

5.1 Child[1]

In England, Northern Ireland and Wales, a child is someone under the age of 18 whether living with their families, in state care, or living independently (Working Together to Safeguard Children 2026).

5.2 Vulnerable Young Adults

Individuals aged 18 or over who are considered vulnerable due to having;

- A substantial learning or physical disability;
- A physical or mental illness or mental disorder, chronic or otherwise, including an addiction to alcohol or drugs;
- Or a significant reduction in physical or mental capacity.

5.3 Safeguarding and promoting

Protecting children and vulnerable young adults from maltreatment, preventing harm to children's and vulnerable young adults' health or development; ensuring children and vulnerable young adults grow up with the provision of safe and effective care; and taking action to enable children and vulnerable young adults to have the best outcomes.

5.4 Safeguarding concern

When there is information that a child, vulnerable young adult or an adult at risk has been harmed, or is at risk of being harmed, by their own or someone else's behaviour.

5.5 Safeguarding allegation

Where anyone engaged, employed by or working through SENsational Tutors has:

- Behaved in a way that has harmed a child or an adult at risk, may have harmed a child or an adult at risk, or behaved in a way that might lead to a child or an adult at risk being harmed;
- Possibly committed or is planning to commit a criminal offence against a child or an adult at risk or related to a child or an adult at risk, or;
- Behaved towards a child or an adult at risk in a way that indicates they are or would be, unsuitable to work with children or vulnerable young adults at risk.

[1] Defined by the Children Act 1989

5.6 Abuse of Trust

The Sexual Offences (Amendment) Act 2000 Section 3 created the offence of abuse of trust. It is an offence for a person aged 18 or over to have sexual intercourse with a person under 18 or to engage in any other sexual activity with or directed towards such a person if in either case, that person is in a position of trust in relation to the under 18-year-old. This applies even if the relationship is consensual.

A person aged 18 or over ("Person A") is in a position of trust in relation to a person under that age ("Person B") if any of four conditions are satisfied. One relates to the education field and is as follows: "Person A" looks after persons who are under 18 and are receiving full-time education in an institution and "Person B" is receiving such education within that institution. It is a defence to show the person charged did not know, or could not reasonably have known, that the other party was a person in relation to whom he or she was in a position of trust.

Whilst this legislation does not apply to SENsational Tutors if any person engaged, employed by or working through SENsational Tutors breaches the principles of this legislation, this will be viewed as a breach of this policy.

5.7 Abuse[2]

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take many forms and can take place wholly online, or technology may be used to facilitate online abuse. The possible Types of Abuse are set out in Appendix B.

[2] Working Together to Safeguard Children 2026

5.8 Poor practice

Sometimes, concerns may relate to poor practice, where an adult's or another young person's behaviour is inappropriate and may be causing distress to a child or young person. In the application of this policy, poor practice includes any behaviour that contravenes the principles of this policy. Where poor practice is serious or repeated this could also constitute abuse and should be reported immediately.

Examples of poor practice towards children, which should never be sanctioned include:

- Use of excessive, physical or humiliating punishments;
- Failure to act when you witness possible abuse or bullying or other safeguarding issues;
- Spending excessive amounts of time alone with young people away from others
- Whilst not engaged in tutoring, inviting or allowing a young people into your home where they will be alone with you;
- Engaging in rough, physical or sexually provocative activity;
- Allowing young people to use inappropriate language unchallenged;
- Making sexually suggestive comments even in fun;
- Reducing a person to tears as a form of control;
- Allowing allegations made by a young person to go unchallenged, unrecorded or not acted upon;
- Doing things of a personal nature for young people that they can do for themselves.

[3] Working Together to Safeguard Children 2018

5.9 Designated Safeguarding Lead (DSL)

Our Designated Safeguarding Leads (DSL) act as the primary point of contact for handling safeguarding, child protection or welfare concerns, ensuring that tutors and staff follow proper safety protocols.

