



Coast Tuition

Safeguarding and Child Protection Policy

September 2026

Contents

Contents	2
Document Control	3
Revision History	4
1. Important Safeguarding Contacts	5
2. Introduction.....	6
3. Prevention.....	7
4. Procedures.....	8
5. Confidentiality	9
6. Learner Information	10
7. Partnerships with parents/carers	11
8. Partnerships with agencies	12
9. Supporting Pupils/ Students at Risk.....	13
10. Children absent from education	14
11. Children requiring mental health support	15
12. Online Safety	16
13. Bullying Child on Child Behaviour	17
14. Peer on Peer abuse	18
15. FGM	19
16. Sexual and Criminal Exploitation.....	20
17. County Lines	21
18. Modern Slavery	22
19. Self-harm and suicide ideation	23
20. Serious Violence and Radicalization	24
21. Prevent	25
22. Domestic Abuse	26
23. Staff Induction and Training	27
24. Recruitment	28
25. Whistle Blowing	29
26. Physical Contact	30
27. Lone Working.....	31
28. Supporting Staff	32
29. Home Visits	33
30. Visitors	34
31. Review	35
Appendix 1- Links to Other Policies.....	36
Appendix 2- Guidance on Recognising Suspected Abuse	37

3. Document Control

This policy applies to all tutors, staff, contractors and volunteers working for or on behalf of Coast Tuition.

This policy explains how we protect children/ young people and vulnerable adults in our care. The prevention strategies that we have in place, our procedures and how we support children/ young people and vulnerable adults at risk. The policy highlights the training required for all staff, roles and responsibilities and specifics regarding FGM and Prevent.

This policy will next be reviewed before the end of September 2027.

4. Revision History

Date	Version	Description	Staff
2020	1	Update	HE
2021	2	Update	HE
2022	3	Update	HE
2023	4	Update	HE
2024	5	Update	HE
2025	6	Update	HE
2026	7	Update	MM

5. Important Safeguarding Contacts

	Name, email, telephone number and online referral link
Designated Safeguarding Lead	Lauren Kirkley, 07700104034 Lauren@coasttuition.co.uk
Deputy Designated Safeguarding Leads	Marisa Mayes, 07700104034 marisa@coasttuition.co.uk James Balf, 07700104034 james@coasttuition.co.uk
Local Authority Designated Safeguarding Officer (LADO)	lado@northyorks.gov.uk 01609 798005
Safeguarding Advisor (Local Authority)	Emma Hopper Emma.hopper@northyorks.gov.uk 03001312131
Out-of-hours Emergency Team	03001312131
Prevent local contact	Lesley Gray Lesley.gray@northyorks.gov.uk
Drug and Alcohol Services	North Yorkshire Rise, 01325731160 info@humankindcharity.org.uk

6. Introduction

Coast Tuition is committed to safeguarding and promoting the welfare of all children and young people who access our tutoring services, whether delivered in person, at a tutoring venue, in a pupil's home, or online. We recognise that every child, regardless of age, disability, gender, racial or ethnic origin, religious belief or sexual orientation, has an equal right to protection from abuse, harm and neglect.

The Designated Safeguarding Lead (DSL) for Coast Tuition is Lauren Kirkley.

In the event of the DSL's absence, the Deputy Designated Safeguarding Leads are Marisa Mayes and James Balf.

Coast Tuition recognises the contribution it makes to child protection and safeguarding, even where contact with any individual pupil may be limited to regular tutoring sessions. Ensuring risks to pupils are minimised allows them to learn, achieve and feel safe.

The main elements of this policy are:

- Prevention, through safe working practices and a supportive relationship with pupils and parents/carers;
- Procedures for identifying and reporting cases, or suspected cases, of abuse;
- Support for pupils who may have been abused;
- Safe recruitment, training and lone-working practice for all tutors;
- Recording and retaining information about concerns, incidents and actions taken

7. Prevention

Coast Tuition recognises that clear boundaries, good communication and trusted relationships between tutors, pupils and parents/carers help prevent harm. We will therefore:

- Establish a working relationship with each pupil in which they feel comfortable raising a worry or concern;
- Ensure pupils and parents/carers know who the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are and how to raise concern;
- Ensure all tutors understand safe working practice, including guidance on lone working, use of mobile phones/personal devices, and appropriate physical and online conduct;
- Ensure online sessions are conducted through Coast Tuition's approved platform, are, where possible, recorded or capable of being reviewed, and are never conducted with a device set to a private or non-recordable mode without good reason;
- Never arrange to meet, tutor, or communicate with a pupil outside of agreed, parent/carer-sanctioned sessions and communication channels.

8. Procedures

Coast Tuition will follow the procedures set out in the Interagency Procedures produced by the relevant Local Safeguarding Children Partnership (LSCP) for the area(s) in which we operate, together with the following statutory guidance:

‘Working Together to Safeguard Children 2026’

[Working together to safeguard children - GOV.UK](#)

‘Keeping Children Safe in Education September 2026’

[Keeping children safe in education 2026: September 2026](#)

What to Do if You're Worried a Child is Being Abused – GOV.UK

The Designated Safeguarding Lead, will:

