

Safeguarding and Child Protection Policy

Wealth of Knowledge Tuition | Dr Eleanor Hockley, Sole Trader

Effective date	July 2026
Review date	July 2027, or sooner if required
Applies to	All tuition, Alternative Provision, EOTAS and related educational activities

1. Statement of Commitment

1.1 Commitment to Safeguarding

Wealth of Knowledge Tuition is committed to safeguarding and promoting the welfare of all children and young people. The welfare of the child is paramount and underpins every aspect of the provision delivered. Safeguarding is recognised as everyone's responsibility, and all decisions made by Wealth of Knowledge Tuition place the safety, wellbeing and best interests of the child at the centre of practice.

Safeguarding extends beyond protecting children from abuse. It includes promoting children's physical and mental health, emotional wellbeing, safety, development and educational opportunities. Wealth of Knowledge Tuition is committed to providing a learning environment in which children feel safe, respected, listened to and valued.

The proprietor recognises that children can experience abuse, neglect, exploitation and harm regardless of their age, disability, gender, ethnicity, culture, religion, sexual orientation, gender identity or family circumstances. Every learner has the right to be protected from harm and to receive education within an environment where they feel secure and supported.

1.2 A Child-Centred Approach

Wealth of Knowledge Tuition adopts a child-centred approach to safeguarding. Decisions will always be made in the best interests of the child, taking account of their individual needs, wishes, feelings and level of understanding.

Many learners supported by Wealth of Knowledge Tuition have complex educational, emotional or neurodevelopmental needs, including autism, Pathological Demand Avoidance (PDA), dyslexia, anxiety, trauma histories, medical needs and Education Otherwise Than At School (EOTAS) packages. Safeguarding practice is therefore adapted to reflect each learner's communication style, sensory needs and ability to express concerns.

Additional consideration is given to learners who may face barriers to recognising abuse, understanding relationships or communicating concerns. Where appropriate, alternative communication methods, visual supports and additional time will be used to enable learners to express themselves safely.

1.3 Safeguarding Culture

Wealth of Knowledge Tuition is committed to creating and maintaining a strong safeguarding culture in which:

- children know they will be listened to and taken seriously;
- concerns are identified at the earliest opportunity;
- safeguarding concerns are responded to promptly and proportionately;

- concerns are accurately recorded and securely stored;
- information is shared appropriately with relevant agencies where necessary to safeguard children;
- professional curiosity is maintained;
- safe professional boundaries are upheld at all times; and
- safeguarding is considered in every aspect of educational practice.

The proprietor recognises that effective safeguarding relies upon building trusted relationships with children and families whilst maintaining appropriate professional boundaries.

1.4 Partnership Working

Safeguarding is most effective when professionals work collaboratively.

Where appropriate, Wealth of Knowledge Tuition will work in partnership with:

- parents and carers;
- schools and educational settings;
- local authorities;
- social workers;
- therapists and health professionals;
- Educational Psychologists;
- Special Educational Needs teams;
- Alternative Provision coordinators;
- Education Otherwise Than At School (EOTAS) teams;
- Children's Social Care;
- the Police; and
- any other professionals involved in supporting the child.

Information will be shared where there is a lawful safeguarding basis for doing so and in accordance with statutory guidance and data protection legislation.

1.5 Equality, Diversity and Inclusion

Wealth of Knowledge Tuition is committed to providing an inclusive educational environment where every learner is treated with dignity, fairness and respect.

Safeguarding procedures apply equally to all children regardless of their protected characteristics or personal circumstances. The proprietor recognises that some children may face additional vulnerabilities due to disability, special educational needs, mental health difficulties, family circumstances or previous experiences of trauma and will ensure safeguarding responses are adapted accordingly.

Discriminatory behaviour, prejudice, bullying and harassment are not tolerated and will be addressed appropriately.

1.6 Scope of this Policy

This policy applies to all educational services provided by Wealth of Knowledge Tuition, including:

- face-to-face tuition;
- online tuition;
- home education support;

- Education Otherwise Than At School (EOTAS) provision;
- Alternative Provision;
- educational visits;
- community-based learning;
- tuition commissioned by parents, schools or local authorities; and
- any future employees, contractors or volunteers engaged by Wealth of Knowledge Tuition.

This policy should be read alongside other organisational policies, including those relating to health and safety, data protection, online safety, complaints, behaviour and professional conduct.

2. Legislative and Statutory Framework

2.1 Purpose

This policy has been developed to ensure that Wealth of Knowledge Tuition meets its safeguarding responsibilities as an independent tuition provider delivering face-to-face tuition, online tuition, Alternative Provision (AP), Education Otherwise Than At School (EOTAS), home tuition and community-based learning.

Safeguarding practice is informed by current legislation, statutory guidance and recognised best practice. Wealth of Knowledge Tuition is committed to reviewing this policy whenever statutory guidance changes and, as a minimum, on an annual basis.

2.2 Statutory Guidance

This policy has been developed with reference to the following statutory guidance:

- **Keeping Children Safe in Education (KCSIE)** – current edition
- **Working Together to Safeguard Children** – current edition
- **The Children Act 1989**
- **The Children Act 2004**
- **Education Act 2002**
- **The Data Protection Act 2018**
- **UK General Data Protection Regulation (UK GDPR)**
- **The Human Rights Act 1998**
- **The Equality Act 2010**
- **The Counter-Terrorism and Security Act 2015 (Prevent Duty)**
- **The Online Safety Act 2023**, where relevant to online tuition and digital safeguarding.