Key Responsibilities

- **Managing Concerns:** Receive, assess, and record disclosures or suspicions of abuse or neglect from tutors, parents, or students.
- **Liaising with Authorities:** Make formal referrals to statutory bodies, local children's services, or the police when a child is at risk.
- **Policy Oversight:** Develop, update, and implement the agency's safeguarding and safer recruitment policies.
- **Staff Guidance:** Ensure all registered tutors understand their safeguarding duties, know how to spot warning signs, and know who to contact.

6. Child and Young Adult Safeguarding Procedures

This policy applies to all children and vulnerable young adults. The aim of these procedures is to detail how SENsational Tutors and anyone engaged, employed by or working through SENsational Tutors should respond if:

- They suspect that a child or young adult is suffering abuse;
- A child or young adult makes a disclosure or reports that they, or someone else, has been abused;
- The behaviour of an adult or child towards a child or young adult gives them cause for concern;
- They identify a breach of this policy.

This policy outlines the behaviour expected of anyone engaged, employed by or working through SENsational Tutors when they are engaging with children and young adults.

All those engaged, employed by or working through SENsational Tutors have a responsibility to be alert to the fact that children and young adults may be abused and that those engaged, employed by or working through SENsational Tutors MUST report safeguarding concerns. This process is summarised in Appendix C.

Even for those experienced in working with child abuse, it is not always easy to recognise a situation where abuse may occur or has already taken place. SENsational Tutors recognises that all engaged, employed by or working through it are not experts in such recognition. SENsational Tutors therefore expects all those engaged, employed by or working through it to report any concern they may have about the welfare of a child or young adult immediately with the applicable local authority or DSL.

6.1 Safeguarding Principles - Recognise, Respond, Report, Record

By following the four simple safeguarding principles of recognise, respond, report and record, SENsational Tutors and those engaged, employed by or working through SENsational Tutors can keep those children and young adults who may be at risk of abuse safe from harm.

Recognise

Signs and Indicators of Abuse and Neglect

We should all be alert for the signs and indicators that children and vulnerable young people who interact or engage with those engaged, employed by or working through SENsational Tutors may be suffering abuse.

Indicators that a child may be being abused may include the following:

- Unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries;
- An injury for which the explanation seems inconsistent;
- The young person describes what appears to be an abusive act involving him/her;
- Someone else (a young person or adult) expresses concern about the welfare of another;
- Unexplained changes in behaviour (e.g. becoming very quiet, withdrawn or displaying sudden outbursts of temper, changes in educational progress);
- Inappropriate sexual awareness;
- Engaging in sexually explicit behaviour;
- Sudden or unusual distrust of vulnerable young adults, particularly those with whom a close relationship would normally be expected;
- Having difficulty in making friends;
- Being prevented from socialising with other young people;
- Displaying variations in eating patterns including overeating or loss of appetite; or a sudden weight change;
- Becoming increasingly dirty or unkempt.

It should be recognised that this list is not exhaustive and the presence of one or more of the indicators is not proof that abuse is taking place. For example, a family bereavement, which could cause some of the changes listed above. A good working relationship with parents, guardians and other individuals or institutions will help to identify any other concerns that a child or young person may be experiencing.

Respond

It is always difficult to hear about or witness harm or abuse experienced by a child or young adult. The following points will be helpful for both you and the child should they choose to disclose abuse to you:

- Stay calm.
- Listen carefully to what is said and try not to interrupt.
- Find an appropriate point early on to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Allow them to continue at their own pace.
- Ask questions for clarification only and avoid asking questions that suggest an answer (leading questions).
- Reassure them that they are not to blame and have done the right thing in telling you. If the concern is serious explain that you will need to get support from other people to help keep the child safe. This must be shared even if the child doesn't want you to tell anyone else.
- Tell them what you will do next and with whom the information will be shared. If they are adamant that they do not wish the information to be shared, explain that you will have to tell the DSL and that it will be discussed further with them.
- Be aware of the possibility of forensic evidence if the disclosure relates to a recent incident of physical harm or injury and try to protect any supporting materials e.g. bedding or clothing.