- Undertake appropriate DSL training and keep this up to date, including a clear understanding of online safety, filtering and monitoring considerations relevant to online tutoring;
- Ensure every tutor working for Coast Tuition knows the name of the DSL (and deputy) and their role;
- Ensure every tutor understands their individual responsibility to report safeguarding and child protection concerns, and knows the signs and indicators of abuse;
- Ensure parents/carers have a clear understanding of Coast Tuition's responsibilities for safeguarding, set out at the point of enrolment;
- Provide all tutors, before they work unsupervised with any pupil, with an explanation of their safeguarding responsibilities; a copy of this policy and the Staff/Tutor Code of Conduct; and training appropriate to their level of contact with children;
- Ensure all tutors complete recognised safeguarding training (for example, an accredited online basic-awareness course) on induction and refreshed at least annually;
- Provide training for all staff so that they know:
 1. Their personal responsibility in relation to child protection and safeguarding children.
 2. Online safety which will include an understanding of expectations, applicable roles, and responsibilities in relation to use of technology.
 3. The relevant parts of LSCP procedures.
 4. The need to be vigilant in identifying cases of abuse
 5. How to support a child/ young person/ vulnerable person who has disclosed abuse.
- Keep written, dated records of any concern about a pupil (noting the date, what was observed or said, and any action taken), stored securely and in compliance with data protection

law, even where there is no immediate need to refer the matter externally;

- Ensure records are stored securely, accessible only on a need-to-know basis, and retained/disposed of in line with our Data Protection Policy;
- Where an allegation is made against a tutor, follow the Local Authority Designated Officer (LADO) referral process for the relevant area without delay – normally within the same working day;
- Ensure appropriate Disclosure and Barring Service (DBS) and other background checks are completed for all tutors and staff prior to them working unsupervised with children.
- Ensure that all staff have read, understood and undertaken training about 'Keeping Children Safe in Education' 2026, Annex 1. All staff must sign and confirm that they have understood the document.
- Ensure all staff access the following documents on SharePoint:
 1. 'Keeping Children Safe in Education' - 2026
 2. 'What to do if you are worried a child is being abused' - 2015
 3. Staff Code of Conduct
 4. Child on Child Abuse
 5. Online Safety Policy
 6. Child Protection policy
- Ensure all staff are asked annually to complete required Educare training.
- Ensure all staff receive regular safeguarding/child protection updates throughout the year (through email, leaflets, Teams communication, meetings).
- Report any safeguarding concerns to on role school.
- Request relevant information from the school to ensure support measures are in place for all young people.

Local Authority Safeguarding contact details should be recorded locally for each area in which Coast Tuition operates and made available to all tutors.

9. Confidentiality and Information Sharing

Coast Tuition has regard to DfE guidance on Information Sharing: 'Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect.' Coast Tuition ensures the child's wishes or feelings are considered when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. Coast Tuition ensures that staff members do not promise confidentiality to the child and always act in the interests of the child. The organisations confidentiality policy indicates:

a) when information must be shared with police and Children and Families' Service where the child/young person is / may be at risk of significant harm

b) when the learners' and/or parent's confidentiality must not be breached.

- Matters relating to safeguarding are treated as confidential and shared only on a need-to-know basis by the DSL.
- All staff must be aware that they can never promise a pupil that they will keep information secret if doing so could compromise that pupil's safety;
- Coast Tuition will share its intention to refer a pupil to Children's Social Care with parents/carers, unless doing so would place the pupil at greater risk of harm or impeding an investigation;
- Information may lawfully be shared without consent, in line with UK GDPR and the Data Protection Act 2018, where it is

necessary to protect a child's safety and wellbeing; fear of data protection breach must never prevent a referral being made.

10. Learner Information

To keep children safe and provide appropriate care for them the organisation requires accurate and up to date information regarding:

- names (including any previous names), address and date of birth of child
- names and contact details of people with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- where possible three emergency contact details (if different from above), ensuring that if the person(s) with parental responsibility is unable to collect this person, who could collect the child and keep them safe until either the person(s) with parental responsibility is available or a more suitable arrangement is made. The organisation encourages all parents and carers to provide more than one emergency contact, providing the organisation with additional options to contact a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern
- details of any person authorised to collect the child from Coast Tuition (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Special Guardianship Order, Injunctions etc.)
- if the child is or has been subject to a Child Protection Plan
- name and contact details of key persons in other agencies, including GP
- any other factors which may impact on the safety and welfare of the child Coast Tuition will collate, store and agree access to this

information in line with the Data Protection Policy and Data Protection Legislation.

Training contained in Annex F of the UKCCIS guidance.

11. Partnership with Parents and Carers

The organisation shares a purpose with parents to keep children safe from harm and to have their welfare promoted. The following websites provide information on keeping children safe and how parents/ carers can report concerns if they are worried a child is at risk of harm.

NYSCP

NSPCC

CEOP

Internet Matters

Parent Zone

Childnet

Parents Protect

A-Z Index for Schools and Curriculum

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

Coast Tuition will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with Lauren Kirkley.

The child protection policy is available publicly on our website and by paper copy by request.

12. Partnerships with other agencies

The organisation recognises that it is essential to establish positive and effective working relationships with other agencies (e.g. Early Help, Children and Families Service, Barnardo's, Police, Health, District Council, NSPCC ChildLine Schools' Service, National Youth Advocacy Service, Children's Centres etc.)

Coast Tuition and all schools and colleges should allow access for children and families service staff from the host local authority and, where appropriate, from a placed local authority, for that authority to conduct, or to consider whether to conduct, an assessment including under section 17 or section 47. Consent from the parent and child (where of sufficient age and understanding) is required for assessments by the prevention service or under section 17.

Coast Tuition complies with the requirement under the Children Act 2004 to co-operate with other organisations and agencies in activities relating to children.