Where updated statutory guidance is issued, Wealth of Knowledge Tuition will review and amend this policy as necessary to ensure ongoing compliance and the continued protection of children and young people.

2.3 Definition of Safeguarding

For the purposes of this policy, safeguarding and promoting the welfare of children is defined in line with *Keeping Children Safe in Education* as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

- taking action to enable all children to have the best possible outcomes.

Wealth of Knowledge Tuition recognises that safeguarding is broader than child protection alone. It includes creating environments in which children feel safe, respected and able to learn, while recognising and responding to concerns at the earliest opportunity.

2.4 Child Protection

Child protection forms one element of safeguarding and refers specifically to the activity undertaken to protect individual children who are suffering, or are likely to suffer, significant harm.

Where concerns suggest that a learner may be at risk of abuse, neglect or exploitation, Wealth of Knowledge Tuition will act promptly by following the procedures outlined within this policy and seeking advice or making referrals to the appropriate safeguarding agencies.

2.5 Responsibilities Under this Guidance

Although Wealth of Knowledge Tuition operates as an independent sole-trader education provider rather than a maintained school or academy, the proprietor is committed to applying the principles of national safeguarding guidance wherever they are relevant to the provision delivered.

This includes:

- maintaining a child-centred approach to safeguarding;
- undertaking appropriate safeguarding training and keeping knowledge up to date;
- maintaining appropriate safer working practices and professional boundaries;
- keeping accurate safeguarding records;
- sharing safeguarding information appropriately where there is a lawful basis to do so;
- working collaboratively with parents, schools, local authorities and other professionals;
- promoting safe online practice and digital safeguarding; and
- continually reviewing safeguarding arrangements to reflect current statutory guidance and emerging safeguarding risks.

2.6 Local Safeguarding Arrangements

Where tuition is commissioned by a local authority, school or Alternative Provision service, Wealth of Knowledge Tuition will work in accordance with the safeguarding procedures of the relevant safeguarding partnership and commissioning organisation.

This may include:

- following local safeguarding referral pathways;
- consulting Children's Social Care where appropriate;
- liaising with Education Otherwise Than At School (EOTAS) teams;
- working alongside schools and educational settings;
- cooperating with safeguarding investigations;
- sharing information with professionals involved in supporting the learner; and
- participating in multi-agency meetings where appropriate.

Where learners are educated across different local authority areas, the safeguarding procedures relevant to the child's home local authority will normally be followed unless advised otherwise by statutory agencies.

3. Scope of the Policy

3.1 Purpose and Application

This policy applies to all activities undertaken by Wealth of Knowledge Tuition where children and young people are receiving educational provision, support or supervision.

The policy is designed to ensure that safeguarding principles are consistently applied regardless of the location, method or funding arrangement of the tuition provided.

All safeguarding concerns will be managed in accordance with this policy, current statutory guidance and the safeguarding procedures of the relevant local authority where appropriate.

3.2 Learners Covered by this Policy

This policy applies to all children and young people receiving services from Wealth of Knowledge Tuition, including those who are:

- educated through private tuition arrangements;
- attending sessions funded by parents or carers;
- receiving Alternative Provision (AP);
- educated through Education Otherwise Than At School (EOTAS) packages;
- receiving tuition commissioned by local authorities;
- receiving tuition commissioned by schools, academies or trusts;
- educated through Education, Health and Care Plans (EHCPs);
- home educated;
- preparing for reintegration into school or college; or
- receiving educational support alongside therapeutic or multidisciplinary provision.

Safeguarding responsibilities apply equally regardless of the learner's age, educational placement, disability, ethnicity, religion, gender, sexual orientation, family circumstances or funding arrangements.

3.3 Activities Covered

This policy applies to all services delivered by Wealth of Knowledge Tuition, including but not limited to:

- one-to-one tuition;
- small group tuition;
- face-to-face teaching;
- online tuition and virtual learning;
- home tuition;
- tuition delivered in schools or educational settings;
- tuition delivered in community venues, including libraries, museums and cafés;
- educational visits and off-site learning;
- assessment sessions;
- educational planning meetings;
- transition support;
- liaison with schools, local authorities and other professionals; and
- any future educational services delivered by Wealth of Knowledge Tuition.

Safeguarding arrangements remain in place regardless of where learning takes place.

3.4 Adults Covered by this Policy

At the time of publication, Wealth of Knowledge Tuition operates as a sole-trader business led by Dr Eleanor Hockley.

This policy therefore applies directly to the proprietor.

Should the organisation expand in the future, this policy will also apply to:

- employees;
- associate tutors;
- contractors;
- volunteers;
- work experience students;
- agency staff; and
- any other adult engaged to work with children on behalf of Wealth of Knowledge Tuition.

All adults working with children will be expected to read, understand and comply with this policy before commencing work.

3.5 Partnership Working

Safeguarding is most effective when organisations work collaboratively.