Report

Mandatory Reporting Duty regarding sexual abuse

Introduced 1st September 2026

- **New Law**
  The Crime and Policing Act 2026 creates a legal duty for people in regulated activities with children to report sexual abuse.

- **When to Report**
  Reports are required if a worker witnesses abuse in person, hears a recording, or receives a direct disclosure from a child or involved adult.

- **Penalties**
  The law introduces a criminal offense for anyone who deliberately tries to prevent or obstruct a mandatory report from being made.

Report any disclosure of any kind to the DSLs immediately (or where this is not possible, at the earliest opportunity) and in accordance with this policy.

Where you are unable to contact the DSLs, or you would prefer to direct your concern somewhere else, advice can be sought from:

- The Local Authority Children Services. Click **here** to find the Local Authority Services for your area.

- The NSPCC Helpline - Call 0808 800 5000 or email help@nspcc.org.uk

- Local Police - Telephone 101 for non-emergency referrals and 999 for emergency response.

Where the concern or allegation is about someone engaged, employed by or working through SENsational Tutors, this just like all other concerns must be reported to local authority or the DSLs.

If the DSLs consider the concern to be serious, for example potentially child abuse or a crime, they must report the incident to the police.

When a safeguarding concern or poor practice has been identified concerning a specific child or young adult, the parents/guardians/carers of that child should be notified (unless informing them will put the child or young adult at further risk). Where the DSL has reported the incident to the statutory authorities, advice should be sought from them regarding this duty before notifying the parents/guardians/carers.

Remember it is not the responsibility of those engaged, employed by or working through SENsational Tutors or anyone assisting in their activities with children, to decide if child abuse is occurring, but it is their responsibility to act on any concerns by reporting them.

Safeguarding concerns **MUST** be reported **immediately** (or where this is not possible at the earliest opportunity) so that the report can be assessed, and action taken to protect the person involved. If any person is at immediate risk of harm or requires medical attention, the emergency services should be contacted immediately by telephoning 999.

If a member of the public, parent/guardian, police or Local Authority Services reports a safeguarding concern to SENsational Tutors, the matter must be referred to the DSLs for assessment no later than the next working day.

If for any reason the DSLs cannot be contacted, the following organisations can be contacted for advice:

- Concern about a child - You should contact the Local Authority Children Services. Click **here** to find the Local Authority Services for your area.
- The NSPCC Helpline - Call 0808 800 5000 or email help@nspcc.org.uk
- Local Police - Telephone 101 for non-emergency referrals and 999 for emergency response.

Record

It is important that you keep an accurate written record of any safeguarding concern you have or someone raises with you. Your written record must:

- Be made as soon as possible after the event/concern is raised;
- Contain the date, time, people present, anything said (verbatim if possible);
- Detail the behaviour and demeanour of the person disclosing the safeguarding issue;
- Detail any action you have taken (for example how you have reduced risk or whether you have referred the matter to the DSLs);
- Be a factual account of what has happened;
- Be accurate and comprehensive. Do not record any opinion about what has happened. You are not there to judge or ascertain whether what you are being told is correct.

Concern(s) should be submitted on the SENsational Tutor's Safeguarding Concern Log (Appendix D) or emailed and marked as URGENT to both helen@sensationaltutors.co.uk and joanna@sensationaltutors.co.uk

7. Confidentiality and sharing information

Introduced 1st September 2026

A new statutory **Information Sharing Duty** takes effect in September 2026 under the Children's Wellbeing and Schools Act, creating a clear legal obligation for education and safeguarding professionals to proactively share information.

Key Changes to Information Sharing

- **Legal Obligation**
  Section 16LA of the Children Act 2004 removes ambiguity by turning expectations into a formal duty, meaning practitioners must share relevant data rather than waiting for issues to escalate or for a formal threshold to be met.

- **Early Intervention**
  Aligns with Working Together to Safeguard Children 2026 and Keeping Children Safe in Education 2026 guidance, pushing professionals to address lower-level concerns before significant harm occurs.