13. Supporting Pupils at Risk

We recognise that pupils who are being abused, neglected, or who witness harm at home may find it difficult to develop a sense of self-worth. Pupils may not feel ready, or know how, to disclose that they are being harmed, and may not recognise their own experience as abusive. Tutors should maintain professional curiosity and raise any concern with the DSL and record it, even where they are unsure. Coast Tuition recognises that both physical and mental health are relevant to safeguarding, and that pupils who are LGBTQ+ or who have SEND may face additional barriers to disclosure. Tutors should be mindful of these additional vulnerabilities and provide a safe, non-judgmental space to talk.

We will support pupils by:

- Building a relationship based on encouragement, patience and positive reinforcement;
- Liaising, with parental consent, where appropriate, with the pupils' school or other agencies supporting them;
- Keeping accurate, dated records of any concern and notifying Children's Social Care promptly where there is a recurrence or escalation of concern.
- Attended meetings to support the young person.

14. Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that Coast Tuition response to persistently absent pupils, and children missing education (CME) supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems first emerge but also where a child is already known to local authority children's social care and needs a Social workers (such as a child who is a child in need or who has a child protection plan, or is a child looked after), where being absent from education may increase known safeguarding risks within the family or in the community.

Coast Tuition staff will contact parents/ carers within 15 minutes if the young person has not arrived at their session. Absence will then be reported to school through email contact. Any concerns that Coast Tuition have will be reported to the on-role school immediately, likewise if contact is not established.

15. Children requiring mental health support

Coast Tuition staff should all be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, signs of eating disorder, suicidal ideation and suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Coast Tuition staff are aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.

Education staff, however, still have an important role to play. Specifically, they can support the fulfilment of 4 key roles:

- promoting good mental wellbeing and preventing the onset of mental illness,
- observing pupils and identifying early those who may be experiencing mental health problems or being at risk of developing one,
- ensuring early targeted support is provided, and
- liaison with/referral to specialist services where needed.

Where support is needed, the designated safeguarding lead (or a deputy) should consider whether to inform parents or carers to support the child's wellbeing, where doing so would not place the child at additional risk.

The Promoting children and young people's mental health and wellbeing guidance sets out how schools and colleges can help prevent mental health problems by promoting wellbeing and resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils and learners.

Coast Tuition will:

- Consider the range of locally available support to meet the needs of children and young people.

- Where education staff already have access, they should make use of support from their respective Mental Health Support Team (MHST)
- Access advice to help them identify children in need of extra mental health support.

16. Online Safety

Coast Tuition adopts an effective unified approach to online safety to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. This is in line with KCSIE 2026.

The organisation recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material.

There are four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. Reports of learners or staff at risk can be made to the Anti-Phishing

Working Group (<https://apwg.org/>).

Coast Tuition understand safety considerations and legal responsibilities if they choose to use Generative AI (either teacher-facing or pupil-facing) this can be found at Generative artificial intelligence in education. Staff can access the Childtern Learning Trust and Chartered College of Teaching's online resources at

[Using AI in education settings: support materials - GOV.UK](#)

Module 3 provides important information on identifying and mitigating key risks associated with safeguarding, ethics, data protection, and intellectual property.

Online safety is reflected in all relevant policies and is considered in curriculum planning. The organisation has a clear policy on the use of mobile and smart technology, and access by children at Coast Tuition is managed to prevent sexual harassment by peers, sharing of indecent images, viewing and sharing pornography and other harmful content.

Coast Tuition ensure that appropriate Filters and Monitoring systems are in place to limit children's exposure to risk.

The organisation undertakes an annual review of online safety and an annual risk Assessment.

Coast Tuition is likely to be in regular contact with parents and carers. These communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems Coast Tuition use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from Coast Tuition (if anyone) their child is going to be interacting with online.

Reviews will be carried out by the senior leadership team responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and IT support. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks. Coast Tuition will ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

In line with KCSIE 2026, Coast Tuition will:

- identify and assign roles and responsibilities to manage filtering and monitoring systems,
- review filtering and monitoring provision at least annually,
- block harmful and inappropriate content without unreasonably impacting teaching and learning, and
- have effective monitoring strategies in place that meet their safeguarding needs.

Coast Tuition will continue to use the 6-core digital and technology standards as a benchmark.

1. broadband internet
2. wireless network
3. network switching
4. digital leadership and governance
5. filtering and monitoring
6. cyber security

Guidance on e-security is available from the National Education Network, and broader cyber security advice, including resources for governors and trustees, can be found at National Cyber Security

Centre – NCSC. The department's 'plan technology for your school service' supports schools in meeting digital standards through self-assessment and personalised recommendations.

17. Bullying and Child-on-Child Behaviour

Where tutoring is delivered to more than one pupil at a time (for example, small-group sessions), Coast Tuition will not tolerate bullying, harassment or any form of child-on-child abuse between pupils. Any concern of this nature will be recorded and, where appropriate, raised with the pupils' parents/carers and school.

Peer on Peer abuse/ Child on Child abuse including Sexual Violence and Sexual Harassment

All staff should be aware that children can abuse other children (often referred to as peer-on peer abuse). And that it can happen both inside and outside of Coast Tuition, school or college and online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their organisations it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer-on-peer abuse they should speak to their designated safeguarding lead (or deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the organisations policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from Coast Tuition and/ or school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for Coast Tuition, schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance. Additional information and support DfE advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for Coast Tuition, school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Annex B of KCSIE 2026 contains important additional information about specific forms of abuse and safeguarding issues. Those staff who work directly with children should read the annex.

Where the concerns are of a sexual nature the DSL will have regard to the NYSCP guidance 'Children and Young People Who Display Sexualised Behaviour'

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as ‘sexting’) these must always be reported to the DSL, who will have regard to the updated 2020 guidance: ‘UK Council for Child Internet Safety Guidance ‘Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People’.