Where appropriate, Wealth of Knowledge Tuition will work alongside:

- parents and carers;
- schools and colleges;
- local authorities;
- Children's Social Care;
- Education Otherwise Than At School (EOTAS) teams;
- Alternative Provision coordinators;
- Special Educational Needs teams;
- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- mental health professionals;
- healthcare providers;
- the Police; and
- any other agencies involved in safeguarding or supporting the learner.

Information will be shared appropriately where there is a lawful safeguarding basis to do so and in accordance with the procedures set out later in this policy.

3.6 Relationship to Other Policies

This safeguarding policy should be read alongside other policies and procedures operated by Wealth of Knowledge Tuition, including:

- Health and Safety Policy
- Behaviour Policy
- Online Safety Policy
- Data Protection and Privacy Policy
- Complaints Policy
- Lone Working Procedures
- Educational Visits and Risk Assessment Procedures
- Staff Code of Conduct (where applicable)

Together, these documents form the safeguarding framework for Wealth of Knowledge Tuition and support the organisation's commitment to protecting children and young people.

4. Roles and Responsibilities

4.1 Overall Responsibility for Safeguarding

As the proprietor of Wealth of Knowledge Tuition, Dr Eleanor Hockley has overall responsibility for ensuring that safeguarding arrangements are effective, proportionate and consistently implemented across all areas of the business.

Safeguarding responsibilities include promoting the welfare of children, identifying concerns at an early stage, responding appropriately to safeguarding issues and working collaboratively with other professionals to protect children from harm.

The proprietor is committed to maintaining a safeguarding culture in which the welfare of the child remains the primary consideration in all professional decisions.

4.2 Responsibilities of the Proprietor

The proprietor is responsible for:

- ensuring that safeguarding remains a priority in all aspects of the provision delivered by Wealth of Knowledge Tuition;
 - maintaining and regularly reviewing safeguarding policies and procedures to reflect current legislation and statutory guidance;
 - undertaking appropriate safeguarding training and keeping safeguarding knowledge up to date through regular professional development and review of *Keeping Children Safe in Education* (KCSIE);
 - recognising indicators of abuse, neglect, exploitation and other safeguarding concerns;
 - responding promptly and appropriately to safeguarding concerns;
 - making referrals to Children's Social Care, the Police or other statutory agencies where required;
 - seeking safeguarding advice whenever there is uncertainty regarding the appropriate course of action;
 - maintaining accurate, factual and confidential safeguarding records;
 - sharing safeguarding information lawfully and appropriately with relevant agencies;
 - maintaining appropriate professional boundaries with learners and families;
 - ensuring suitable risk assessments are undertaken where appropriate;
 - promoting online safety throughout all forms of tuition; and
 - continually reviewing safeguarding practice to ensure that learners remain safe.
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4.3 Working with Other Professionals

Many learners supported by Wealth of Knowledge Tuition receive support from a range of professionals.

Where appropriate, the proprietor will work collaboratively with:

- parents and carers;
- schools and colleges;
- local authority officers;
- Children's Social Care;
- Education Otherwise Than At School (EOTAS) teams;
- Alternative Provision coordinators;
- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- mental health professionals;
- social workers;
- Virtual School teams;
- healthcare professionals; and
- the Police.

The proprietor recognises that safeguarding is most effective when agencies work together to promote the welfare of children and young people.

4.4 Responsibilities During Commissioned Provision

Where tuition is commissioned by a local authority, school, academy, trust or other organisation, Wealth of Knowledge Tuition will work within the safeguarding arrangements agreed with the commissioning body.

This may include:

- following agreed safeguarding reporting procedures;
- sharing safeguarding concerns promptly with the commissioning organisation where appropriate;
- participating in professional meetings relating to the learner;
- contributing factual information to safeguarding, Child Protection, Team Around the Family (TAF), Child in Need, Child Protection or Education, Health and Care Plan (EHCP) meetings where requested;
- maintaining regular communication with professionals involved in supporting the learner; and
- ensuring that safeguarding concerns are escalated promptly where there is evidence that a child may be at risk of harm.

The existence of a commissioning arrangement does not remove the proprietor's individual responsibility to act immediately if a learner is believed to be at risk of significant harm.

4.5 Professional Accountability

The proprietor understands that safeguarding decisions may occasionally require immediate action.

Where concerns arise, decisions will be based upon:

- the best interests of the child;
- current statutory guidance;
- available evidence;

- professional judgement;
- consultation with safeguarding professionals where appropriate; and
- the need to minimise the risk of harm.

Where there is uncertainty about the level of risk, advice will be sought from the appropriate safeguarding agencies without delay.

4.6 Future Employees, Contractors and Volunteers

Although Wealth of Knowledge Tuition currently operates as a sole trader, this policy has been written to support future growth.

Should employees, associate tutors, contractors or volunteers be engaged in the future, they will be expected to:

- read and understand this safeguarding policy before commencing work;
- undertake appropriate safeguarding training;
- comply with all safeguarding procedures;
- maintain professional boundaries;
- report safeguarding concerns immediately;
- cooperate with safeguarding investigations;
- participate in safeguarding updates and professional development; and
- promote the welfare of children at all times.

Appropriate safer recruitment procedures, pre-employment checks and supervision arrangements will be implemented before any adult begins regulated activity with children.