- **Child Identifiers**
  Introduces streamlined tracking and identifiers across agencies so all professionals reference the same child accurately.

- **Data Confidence**
  Clarifies that data protection laws (like GDPR) do not block proportionate safeguarding disclosures.

Effective and timely sharing of information is essential for the early identification of a child or young adult's needs and to ensure that the most appropriate services are provided to keep them safe.

Those with concerns should be proactive in sharing information as early as possible to help the DSLs identify, assess and respond to risks or concerns about the safety and welfare of children.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children and young adults, which must be the paramount concern always. The Data Protection Act 2018[3] and/or the General Data Protection Regulations 2018 do not prevent you from sharing information in relation to safeguarding

[3] The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

You should not assume that someone else will pass on information that you think may be critical to keeping a child safe.

Those engaged, employed by or working through SENsational Tutors should aim to gain consent to share information but should be mindful of situations where to do so would place a child or young adult at increased risk of harm.

Information may be shared without consent if the DSLs or another person has reason to believe that there is a good reason to do so and that the sharing of information will enhance the safeguarding of a child or young adult in a timely manner. When decisions are made to share or withhold information, this should be recorded, along with the information and why.

Where the DSLs are contacted, information should not be shared with any external organisation without the DSL's consent, except in cases where there is a risk of immediate or serious harm and an emergency referral is necessary. The DSLs will manage the process of sharing information with the police, local authority services and/or any third-party organisation as appropriate.

Information should be kept confidential and should only be shared with the DSLs. If there is any doubt about whether to share information or whom to share it with, the DSLs should be contacted for advice.

8. Designated Safeguarding Lead (DSL) Responsibilities

The DSLs will manage the safeguarding process and respond to any safeguarding concern. Their role is not to investigate the concern reported or to make judgements about the individuals or allegations involved but to ensure that appropriate referrals are made to statutory agencies and effective internal action is taken to keep people safe.

8.1 Action by the DSL

When a safeguarding concern has been reported, the DSLs will:

- Assess the information received;
- Identify any risks to individuals contained within the report;
- Decide if immediate action is needed to remove, reduce or control the risks identified;
- Take such action if it is required;
- Decide whether the information in the safeguarding concern constitutes a safeguarding allegation against anyone employed, engaged by, or working through SENsational Tutors Ltd;
- Decide whether a referral to the police and/or Local Authority Services is required;
- Decide what further action by SENsational Tutors Ltd. and/or the Tutor/s may be needed for the management of the investigation.

When a safeguarding concern is raised the DSLs will determine what action is needed. The action taken may include monitoring the situation, a referral to children social care or the police or taking no action. Whatever decision is taken they will record this together with a rationale, even if no further action is to be taken. A decision to take no further action, monitor, or defer a decision is taken as seriously as a decision to make a referral.

8.2 Referrals to Statutory Agencies

Any referrals to the local authority or other agency must be made by the DSLs by the next working day, unless it is an emergency, or they consider it better for another person to make the referral and report back.

Any referrals to the local authority or other agency must be followed up in writing within 48 hours and feedback received/sought within three working days of having made the referral to check what action is being taken. It is the responsibility of the DSLs to ensure this takes place and to ensure that comprehensive records are maintained.

Each local authority has a process for receiving referrals and the DSLs must use the relevant process in their area. The DSL making the referral should complete the local authority's referral form when making a formal referral about child protection.

8.3 Escalation Policy

If, after reporting on a concern, it is evident that the local authority or other agency has not taken appropriate next steps in relation to the safeguarding concern, the DSLs will determine if the matter needs escalating.

The Child Safeguarding Strategic Partnerships will have specific procedures to be followed in such instances where escalation is warranted. A record of any decisions and outcomes must be kept by the DSLs.