Coast Tuition will make children and young people aware of the new Childline and Internet Watch Foundation (IWF) tool which helps children and young people to report a nude image or video of themselves that has been shared online. The IWF can then take steps to remove it from the Internet. More information from the IWF can be found [HERE](#) and the Childline reporting tool,

‘Report Remove’, can be found [HERE](#). The DSL, having regards to this guidance, will make referrals to police and children’s social care where appropriate. The organisation will make every effort to minimise the risk of peer abuse by teaching learners, in an age-appropriate way about: how to recognise, understand and build healthy relationships; self-respect and respect for others; commitment; tolerance; boundaries; consent; how to manage conflict; and how to recognise unhealthy relationships. Where appropriate Coast Tuition in its planning for individualised needs will seek to minimise risk and raise awareness amongst learners through Relationships and Sex Education or Personal Social Health Education. Consideration will be taken of:

1. Child Protection Manual – Section B – Curriculum
 - Child Protection Manual – Section B – Curriculum Resources Support
 - Products on the NYSCP website: NYSCP Safeguarding Campaigns. Coast Tuition will minimise risk and raise awareness amongst staff through:
2. Providing staff with the NYSP guidance and UKCCIS guidance.

18. Female Genital Mutilation (FGM)

FGM is illegal in England and Wales under the FGM Act 2003. Any tutor who is informed by a girl under 18 that FGM has been carried out on her, or who observes physical signs that appear to show this, must contact the police (dial 101, or 999 if there is an immediate risk to life) and inform the DSL. This duty rests with the individual who becomes aware of the case and cannot be delegated to the DSL.

The duty applies to all staff employed by Coast Tuition. Please refer to the Home Office and DfE procedural information for full details

[Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

No member of staff should ever examine a pupil.

19. Child Sexual and Criminal Exploitation

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults and young people can be forced or persuaded to exchange sexual activities for money, drugs, affection, status or gifts. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

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

CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Some of the following signs may be indicators of CSE:

- New gifts or possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional wellbeing
- Children who misuse substances
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss school or education and/or do not partake in education.

Like all forms of child sex abuse, child sexual exploitation:

1. Can affect any child, or any sexual identity, under the age of 18.
2. Can be still abuse even if sexual activity appears to be consensual.
3. Can take place in person or via technology, or both.
4. Can involve force and violence but may not be accompanied by violence and or threats.
5. May occur without the young person's knowledge or understanding.
6. Can be perpetrated by individuals or groups, males or females, children or adults.

Coast Tuition understands that different forms of harm can overlap, and that perpetrators may subject young people to multiple forms of abuse such as county line, CSE, CCE.

Tutors should remain alert to indicators of child sexual exploitation (CSE) and child criminal exploitation (CCE), including unexplained gifts or possessions, association with older individuals, unexplained absences, secrecy about time spent away from home, or signs of coercion or fear. Any such concern must be reported to the DSL and recorded without delay.

Some specific forms of CCE can include children being forced or manipulated into:

1. transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing.
2. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
3. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt.
4. They may be forced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls

are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Some of the following signs may be indicators of CCE/ County Lines:

- Children go missing and are found in areas away from their homes
- Have been a victim or perpetrator of serious violence e.g. knife crime.
- Are involved in receiving requests for drugs through phone lines, moving and handling drugs
- Handing over and collecting money for drugs
- Exposure to techniques such as ‘plugging’ (drugs concealed internally to avoid detection).
- Are found in accommodation connected with drugs and that they have no connection with. This is often referred to as ‘a trap’ or ‘trap house’.
- Connect to a house or ‘cuckooing’ or hotel room where there is drug activity
- Owing ‘a debt bond’

20. County Lines:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will

often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in several locations including schools (mainstream and special), further and higher educational institutions, learner's referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Several of the indicators for CSE and CCE as detailed above may be applicable to where: children are involved in county lines. Some additional specific indicators that may be present

where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;

- are found in accommodation that they have no connection with, often called a 'trap

house or cuckooing' or hotel room where there is drug activity;

- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

[County lines: criminal exploitation of children and vulnerable adults - GOV.UK](#)

MACE (Multi-Agency Child Exploitation):

Within North Yorkshire, the identification, risk assessment, risk management, investigation and recovery with regards to all forms of Child Exploitation and Contextual Safeguarding are covered by our Multi-Agency Child Exploitation (MACE) and Contextual Safeguarding arrangements.

MACE is an umbrella term for the following vulnerabilities Child Criminal Exploitation (including County Lines), Child Sexual Exploitation, Missing from Home, Modern Slavery and Human Trafficking, Online Child Exploitation, Harmful Sexual Behaviour and Wider Contextual Safeguarding. The Level 1 MACE arrangements encompass the risk identification, risk assessment and risk management of children and young people who may be at risk of exploitation for more information see [here](#) and the Level 2 MACE arrangements relate to the multi-agency information sharing and problem solving of hotspots/locations, persons who may pose a risk of exploitation and themes for more information see [here](#). MACE Level 2 meetings should be regularly attended by DSLs for organisations, for more information about those meetings please email:

MACE@northyorks.gov.uk.