4.7 Continuous Improvement

Safeguarding practice at Wealth of Knowledge Tuition will be regularly reviewed to ensure it remains effective, proportionate and compliant with current legislation and guidance.

Lessons learned from safeguarding concerns, updates to national guidance, local safeguarding reviews and feedback from commissioners, parents and partner agencies will be used to strengthen safeguarding practice and improve the quality of provision.

5. Recognising Abuse and Safeguarding Risks

5.1 Recognising Safeguarding Concerns

Wealth of Knowledge Tuition recognises that abuse, neglect and exploitation can occur in any family, community or educational setting. Children who experience abuse may not disclose their experiences directly and may instead communicate their distress through changes in behaviour, emotional wellbeing, attendance, engagement or relationships.

The proprietor understands that safeguarding concerns can arise gradually over time or present suddenly following a significant incident. Every concern, regardless of how minor it may initially appear, will be taken seriously and considered in the wider context of the child's circumstances.

Safeguarding concerns may arise through:

- direct disclosures made by a learner;
- observations of injuries or changes in presentation;
- changes in behaviour, mood or emotional regulation;
- patterns of attendance or engagement;
- information shared by parents, carers or professionals;
- concerns identified during online or face-to-face tuition;
- observations made during educational visits or community learning; or
- professional curiosity arising from conversations or interactions.

Where concerns exist, they will never be dismissed or ignored simply because there is no immediate evidence of harm.

5.2 Categories of Abuse

In accordance with *Keeping Children Safe in Education*, Wealth of Knowledge Tuition recognises the four main categories of abuse.

Physical Abuse

Physical abuse involves deliberately causing physical harm to a child. This may include hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical injury.

Indicators may include unexplained injuries, injuries inconsistent with explanations provided, repeated injuries or a child appearing fearful of particular individuals.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child that adversely affects their emotional development and wellbeing.

Examples include:

- persistent criticism or humiliation;
- intimidation or threats;
- exposure to domestic abuse;
- unrealistic expectations;
- isolation;
- rejection; or
- preventing the child from expressing their views.

Children experiencing emotional abuse may present with anxiety, withdrawal, low self-esteem, emotional dysregulation or changes in behaviour.

Sexual Abuse

Sexual abuse involves forcing or encouraging a child to take part in sexual activities, whether or not the child understands what is happening.

Sexual abuse may occur in person or online and may include grooming, sexual exploitation, exposure to inappropriate material, coercion into sharing indecent images or sexual assault.

Children who have experienced sexual abuse may not always display obvious signs and may communicate concerns indirectly.

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs.

Neglect may include failure to provide:

- adequate food;
- suitable clothing;
- appropriate supervision;
- medical care;
- education;
- emotional support; or
- protection from harm.

Neglect may also affect a child's physical development, educational progress and emotional wellbeing.

5.3 Additional Safeguarding Risks

In addition to the four categories of abuse, Wealth of Knowledge Tuition recognises a wide range of safeguarding risks identified within *Keeping Children Safe in Education*.

These include, but are not limited to:

- child-on-child abuse;
- bullying, including prejudice-based bullying and cyberbullying;
- harmful sexual behaviour;
- sexual violence and sexual harassment;
- child criminal exploitation (CCE);
- child sexual exploitation (CSE);
- county lines exploitation;
- domestic abuse;
- online abuse and online grooming;
- radicalisation and extremism;
- serious violence;
- forced marriage;
- honour-based abuse;
- female genital mutilation (FGM);
- missing education;
- substance misuse;
- self-harm;
- suicidal thoughts or behaviours;
- mental health concerns that may indicate underlying safeguarding issues; and
- exploitation through emerging technologies, including artificial intelligence and digital platforms.

Safeguarding risks continue to evolve. The proprietor will remain informed about emerging safeguarding issues through ongoing professional development and regular review of national safeguarding guidance.

5.4 Child-on-Child Abuse

Wealth of Knowledge Tuition recognises that children can abuse other children. Child-on-child abuse will never be dismissed as harmless, an inevitable part of growing up or "just banter."

Examples include:

- bullying;
- cyberbullying;
- physical abuse;
- sexual violence;
- sexual harassment;
- initiation or hazing behaviours;
- coercive or controlling behaviour;
- sharing sexual images without consent; and
- abusive behaviour within friendships or relationships.

All allegations of child-on-child abuse will be taken seriously and responded to appropriately, taking account of the welfare of all children involved.

5.5 Bullying

Wealth of Knowledge Tuition is committed to providing an environment in which all learners feel safe, respected and valued.

Bullying may be:

- physical;
- verbal;
- emotional;
- relational;
- discriminatory;
- racist;
- homophobic;
- transphobic;
- disability-related; or
- online (cyberbullying).

Although not every incident of bullying constitutes a safeguarding concern, bullying that results in significant harm, emotional distress, discrimination or exploitation will be managed as a safeguarding matter.

Learners are encouraged to report bullying and will be supported appropriately.

5.6 Online Abuse

The proprietor recognises that many safeguarding risks occur online.

These may include:

- online grooming;
- exposure to harmful or inappropriate content;
- cyberbullying;

- coercion into sharing images;
- sextortion;
- online exploitation;
- radicalisation;
- fraud and financial exploitation;
- inappropriate contact from adults or peers; and
- misuse of artificial intelligence or digital technologies.