9. Child and Young Adults Safeguarding Expectations

Those engaged, employed by or working through SENsational Tutors must never:

- Sexually abuse or exploit at risk vulnerable children and young adults;
- Subject a child or an at-risk adult to physical, emotional or psychological abuse, or neglect;
- Engage in poor practice in relation to a child or young adult;
- Engage in any abuse of trust in relation to a child or young adult.

Those engaged, employed by or working through SENsational Tutors must never:

- Exchange money, employment, goods or services for sexual activity. This includes any exchange of assistance that is due to beneficiaries of assistance.
- Engage in any sexual relationships with beneficiaries of assistance since they are based on inherently unequal power dynamics.

Those engaged, employed by or working through SENsational Tutor Ltd. must:

- Contribute to creating and maintaining an environment that prevents safeguarding violations and promotes the implementation of this Policy.

9.1 Good practice

You can reduce situations for the abuse of children and young adults and help protect them and those working through SENsational Tutors by being open publicly when working with children and young adults.

You should be responsive to a child's or young adult's reactions. Talk to them about what you are doing and give them choices where possible.

If at any time you accidentally hurt a child or young adult, the child or young adult seems distressed in any way, appears sexually aroused by your actions, or misunderstands or misinterprets something you have done, report any such incident as soon as possible to the DSLs.

10. Signposting

Children, young people, parents and families can be signposted to the following agencies for help and support (this list is not exhaustive)

Urgent & General Child Protection

- **Emergency Services**
  Instruct parents to call **999** immediately if a child is in imminent danger.

- **NSPCC Helpline**
  Call **0808 800 5000**. Offers expert advice for adults worried about a child's safety, neglect, or well-being.

- **Local Authority Children's Social Care**
  Advise parents to look up their local council's "Children's Services" or "Multi-Agency Safeguarding Hub" (MASH) to report localized concerns. For example, in Worcestershire, this is the Family Front Door on **01905 822666**.

Direct Support for Children

- **Childline**
  Call **0800 1111**. A free, confidential 24/7 helpline where children can speak directly to a counsellor about their worries.

Mental Health & Emotional Well-being

- **YoungMinds Parents Helpline**
  Call **0808 802 5544**. Provides targeted advice for parents worried about their child's behaviour, emotional state, or mental health.

- **Shout**
  Text **'SHOUT' to 85258**. A free, confidential, 24/7 crisis text service for young people and adults struggling to cope.

Family Support & Parenting Stress

- **Family Lives**
  Call **0808 800 2222**. Offers non-judgmental professional advice regarding family conflict, aggression, and general parenting struggles.

- **Family Rights Group**
  Call **0808 801 0366**. Supports parents whose children are involved with, or at risk of involvement with, local authority social work services.

Online Safety

- **Internet Matters**
  Direct parents here for age-specific guides on setting up parental controls and keeping children safe online.

- **CEOP (Child Exploitation and Online Protection)**
  A direct reporting portal if a parent suspects a child is being sexually groomed, exploited, or abused online.

Radicalisation

- **ACT Early Support Line**
  A dedicated safeguarding resource run by Counter Terrorism Policing. It provides advice to friends and families to protect vulnerable people before they escalate into harm. Calls are handled by specially trained officers.

- **The Prevent Programme**
  A multi-agency, early-intervention framework. It treats individuals as victims of grooming rather than criminals. Referrals do not go on a criminal record.

- **The Channel Programme**
  If a Prevent assessment confirms a risk of radicalisation, individuals are offered tailored support via Channel. This can include theological guidance, mental health support, and mentoring. **Participation is strictly voluntary**.

- **Immediate Danger**
  If there is an immediate threat to life or a planned attack, call **999** immediately.

11. Recruitment and Training

11.1 Recruitment

As part of SENsational Tutors recruitment and selection process, offers of employment or engagement to positions where working with children and young people unsupervised is an expected part of the job will be subject to Disclosure and Barring Service (DBS) enhanced disclosure. This applies to persons engaged on all types of contracts.

If the disclosure reveals that that they have been convicted of any offence relating to children or young people; and/or subject to any disciplinary action or sanction relating to children or young people, the candidate will not be appointed to the position.