21. Modern Slavery and the National Referral Mechanism:

Coast Tuition recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour, it can include sexual exploitation and the removal of organs. Trafficking is where children and young people are tricked, forced or persuaded to be moved or transported and then exploited, forced to work or sold. Children are trafficked for sexual and criminal exploitation, benefit fraud, forced marriage, domestic slavery, forced labour, committing crime like theft, county lines. Coast Tuition will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. National NRM guidance available here:

[National referral mechanism guidance: adult \(England and Wales\) - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/nrm-guidance-adult-2019.pdf)

22. Self-harm and Suicide Ideation

Self-harm and self-injury Self-harm and self-injury are ways that some young people cope with difficult and distressing feelings. This can be putting themselves in risky situations but also can be injuring themselves in some way. Sometimes this can be simply experimenting in risk taking behaviours in the same way as experimenting with drugs and alcohol and may not always be a sign of difficult and distressing feelings. It is not usually about ending their life, however sometimes young people feel unsure whether they want to die or not. Some young people do have suicidal thoughts and feelings and sometimes they harm themselves in ways that are very dangerous, and it is possible that they could accidentally kill themselves. Some examples of how young people may self-injure include:

- Cutting or burning.

- Taking an overdose of tablets (whether these are prescribed or not).

Self-harm can include anything that causes an injury but can also be about taking risks. It can also involve using alcohol or drugs excessively – though many young people do not see this as self-harm or self-injury. Recognising these behaviours can be as important as those that are obvious such as cutting. Self-harming is always dangerous, even if it is not intended to be. One example of this is superficial cutting. This may not require an immediate response, but it is still probably a sign of emotional distress, and the young person still needs support. As a member of staff, you may wish to get advice and support to help you work with the student to access services. Suicide Paradoxically, self-harm can be a coping mechanism to dull mental distress with the aim to preserve life, which can be a difficult concept to understand. Despite this clear distinction, young people who self-harm are known to be in a high-risk group for future suicide; however suicidal feelings are likely to originate from the issues behind the self-harm rather than the self-harm itself. In some cases, death occurs as a result of self-harm but is not the intention. Suicide is still a rare event in young people; attempted suicides are uncommon in childhood and early adolescence but increase markedly in the late teens and continue to rise until the early 20s. Nevertheless, all people working with children/young people must be aware of the potential for someone to complete suicide and must work together to ensure that no child/young person feels suicide is their only option.

You may feel anxious about asking a child/young person if they are self-harming or considering suicide; however, it is important to talk about it even if you find it uncomfortable.

Remember: It is a myth that you may put the idea into their head. Questions you could ask include:

- Are you having suicidal thoughts?

- Are you planning to self-harm?
- Are you considering taking your own life?
- What is happening for you?
- How is this affecting you?
- What help do you need?
- What would you like to happen next? If you feel that the child/young person is at risk of self-harm or suicide, then it is necessary to understand the seriousness and immediacy of the risk. Depression, hopelessness and continuing suicidal thoughts are known to be associated with risk. If the child/young person talks about killing themselves always take this seriously as many people who do complete suicide have previously told a professional about their intention. The following warning signs suggest that the risk is high: Current self-harm, especially if it poses a risk to the child/young person's health and wellbeing.
- Thoughts of suicide are frequent and not easily dismissed.
- Specific plan to complete suicide.
- Access to the means to complete suicide (for example, stockpiling tablets).
- Significant drug or alcohol abuse.
- Situation felt to be causing unbearable pain or distress
- A friend or family member who has died by suicide.
- Previous, especially recent, suicide attempts.
- Evidence of current mental illness.
- Limited protective factors that may prevent them from attempting suicide or harming themselves, for example, socially isolated, poor relationships with parents/carers etc.

- No support mechanisms when distressed. Self-Harm and Suicidal Ideation Pathway

The NYSCP Self-Harm and Suicidal Ideation Pathway has been developed for staff working with children and young people in North Yorkshire under the age of 18 (under 25 for those with disabilities or for care leavers) who self-harm or feel suicidal. It is not aimed at people who work within the mental health sector; instead, it is targeted at people who work with children/young people in a wide range of settings, including schools. The guidance sets out key principles and ways of working but does not prescribe how to act in individual situations. It is not intended to override individual organisational or professional guidelines where they exist. It can however be used as a prompt for discussions about organisational approaches to working with self-harm and suicidal intent, or to highlight individuals' skills or training needs. To access the Self-Harm and Suicidal Ideation Pathway visit the North Yorkshire Safeguarding Children Partnership website at:

- www.safeguardingchildren.co.uk/shsip

23. Serious Violence and Radicalisation

Tutors should be alert to signs that a pupil may be at risk of serious youth violence or radicalisation, such as a marked change in behaviour, new and concerning relationships, or expressions of extremist views. Any concern should be reported to the DSL in the first instance. Where there is an immediate risk, the police should be contacted on 999; non-urgent concerns can be discussed with police on 101. The Prevent duty helpline (020 7340 7264) and counter.extremism@education.gov.uk are also available for advice.

24. Prevent, Protect and Prepare Prevent:

In order to fulfil the Prevent duty, it is essential that staff can identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of

radicalisation is seen as part of Coast Tuitions wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

The DSL should consider if it would be appropriate to share any information with the new school/ setting in advance of a child leaving, if that would allow the new school/ setting to continue supporting victims of abuse or those receiving support through the Channel programme.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Coast Tuition can also build learners' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop learners debating controversial issues. On the contrary, Coast Tuition should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their

personal, social and emotional development and understanding of the world. Roles and responsibilities:

- The strategic Prevent lead in Coast Tuition is Lauren Kirkley
- They understand the expectations and key priorities to deliver Prevent and this is embedded within safeguarding procedure
- The Director is aware of the Prevent Strategy and its objectives
- There is a clear awareness of roles and responsibilities throughout the organization regarding Prevent
- The Prevent agenda and its objectives have been embedded within the appropriate safeguarding processes
- The organisations premises do not give a platform for extremist speakers and events
- Coast Tuition provides a broad and balanced curriculum, in line with individual needs that promotes fundamental British values and Spiritual, Moral, Social and Cultural Education (SMSC), helping protect learners against extremism and developing strong community cohesion