Online safeguarding concerns will be treated with the same seriousness as concerns arising in face-to-face environments.

5.7 Professional Curiosity

Effective safeguarding requires professional curiosity.

The proprietor will remain alert to patterns, inconsistencies and changes in a learner's presentation, behaviour or circumstances that may indicate underlying safeguarding concerns.

Where concerns arise, they will be explored appropriately through observation, discussion with relevant professionals and, where necessary, referral to safeguarding agencies. Concerns will not be dismissed solely because there is limited evidence at the time they are identified.

6. Early Help and Prevention

6.1 Commitment to Early Help

Wealth of Knowledge Tuition recognises that providing help and support at the earliest opportunity can prevent concerns from escalating and improve outcomes for children and young people.

Early Help is a collaborative approach to supporting children, young people and families as soon as difficulties emerge, rather than waiting until concerns reach a statutory safeguarding threshold. The proprietor understands that many safeguarding concerns develop gradually over time and that early identification is an essential part of effective safeguarding practice.

Where concerns are identified, the child's welfare will always remain the primary consideration.

6.2 Recognising the Need for Early Help

Many learners supported by Wealth of Knowledge Tuition have complex educational, emotional or social needs. The proprietor remains alert to changes in a learner's presentation that may indicate they would benefit from additional support.

Examples may include:

- a noticeable deterioration in emotional wellbeing;
- increasing anxiety or distress;
- persistent low mood or withdrawal;
- significant changes in behaviour or emotional regulation;
- reduced engagement with learning;

- increased absence from education;
- changes in personal presentation or hygiene;
- emerging friendship or relationship difficulties;
- concerns about family circumstances;
- indicators of neglect;
- increased risk-taking behaviour;
- online safety concerns; or
- any other changes that suggest a learner may require additional support.

A single concern may not always indicate a safeguarding issue; however, patterns of behaviour, repeated observations or cumulative concerns will be considered carefully.

6.3 Responding to Early Concerns

Where concerns are identified that do not meet the threshold for immediate safeguarding intervention, the proprietor will consider the most appropriate course of action.

This may include:

- discussing concerns with parents or carers where appropriate;
- encouraging families to access appropriate support services;
- liaising with schools or educational settings;
- sharing concerns with the commissioning organisation where appropriate;
- consulting with other professionals involved in supporting the learner;
- seeking safeguarding advice from the relevant local authority where there is uncertainty; or
- continuing to monitor concerns while maintaining accurate records.

Early Help does not replace safeguarding procedures. If, at any point, concerns indicate that a learner may be at risk of significant harm, the safeguarding procedures outlined within this policy will be followed immediately.

6.4 Working in Partnership

Wealth of Knowledge Tuition recognises that effective Early Help relies upon partnership working.

Where appropriate and with due regard to confidentiality and data protection legislation, the proprietor will work collaboratively with:

- parents and carers;
- schools and colleges;
- local authorities;
- Education Otherwise Than At School (EOTAS) teams;
- Alternative Provision coordinators;
- social workers;
- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- mental health professionals;
- healthcare providers; and
- any other agencies involved in supporting the learner.

The proprietor will contribute factual information regarding a learner's progress, presentation or wellbeing where this assists professionals in understanding the child's needs and planning appropriate support.

6.5 Professional Curiosity

The proprietor recognises the importance of professional curiosity when working with children and young people.

Where explanations for a child's presentation appear inconsistent, where concerns persist despite reassurance, or where patterns begin to emerge over time, further consideration will be given to whether additional safeguarding advice should be sought.

Professional curiosity involves respectfully questioning, observing and reflecting on information rather than making assumptions or accepting explanations without consideration.

6.6 Recording Early Help Concerns

Concerns that do not meet the threshold for referral to Children's Social Care will still be recorded where appropriate.

Records may include:

- factual observations;
- discussions with the learner;
- discussions with parents or carers;
- communication with schools or other professionals;
- actions taken;
- advice received; and
- any agreed follow-up actions.

Maintaining accurate records enables patterns to be identified over time and supports effective multi-agency working where additional concerns arise.

6.7 Promoting Protective Factors

Safeguarding is not solely about responding to concerns; it is also about helping children develop the knowledge, confidence and resilience to keep themselves safe.

Throughout tuition, where appropriate to the learner's age, understanding and individual needs, Wealth of Knowledge Tuition will promote:

- positive and trusting relationships;
- emotional wellbeing;
- self-esteem and confidence;
- respectful relationships;
- online safety awareness;
- appropriate help-seeking behaviours;
- problem-solving skills;
- resilience and independence; and
- understanding of trusted adults and support networks.

These opportunities are embedded naturally within teaching and interactions rather than delivered as standalone safeguarding lessons, ensuring that safeguarding forms part of everyday educational practice.

7. Safeguarding Learners with Special Educational Needs and Disabilities (SEND)

7.1 Commitment to Inclusive Safeguarding

Wealth of Knowledge Tuition recognises that children and young people with Special Educational Needs and Disabilities (SEND) may experience additional barriers to recognising abuse, communicating concerns or accessing support. Safeguarding arrangements are therefore adapted to meet each learner's individual needs, communication style and level of understanding.