Any decision will be recorded in writing and stored for future reference.

11.2 Training for staff

The DSLs are expected to complete a Level 3 safeguarding course for DSLs and refresh this at least every two years. They are also required to undertake Prevent and Safer Recruitment Training. SENsational Tutors has appointed two Designated Safeguarding Leads to ensure that there is always a point of contact available.

Staff working for SENsational Tutors are required to complete Safeguarding Level 1 Training, Prevent Training and any other safeguarding training relevant to their role.

11.3. Training for tutors

All tutors are expected to complete a safeguarding course, which is refreshed each year and to complete the gov.uk Prevent Duty Awareness course which is refreshed every three years. Tutors are also expected to attend an online Tutor Meeting once a term where they receive safeguarding updates.

Removal of Annex A & Impact on Staff Training

Introduced 1st September 2026

- **Mandatory Part One**
  The condensed version (Annex A) no longer exists. **All staff**—including non-teaching, administrative, and support staff—must now read **Part One in full**.

- **Shift in Training Focus**
  Staff training must shift from basic information delivery to verifying professional understanding and the practical application of safeguarding rules.

- **New Supplementary Overview**
  The Department for Education (DfE) has introduced a short "Part One: Overview for all Staff". This acts as a reference tool but **does not replace** the legal requirement to read Part One in full.

- **Updated Compliance Signoffs**
  SENsational Tutors must update their compliance checklist and digital tracking to ensure all staff confirm they have read and understood the entire full section.

Main Changes in KCSIE 2026

- **Gender-Questioning Children**
  New sections outline safeguarding considerations for children questioning their gender, adding DfE interpretations regarding single-sex spaces (toilets, changing facilities, and residential trips) and links to updated RSE guidance.

- **Part 5 has been rewritten to focus on harmful sexual behaviour (HSB)**
  Addressing child-on-child abuse along a clear continuum from early inappropriate acts to harmful violence.

- **Artificial Intelligence (AI)**
  Expanded, embedded guidance covering online safety risks, AI-generated images, and "deepfakes".

- **Guidance surrounding youth-produced imagery**
  This has changed significantly. Indecent images/sexting have been replaced with "making or sharing of nudes or semi-nudes". All incidents involving nude or semi-nude images require a mandatory safeguarding response regardless of whether sharing was consensual or non-consensual.

- **Regulated Activity & Volunteers:**
  Paragraph 315 updates the definition of regulated activity to remove exemptions for supervised volunteers, aligning with the Crime and Policing Act 2026. Anyone volunteering over 3 days in a 30-day period (or overnight) now requires a DBS check.

- **School Premises & Single-Sex Space**
  Clearer requirements stating that schools must provide separate toilets for boys and girls from age eight, and that overnight accommodation and certain changing areas must respect biological sex.

- **Early Help and Family Help**
  Terminology is updated to distinguish between universal early help and targeted local-authority-coordinated “Family Help”.

- **Child-on-Child Abuse**
  Part 5 has been rewritten with a stronger focus on harmful sexual behaviour, misogyny, and harassment.

12. Appendices

Appendix A

Key contacts at SENsational Tutors



Helen Webb
Designated Safeguarding Lead (DSL)

07375 320979

helen@sensationaltutors.co.uk



Joanna Gibbs
Designated Deputy Safeguarding Lead (DDSL)

07497 139794

joanna@sensationaltutors.co.uk

Additional Contacts

- **NSPCC**
  0808 800 5000 or complete online form here
  help@nspcc.org.uk

- **Local Authority Children Services**
  Find a local authority in your area

- **Local Police**
  Call 101 for non emergency
  Call 999 for emergency

Appendix B

Types of Abuse

Physical abuse

A form of abuse that 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

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

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate online abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue.

Mandatory Reporting Duty regarding sexual abuse

Introduced 1st September 2026

- **New Law**
  The Crime and Policing Act 2026 creates a legal duty for people in regulated activities with children to report sexual abuse.