Links to curriculum resources can be found in the PSHE Entitlement Framework at

<http://cyps.northyorks.gov.uk/health-wellbeing-pshe>

Prevent Training:

- A training plan is in place so that key staff, including senior leaders, understand the risk of radicalisation and extremism and know how to recognise and refer children who may be vulnerable
- Details of training courses including frequency and availability are cascaded to all relevant staff

- Further training on the Prevent agenda, such as around Far Right Extremism is made available to the Safeguarding Lead where appropriate
- There is appropriate staff guidance and literature available to staff on the Prevent agenda
- Staff are aware of curriculum resources and teaching strategies to teach learners about extremism and the risk of radicalisation
- All staff in the organisation have accessed appropriate prevent training for their role

For further information and links to key documents see:

<http://cyps.northyorks.gov.uk/prevent> North Yorkshire Community Safety Partnership Working with Individuals Vulnerable to Extremism in Education Settings (Practice Guidance) The Home Office e-learning training package on Introduction to the Prevent Duty is available here. All staff and governors should have completed this training. There are 2 further Home Office e-learning modules:

- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention (e.g. suitable for DSLs)
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

A programme of 'Prevent' training and consultancy is available to schools through the NYSCP website. Referrals:

- An appropriate internal Prevent risk assessment and referral process is in place
- All staff including the Prevent lead/DSL follows the NYSCP procedures
- Partner agency communication channels are in place

- An audit trail for notification reports/referrals exists
- Prevent referrals/notifications are managed or overseen by The Prevent lead
- A process is in place to identify and develop 'lessons learnt'

Protect and Prepare: As part of the UK Counter Terrorism Strategy (CONTEST), public places are asked to consider the risk of a terrorist attack and what preparations could be made to mitigate that risk. The North Yorkshire Schools' Emergency Procedures guidance requires schools to:

- Ensure all staff undertake the Action Counters Terrorism (ACT) Awareness Training
- Assess the security of the organisations site and make necessary improvements
- Develop lockdown and evacuation procedures
- Teach learners how to stay safe if they were caught up in an attack- Run, hide, tell guidance The guidance can be accessed at:

<https://cyps.northyorks.gov.uk/school-emergency-response> The Prevent Duty Coast Tuition understands that it is subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 and that this is part of its wider safeguarding obligations.

Coast Tuition understands that Channel is a voluntary, confidential support programme which focusses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

NYSCP (safeguardingchildren.co.uk)

25. Domestic Abuse

The Domestic Abuse Act 2024 received Royal Assent on 29 April 2024. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected”.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves of the abuse or may have had to leave the family home as a result.

Operation Encompass: where police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in the organisation before the child or children arrive at the organisation the following day.

Refuge run the National Domestic Abuse Helpline, 24 hours a day on 0808 2020 247.

Advice is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse

26. Staff Induction and Training

Coast Tuition Directors are responsible for ensuring that staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where they feel able and are supported in their safeguarding role.

Coast Tuition through training needs analysis, will determine what level of training individual staff will require, depending on their roles and responsibilities.

Staff must be able to:

- understand the policy and procedures
- understand individual staff responsibilities to ensure that concerns for the safety of a child are effectively addressed
 - identify signs of possible abuse and neglect at the earliest opportunity
- be aware of and understand their role in the early help process
- respond to concerns in a timely and appropriate way
- communicate appropriately with children
- understand the role of the DSL
- be aware of external avenues for notifying concerns including the use of escalation and whistle-blowing procedures
- comply with record-keeping requirements
 - recognise grooming behaviour by adults including inappropriate sexual comments; excessive one-to-one attention or inappropriate sharing of images
- recognise normal and concerning sexual behaviours of children
- have up to date knowledge of safeguarding issues
- understand the requirements of the Prevent duty on protecting children from radicalisation
- recognise the unique risks associated with online safety
- recognise the additional risks that children with SEN and disabilities face online

- understand the safeguarding response to children who go missing from education

All newly engaged tutors will receive an induction which includes:

1. An explanation of their role, responsibilities, and the standard of conduct expected of them;
2. A copy of this Safeguarding and Child Protection Policy and the Staff/Tutor Code of Conduct, which they must confirm they have read and understood;
3. Information about how to raise a concern, including our whistleblowing arrangements;
4. An introduction to the DSL and deputy, and their roles;
5. Safeguarding training appropriate to their level of contact with pupils, including online safety;

All tutors will be asked to complete refresher safeguarding training at least annually and will be kept updated on any changes to this policy or to relevant guidance.

All staff (including temporary staff, Directors and volunteers) are provided with the child protection policy, the behaviour policy, the staff behaviour policy (code of conduct), information on the safeguarding response of children who go missing from education and informed of child protection arrangements including the role and identity of the DSL and any deputies.

They should undergo safeguarding and child protection training (including online safety).

All staff should read and understand at least Part one, (or Annex A, if appropriate) of Keeping Children Safe in Education 2026 and all leaders and staff who work directly with children should read Annex B of Keeping Children Safe in Education 2026.

Safeguarding Children: New Online Learning Child Protection Basic Awareness Package can be accessed via the NYSCP site [here](#). This training is free to access for all schools.

Staff training

In addition to the training at induction, staff training should be regularly updated.

All staff should also receive regular safeguarding and child protection updates (for example via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

DSL Training

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills to carry out the role. The training should be updated every two years.

In addition to their formal training, their knowledge and skills should be updated (for example via e-bulletins, meeting with other DSLs, or taking time to read and digest safeguarding developments), at regular intervals and at least annually to keep up with any developments relevant to their role.