The proprietor is committed to ensuring that safeguarding practices are inclusive, accessible and responsive to the diverse needs of all learners.

Safeguarding responses will never assume that behaviours are solely attributable to a child's disability, diagnosis or additional needs. Changes in behaviour, communication or presentation will always be considered carefully to determine whether they may indicate an underlying safeguarding concern.

7.2 Understanding Additional Vulnerabilities

Many learners supported by Wealth of Knowledge Tuition have complex educational, emotional or developmental profiles. These may include:

- Autism Spectrum Condition (ASC);
- Pathological Demand Avoidance (PDA);
- dyslexia and other Specific Learning Difficulties (SpLDs);
- Attention Deficit Hyperactivity Disorder (ADHD);
- speech, language and communication needs;
- social communication differences;
- sensory processing differences;
- anxiety disorders;
- trauma or adverse childhood experiences;
- attachment difficulties;
- medical conditions;
- mental health needs; or
- Education, Health and Care Plans (EHCPs).

The proprietor recognises that these learners may be at increased risk of abuse, neglect or exploitation because they may:

- have difficulties recognising unsafe situations;
 - find it harder to communicate concerns;
 - rely heavily on adults for support;
 - have smaller social networks;
 - be more trusting of others;
 - experience social isolation;
 - be more vulnerable to online exploitation;
 - be less likely to be believed when they disclose abuse; or
 - display behaviours that may mask safeguarding concerns.
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7.3 A Child-Centred and Individualised Approach

Safeguarding support will always be tailored to the individual learner.

This may include:

- adapting communication to suit the learner's preferred style;
- allowing additional time for processing information;
- using visual supports where appropriate;
- reducing demands during conversations about wellbeing;
- providing opportunities to communicate in different ways;
- recognising that distress may be communicated through behaviour rather than words;
- considering sensory needs during safeguarding discussions; and
- ensuring that learners understand who they can speak to if they are worried.

The proprietor recognises that children communicate in different ways and that disclosures may be indirect, fragmented or communicated through behaviour, play, artwork or changes in emotional presentation.

7.4 Recognising Changes in Presentation

Many learners receiving tuition develop strong, trusting relationships with the proprietor over an extended period. This places the proprietor in a unique position to notice gradual changes that may indicate a safeguarding concern.

Particular attention will be paid to:

- sudden changes in behaviour;
- increased anxiety or distress;
- withdrawal from activities;
- deterioration in emotional regulation;
- increased masking or exhaustion following social situations;
- changes in attendance or engagement;
- loss of confidence;
- unexplained injuries;
- increased sensory sensitivities;
- changes in communication patterns;
- increased self-harm or risk-taking behaviours;
- concerning online interactions; or
- comments that may indicate abuse, neglect or exploitation.

Patterns of change will be considered alongside information from parents, schools and other professionals where appropriate.

7.5 Building Trusted Relationships

A trusting professional relationship is recognised as an important protective factor for many learners.

The proprietor seeks to build relationships based upon:

- consistency;
- predictability;
- honesty;
- mutual respect;

- clear boundaries;
- patience;
- understanding of neurodiversity; and
- a non-judgemental approach.

Learners are regularly reminded that they can speak about anything that worries them and that they will be listened to seriously. However, appropriate professional boundaries are maintained at all times, and learners are informed that information cannot be kept confidential where there are concerns about their safety or the safety of others.

7.6 Multi-Agency Working

Many learners supported by Wealth of Knowledge Tuition receive support from a range of professionals. Effective safeguarding relies upon collaborative working and appropriate information sharing.

Where appropriate, the proprietor will work alongside:

- parents and carers;
- schools and colleges;
- local authority officers;
- Education Otherwise Than At School (EOTAS) teams;
- Children's Social Care;
- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- mental health professionals;
- social workers;
- healthcare providers; and
- other professionals involved in supporting the learner.

Information will be shared where there is a lawful safeguarding basis to do so and in accordance with this policy and relevant data protection legislation.

7.7 Promoting Independence and Safety

Alongside responding to safeguarding concerns, Wealth of Knowledge Tuition aims to develop learners' confidence, independence and understanding of personal safety.

Where appropriate to the learner's age and level of understanding, opportunities may be taken to discuss:

- recognising trusted adults;
- understanding healthy relationships;
- online safety;
- personal boundaries;
- asking for help;
- recognising unsafe situations;
- managing peer relationships;
- emotional regulation; and
- strategies for keeping themselves safe.

These discussions are embedded naturally within tuition and adapted to the learner's communication needs, interests and developmental stage.

8. Professional Boundaries and Safer Working Practice

8.1 Commitment to Professional Conduct

Wealth of Knowledge Tuition is committed to maintaining the highest standards of professional conduct when working with children, young people and their families. Appropriate professional boundaries are fundamental to safeguarding and help protect both learners and the proprietor.

All interactions with learners will be professional, respectful and focused on supporting their educational progress, wellbeing and safety. Relationships will remain appropriate at all times, regardless of the length of time a learner has been receiving tuition.

8.2 Professional Relationships

Positive, trusting relationships are recognised as an important part of effective teaching and safeguarding. However, these relationships must always remain professional.