- **When to Report**
  Reports are required if a worker witnesses abuse in person, hears a recording, or receives a direct disclosure from a child or involved adult.

- **Penalties**
  The law introduces a criminal offense for anyone who deliberately tries to prevent or obstruct a mandatory report from being made.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

(a) Provide adequate food, clothing and shelter (including exclusion from home or abandonment);

(b) Protect a child from physical and emotional harm or danger;

(c) Ensure adequate supervision (including the use of inadequate caregivers); and/or

(d) Ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Related Issues

In addition to the above categories, there are other forms of harm or abuse that should involve the notification of the police and other organisations working together to protect children. These include:

Bullying

Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for the victims to defend themselves.

The damage inflicted by bullying is often underestimated. It can cause considerable distress to children, to the extent that it aspects their health and development and can be a source of significant harm, including self-harm and suicide. Bullying can include emotional and/or physical harm to such a degree that it constitutes significant harm.

The four main types of bullying are:

- **Physical abuse**
  Hitting, kicking, stabbing and setting alight including for filming with mobile telephones and theft, commonly of mobile phones

- **Verbal or mobile telephone / online (internet) message abuse**
  Eg. racist, sexist or homophobic name-calling or threats. This type of physical bullying may include sexual harassment

- **Mobile telephone or online (internet) visual image abuse**
  These can include real or manipulated images

- **Emotional abuse**
  Eg. isolating an individual from the group or emotional blackmail

Child Sexual Exploitation, which can include Human Trafficking

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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology (WTSC, 2026).

Criminal Exploitation

Criminal exploitation is also known as 'County Lines' and is when gangs and organised crime networks threaten or trick children into trafficking their drugs for them. They might threaten a young person physically or they might threaten the young person's family or friends. The gangs might also o er something in return for the young person's cooperation, this could be money, food, alcohol, drugs, clothes and jewellery, or improved status.

Gangs target vulnerable children who are homeless, living in care, or trapped in poverty. These children are unsafe, or unable to cope, and the gangs take advantage of this.

Hate Crimes

Hate incidents and hate crime are acts of violence or hostility directed at people because of who they are or whom someone thinks they are. For example, it includes being verbally abused by someone in the street because of disability or sexual orientation.

Female Genital Mutilation

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision or cutting. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence. There are no medical reasons to carry out FGM. It does not enhance fertility, and it does not make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Domestic Violence & Abuse

The cross-Government definition of domestic violence and abuse are any incident 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. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

Forced Marriage

A Forced Marriage (as distinct from a consensual "arranged" marriage) is defined as one which is conducted without the valid consent of both of the parties and where duress is a factor. Duress includes both physical and emotional pressure and cannot be justified on religious or cultural grounds. Forced marriage is child abuse and can put children and young people at risk of physical, emotional and sexual violence including rape. Forced marriage can have a negative impact on a child's health and development.

Prevent Duty

As part of this commitment, we recognise our responsibility under the **Prevent duty** (Section 26 of the Counter-Terrorism and Security Act 2015) to help protect young people from being drawn into terrorism or extremist ideologies.

Radicalisation is the process by which an individual may come to support terrorism or extremist views. This can happen gradually and may be influenced by factors such as identity issues, social isolation, grievance, trauma, or exposure to extremist content online.

Prevent is a safeguarding measure that sits alongside our wider safeguarding responsibilities and aims to ensure early support for individuals who may be vulnerable to radicalisation.

Recognising Signs of Vulnerability

Staff and tutors should be alert to possible indicators of vulnerability to radicalisation, which may include (but are not limited to):

- Expressing extremist views or narratives;
- Sudden changes in behaviour, attitudes, or peer groups;
- Increased secrecy or isolation;
- Fixation on extremist ideology, symbols, or individuals;
- Accessing or sharing extremist material online.

These signs should always be considered **in context** and alongside other safeguarding concerns.