Child Protection Training Resources

Training for DSLs and staff can be accessed via North Yorkshire Education Services, or any other suitable alternative provider/s.

27. Recruitment

- Coast Tuition operates safer recruitment practices for all tutors and staff, including identity verification, at least one professional reference, and an enhanced DBS check (or equivalent) prior to any unsupervised work with pupils;
- Jake will ensure that at least one person involved in recruitment decisions has completed safer recruitment training;
- No tutor will work unsupervised with a pupil until all pre-engagement checks have been satisfactorily completed.

Coast Tuition pays full regard to DfE guidance Keeping Children Safe in Education 2026, The Protection of Freedoms Act 2012; the Childcare (Disqualification) and Childcare (Early Years Provision

Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 under S75 of the Childcare Act 2006.

We ensure that all appropriate measures are applied in relation to everyone who works in or on behalf of Coast Tuition who is likely to be perceived by the children as a safe and trustworthy adult and follow NYCC guidance on checking volunteers and contractors, and NYCC Education and Skills guidance on checking host families for educational visits and work experience providers.

It is vital that Coast Tuition create a culture of safe recruitment and, as part of that, adopt written recruitment and selection policies and procedures that help deter, reject or identify people who might abuse children. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous educational and employment history and ensuring that a candidate has the health and physical capacity for the job. The organisation will take a planned approach to recruitment and ensure it takes appropriate safeguarding actions at each stage of the process.

The selection decision will be appropriately recorded and a copy of relevant documents,

including those used to verify the successful candidate's identity, right to work and required qualifications, will be kept on their personal file. All staff are made aware that they are required to notify their line manager of any convictions or cautions during employment with the Council or if they receive a Penalty Notice for Disorder. For those who drive on business at any point during their employment (Authority's vehicle or own vehicle), this includes all motoring offences dealt with through the courts and penalty points on driving licenses - whether awarded by a court or through fixed penalty notices.

Where staff move from positions that are not providing education into a new position where they are, then they will be treated as a

new member of staff and all appropriate checks for the post are carried out.

Coast Tuition keeps a single central record detailing a range of checks carried out on their staff and Directors (including supply staff,) who work at the organisation.

Statutory requirements are such that:

- An Enhanced DBS check with Children's Barred List Check is obtained for all new paid appointments to the organisations workforce and for unsupervised volunteers working in regulated activity.
- A risk assessment will be undertaken by a Director to decide whether to obtain an

Enhanced DBS check for any volunteer not engaging in regulated activity. The risk assessment will consider a range of factors including the nature of the work, the regularity, frequency, duration and nature of contact with children, the level of supervision of the volunteer, what is known about the volunteer, including formal or informal information offered by staff, parents and other volunteers, whether the volunteer has other employment or undertakes activities where referees can advise on suitability. Details of the risk assessment will be recorded and retained on file.

- Coast Tuition will satisfy themselves that any contracted staff are DBS checked where appropriate
- Coast Tuition will ensure that a check of any teacher prohibitions, including interim orders, is made on all those undertaking teaching work
- All new appointments to the workforce who have lived outside the UK are subject to additional checks as appropriate
- Coast Tuition must satisfy themselves that agency and third-party staff have undergone the necessary checks by seeking written confirmation from the relevant employer

- Identity checks and confirmation of a right to work in the UK must be carried out on all appointments to the workforce before the appointment is made
- Evidence must be obtained of professional qualifications for teaching staff including the award of QTS and completion of statutory induction, if applicable.

Childcare Disqualification

For staff who work in childcare provision or who are directly concerned with the management of such provision, organisations need to ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations.

<http://www.legislation.gov.uk/ukxi/2018/794/contents/made>

Since 1 January 2010 it has been mandatory that any appointments of maintained school staff are made by a recruitment panel that includes at least one person who has been trained in safer recruitment. Ofsted will request evidence as part of their inspections that each recruitment panel meets this requirement. Lauren Kirkley and Marisa Mayes undertake accredited training in Safer Recruitment and one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

28. Whistleblowing

All tutors and staff have a duty to raise concerns about safeguarding practice, including the conduct of colleagues or of the DSL. Concerns should be raised with the DSL in the first instance or, where this is not appropriate, directly with:

NSPCC Whistleblowing Advice Line: 0800 028 028

help@nspcc.org.uk

29. Physical Contact

Tutors should have no reason to and will not use physical contact, restraint or reasonable force with a pupil while delivering tuition. Any physical contact should be limited to what is necessary and appropriate in the circumstances – for example, guiding a pupil's hand while demonstrating a technique – and tutors should remain mindful at all times of maintaining professional boundaries. Any incident involving physical contact, however minor, should be recorded and reported to the DSL.

30. Lone Working, Home Visits and Online Tutoring

Because tutoring is frequently delivered one-to-one, Coast Tuition treats lone-working safeguards as central to this policy:

- Wherever a session is delivered in a pupil's home, a parent/carer or other responsible adult should normally be present in the property for the duration of the session;
- Group or shared tutoring venues should, where possible, allow for sessions to be visible or overheard by another adult;
- Online sessions must be delivered through Coast Tuition's approved platform (Teams), with parents/carers able to access session recordings or logs on request;
- Tutors must not contact pupils, or accept contact from pupils, via personal social media, personal phone numbers, or any channel outside those agreed with the parent/carer;
- Tutors must report to the DSL immediately if they have any concerns about the environment in which a session takes place.

31. Supporting Staff

We recognise that a tutor who becomes involved with a pupil who has suffered, or appears likely to suffer, harm may find this stressful. The DSL will make time available to talk through any such concern and will signpost further support where needed.