The proprietor will:

- treat every learner with dignity, respect and kindness;
- maintain appropriate professional boundaries;
- communicate honestly and appropriately with learners and families;
- avoid favouritism or preferential treatment;
- ensure that all interactions are appropriate to the learner's age and level of understanding;
- maintain appropriate emotional and professional distance; and
- act as a positive role model at all times.

Learners will never be encouraged to become dependent upon the tutor for emotional support beyond the normal professional relationship.

8.3 Communication with Learners

Communication with learners will always be appropriate, professional and, where possible, transparent.

Communication will normally take place:

- during planned tuition sessions;
- through parents or carers for younger learners;
- through commissioning organisations where appropriate; or
- via agreed educational platforms used for tuition.

The proprietor will not engage in inappropriate private messaging, personal social media contact or informal communication that falls outside the professional relationship.

Any communication outside scheduled tuition sessions will be limited to educational or safeguarding matters and, wherever possible, copied to or shared with parents, carers or commissioners as appropriate.

8.4 Social Media and Digital Communication

To protect both learners and the proprietor:

- personal social media accounts will remain separate from professional activities;
- learners will not be accepted as friends or followers on personal social media accounts;
- communication through personal social networking platforms will not take place;
- professional online communication will only occur through agreed educational or business platforms; and
- any online safeguarding concerns will be managed in accordance with this policy.

The proprietor will maintain a professional online presence that reflects the values and standards of Wealth of Knowledge Tuition.

8.5 Physical Contact

The proprietor recognises that there may occasionally be situations where limited physical contact is appropriate, for example:

- offering reassurance to a distressed child where appropriate;
- ensuring immediate safety;
- assisting during educational visits where there is a risk of injury; or
- responding to a medical emergency.

Any physical contact will always:

- be in the child's best interests;
- be appropriate to the child's age and needs;
- be proportionate to the situation;
- respect the child's wishes wherever possible; and
- never be used as a form of punishment or discipline.

Any incident involving significant physical intervention will be recorded and, where appropriate, shared with parents, carers and commissioners.

8.6 Gifts and Personal Favouritism

The proprietor recognises the importance of avoiding situations that could compromise professional judgement.

Accordingly:

- gifts will not normally be exchanged between the tutor and learners;
- small tokens of appreciation offered by families at the end of tuition may be accepted where appropriate and proportionate;
- gifts of significant financial value will not be accepted;
- personal loans or financial arrangements with families will not be entered into; and
- decisions relating to tuition will never be influenced by gifts or personal relationships.

8.7 Transporting Learners

Wealth of Knowledge Tuition does not routinely transport learners.

Where transport forms part of an agreed educational activity, this will only take place:

- with the prior knowledge and agreement of parents or carers;
- where appropriate insurance arrangements are in place;
- following a suitable risk assessment;
- with appropriate safeguarding considerations; and
- where agreed with the commissioning organisation if applicable.

Appropriate records of arrangements will be maintained.

8.8 One-to-One Working

Most tuition delivered by Wealth of Knowledge Tuition takes place on a one-to-one basis. The proprietor recognises that this requires particularly high standards of professional practice.

To promote safeguarding:

- tuition will normally take place in agreed learning environments;
 - parents or carers will know where and when tuition is taking place;
 - a responsible adult should normally remain on the premises during home tuition;
 - sessions will remain focused on educational objectives;
 - professional boundaries will be maintained throughout all sessions;
 - concerns arising during tuition will be recorded and acted upon appropriately; and
 - the proprietor reserves the right to end a session immediately if personal safety or safeguarding is compromised.
-

8.9 Confidentiality and Professional Judgement

Learners are encouraged to speak openly about concerns; however, they will never be promised complete confidentiality.

Where information indicates that a learner or another person may be at risk of harm, the proprietor has a professional and legal responsibility to share information with appropriate safeguarding agencies.

Where appropriate, this will be explained to learners in a way that is suitable for their age and understanding.

8.10 Maintaining Public Confidence

The proprietor understands that public confidence in safeguarding depends upon maintaining consistently high standards of professional conduct.

Professional judgement will be exercised at all times, with decisions guided by:

- the welfare of the child;
- statutory safeguarding guidance;

- professional ethics;
- transparency;
- accountability; and
- the reputation and integrity of Wealth of Knowledge Tuition.

Where uncertainty exists regarding professional boundaries or safeguarding practice, advice will be sought from appropriate safeguarding professionals before proceeding.

9. Online Safety

9.1 Commitment to Online Safety

Wealth of Knowledge Tuition recognises that technology plays an important role in education and provides valuable opportunities for learning, communication and collaboration. However, the use of digital technology also presents safeguarding risks that must be managed effectively.

The proprietor is committed to promoting a culture of safe, responsible and respectful use of technology. Online safety is regarded as an integral part of safeguarding and child protection and is considered whenever digital technology forms part of educational provision.

The same safeguarding expectations apply whether tuition takes place face-to-face or online.

9.2 Online Learning Platforms

Online tuition may be delivered using secure educational platforms such as:

- Zoom;
- Microsoft Teams;
- Google Meet; or
- other reputable platforms agreed with parents, carers or commissioning organisations.