Appendix C

Safeguarding Concern – Process



Appendix D

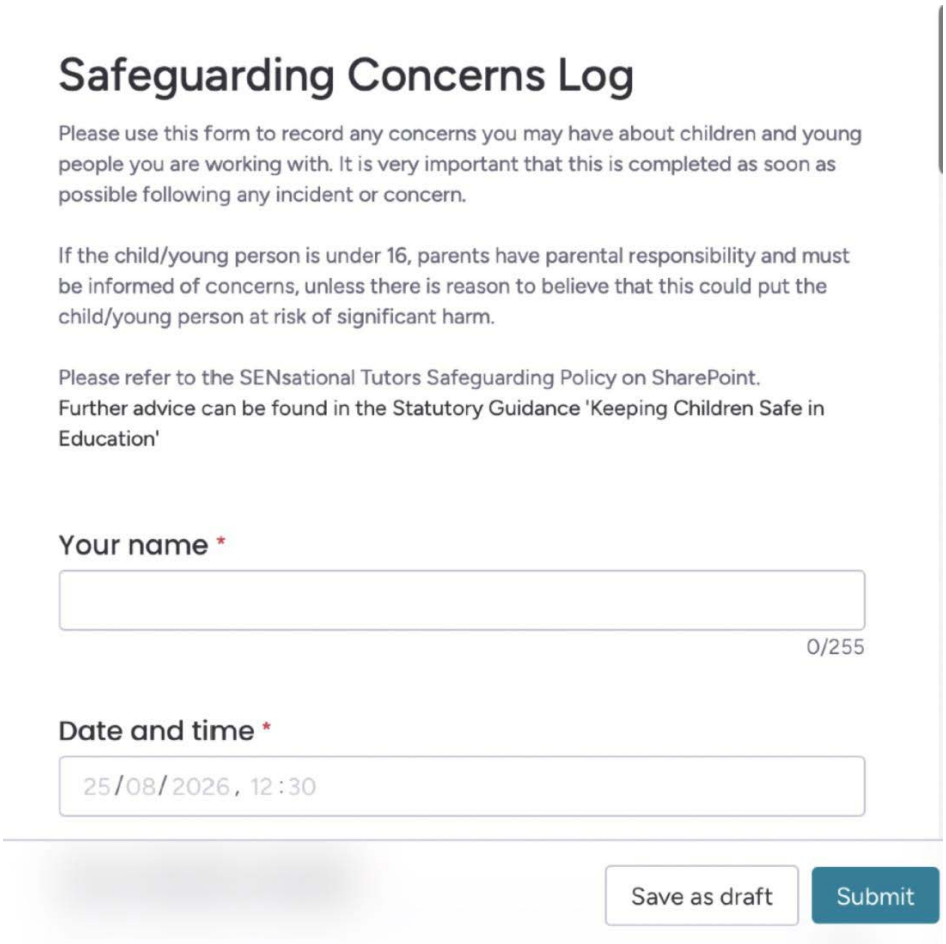
Safeguarding Report Form

If a child or adult is at immediate risk of harm or needs medical attention, contact the emergency services on 999.

You must report any safeguarding concern to the DSLs or local authority by telephone as soon as possible and at the latest by the next working day.

Tutors have access to a link to the Safeguarding Concern Log on Monday.com or can telephone, email DSLs. DSLs receive an automated alert when a Safeguarding Log is submitted.

For advice completing this form please contact the DSL.



Appendix E

Related policies and documents

SENsational Tutors Policies

- Safer Recruitment
- Safeguarding Vulnerable Adults
- Code of Conduct
- Diversity, Equality and Inclusion
- Health and Safety
- Lone Working
- Whistleblowing
- Complaints
- Online safety and acceptable use of Technology
- Modern Slavery Statement
- Behaviour
- Attendance
- Prevent
- Domestic Abuse

Related Documents

- Working Together to Safeguard Children 2026
- Keeping Children Safe in Education 2026
- Human Rights Act of 1998
- Children Act 1989
- Sexual Offences Act of 2003
- Children Act 2004
- Serious Crime Act 2015
- Data Protection Act 2018