32. Allegations Against a Tutor or Member of Staff

- Any pupil, parent/carer, or member of staff may raise a concern or allegation about a tutor. Anyone receiving such an allegation must inform the DSL (or, if the allegation concerns the DSL, contact the LADO directly) immediately;
- The DSL will discuss the allegation with the Local Authority Designated Officer (LADO) for the relevant area on the same working day;
- Coast Tuition will cooperate fully with any resulting investigation and will consider, in consultation with the LADO, whether the tutor should be suspended from delivering further sessions pending the outcome;
- Where an allegation is found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil, or the person who made the allegation, may themselves need support, and whether any further action is appropriate.

33. Visitors

Coast Tuition will not request DBS checks and barred list checks, or ask to see existing DBS certificates, for visitors such as children's relatives or other visitors attending an arranged event. Directors will use their professional judgment about the need to escort or supervise visitors.

34. Home Visits

Home visits should involve 2 members of staff and records of the visit logged in a secure/ appropriate area. Where possible the DSL and Safeguarding team will conduct any home visits.

35. Review

This policy will be reviewed annually by the DSL, or sooner if there is a change in relevant legislation or statutory guidance, or following any safeguarding incident that indicates a review is needed.

36. Appendix 1 – Related Policies

Safeguarding is not just about protecting children from deliberate harm (child protection). It

includes:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of
safe and effective care
- taking action to enable all children to have the best outcomes

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- racist, disability and homophobic, transphobic and biphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking

- child criminal exploitation and county lines
- risks linked to using technology and social media, including online bullying; and the risks

of being groomed online for exploitation or radicalisation; and risks of accessing and

generating inappropriate content, for example 'sexting'

- the impact of new technologies on sexual behaviour, for example Youth Produced Sexual Imagery, (sexting) and accessing pornography

- teenage relationship abuse

- peer on peer abuse

o serious violence, including knife crime

o bullying (including online bullying and prejudice-based bullying)

o physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise

causing physical harm;

o sexual violence and sexual harassment

o sexting (also known as youth produced sexual imagery)

o initiation / hazing type violence and rituals

o upskirting

- substance/drug misuse

- issues that may be specific to a local area or population, for example gang activity and

youth violence

- domestic abuse
- So called ‘honour –based’ abuse

o female genital mutilation

o forced marriage

o Breast-ironing 1

- faith abuse
- fabricated or induced illness
- mental health issues
- poor parenting, particularly in relation to babies and young children

It relates to aspects of care and education, including:

- children missing from education
- children with family members in prison
- homelessness
- children’s and learners’ health and safety and well-being including their mental health
- meeting the needs of children who have special educational needs, disabilities or physical

health issues

- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- alternative provision
- intimate care and emotional well-being
- online safety and associated issues
- appropriate arrangements to ensure children's and learners' security, considering the local context.
- children not collected from the organisation
- lost children

It relates to other policies including:

- Complaints
- Safer recruitment
- Key person
- Teaching and learning
- Partnership with parents
- Confidentiality
- Record keeping

- Disciplinary procedure
- Whistle blowing
- Acceptable use of ICT
- Educational Visits (guidance is available [here](#))

NYCC Guidance for schools is available for PSHE (including relationships and sex education) / Health and Wellbeing

NYCC Online Safety Guidance updated 2024 for schools and settings which includes sample acceptable use policies

New Guidance for safer working practice for those working with children and young people in education settings issued in May 2019

NYCC: Guidelines for dealing with and reporting prejudice based incidents, hate incidents and hate crimes in schools and settings (updated October 2019):

[Hate Incident Reporting](#)

Hate Incidents should be reported to the local authority through the online reporting tool in the NYCC Guidelines for Dealing with and Reporting Prejudice Based Incidents and Hate Crimes in Schools and Settings. The guidance can be found [here](#).

Any prejudice based incident, hate incident and / or hate crime must always be reported to the Designated Safeguarding Lead in order to identify appropriate follow-up. Online reports are shared with the multi-agency Hate Crime Working Group, in order to identify common themes and inform future approaches to tackling hate crime.

37. Appendix 2 – Recognising Suspected Abuse

Abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. A child may be abused by an adult, adults, or by another child or children, and abuse can take place wholly online. Where a tutor believes a pupil is suffering, or likely to suffer, harm, a referral to the relevant local authority Children's Social Care (and, where appropriate, the police) should be made immediately, following the DSL's guidance.

Physical Abuse

Any form of physical harm caused to a child.

Emotional Abuse

The persistent emotional ill-treatment of a child, causing adverse effects on their emotional development. This can include conveying to a child that they are worthless or unloved, placing inappropriate expectations on them, or making them feel frightened or in danger.

Sexual Abuse

Forcing or enticing a child to take part in sexual activities, whether or not the child is aware that what is happening is abuse. This can include non-contact activity, including online.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development.

Bullying

Deliberately hurtful behaviour, usually repeated over a period of time, which can be physical, verbal or online.

Self-Harm

Where a tutor becomes aware that a pupil is self-harming, this should be reported to the DSL immediately.

Children Missing from Education/Sessions

Repeated or unexplained absence from tutoring sessions, particularly where a pattern emerges, can be a warning sign of wider safeguarding concerns and should be reported to the DSL, who will consider whether contact with parents/carers or a wider referral is needed.

This policy was adopted by Coast Tuition on September 2026, and signed by: Lauren Kirkley, DSL and Director of Coast Tuition.

Signed: _____ Name: L Kirkley Role: Designated
Safeguarding Lead and Director of Coast Tuition Date: 01/09/2026