Where possible:

- meeting links will be unique and shared securely;
 - passwords or waiting rooms will be used where available;
 - sessions will only be attended by invited participants;
 - appropriate display names will be used;
 - the tutor will ensure that the identity of participants is known before commencing tuition; and
 - sessions will be conducted in an appropriate professional environment.
-

9.3 Expectations During Online Tuition

To promote a safe learning environment:

- learners should participate from an appropriate location wherever possible;
- suitable clothing should be worn by all participants;
- cameras should normally remain on unless alternative arrangements have been agreed;
- backgrounds should be appropriate and free from offensive or inappropriate material;
- respectful behaviour is expected throughout online sessions;

- inappropriate language or behaviour will be challenged;
- tuition will remain focused upon educational activities; and
- professional boundaries will be maintained at all times.

Parents or carers of younger learners are encouraged to remain aware that online tuition is taking place and should be available if required.

9.4 Online Safety Education

Where appropriate to the learner's age, stage of development and individual needs, opportunities will be taken to promote safe online behaviour.

This may include discussion of:

- protecting personal information;
- creating secure passwords;
- recognising scams and fraudulent communications;
- respectful online communication;
- healthy online relationships;
- cyberbullying;
- recognising inappropriate content;
- reporting concerns to trusted adults;
- responsible use of social media;
- digital wellbeing and healthy screen use; and
- the safe and responsible use of artificial intelligence (AI).

These discussions will be integrated naturally into learning and adapted to meet the needs of individual learners, particularly those with SEND.

9.5 Online Safeguarding Risks

The proprietor recognises that children and young people may encounter a range of online safeguarding risks, including:

- online grooming;
- cyberbullying;
- exposure to inappropriate or harmful content;
- radicalisation and extremist material;
- child sexual exploitation;
- coercion into sharing images or personal information;
- sextortion;
- identity theft;
- financial scams;
- online gaming risks;
- inappropriate contact from adults or peers;
- misinformation and disinformation; and
- misuse of emerging technologies, including artificial intelligence.

Online safeguarding concerns will be treated with the same seriousness as concerns arising during face-to-face tuition.

9.6 Use of Artificial Intelligence (AI)

Artificial Intelligence (AI) is increasingly used within education. Wealth of Knowledge Tuition recognises both the educational benefits and the potential safeguarding risks associated with AI technologies.

Where AI tools are used:

- the tutor will maintain professional oversight at all times;
- AI-generated resources will be reviewed for accuracy, suitability and age appropriateness before being used with learners;
- learners will be encouraged to think critically about AI-generated information;
- confidential or personally identifiable learner information will not be entered into AI systems unless they comply with UK GDPR and appropriate contractual safeguards are in place;
- AI will be used to support, rather than replace, professional educational judgement.

Learners will also be encouraged to understand the ethical and responsible use of AI, including recognising that AI-generated content may not always be accurate or reliable.

9.7 Recording Online Sessions

Online tuition sessions will **not normally be recorded**.

Where there is a legitimate educational reason to record a session, this will only take place:

- with the informed agreement of the parent or carer (and the learner where appropriate);
- in accordance with UK GDPR and data protection legislation;
- using secure storage arrangements; and
- for a clearly defined educational purpose.

Unauthorised recording or distribution of tuition sessions by learners or other participants is not permitted.

9.8 Responding to Online Safety Concerns

Any concerns arising during online tuition will be managed in accordance with the safeguarding procedures outlined within this policy.

This may include:

- pausing or ending a session if necessary;
- recording factual details of the concern;
- discussing concerns with parents or carers where appropriate;
- sharing concerns with commissioners, schools or other professionals where appropriate;
- making referrals to Children's Social Care or the Police where a child may be at risk of harm; and
- preserving relevant evidence where it is safe and appropriate to do so.

The proprietor recognises that online concerns may escalate rapidly and will respond without unnecessary delay where there is a potential risk to a child.

9.9 Partnership with Parents and Carers

Parents and carers play a vital role in supporting children's online safety.

Where appropriate, Wealth of Knowledge Tuition will:

- encourage parents and carers to remain engaged with their child's online learning;
- promote safe use of digital technology within the home;
- share concerns where there is a lawful safeguarding basis to do so;
- signpost families to appropriate online safety resources where beneficial; and
- work collaboratively with families to promote positive and safe digital behaviours.

10. Filtering and Monitoring

10.1 Commitment to Safe Digital Learning

Wealth of Knowledge Tuition is committed to providing a safe digital learning environment that supports learners while minimising the risk of exposure to harmful or inappropriate online content.

The proprietor recognises that filtering and monitoring are important aspects of safeguarding. Appropriate measures are in place to reduce online risks during tuition sessions while recognising that parents and carers retain responsibility for supervising children's internet use outside tuition sessions.

Filtering and monitoring arrangements are reviewed periodically to ensure they remain appropriate to the nature of the provision delivered and any emerging online safeguarding risks.

10.2 Filtering Arrangements

Wealth of Knowledge Tuition uses business-managed devices for educational purposes. These devices are protected through a combination of technical safeguards and professional supervision.

Measures include:

- password-protected devices;
- up-to-date operating system and software security updates;
- reputable antivirus and anti-malware software;
- internet access provided through reputable Internet Service Providers (ISPs) with standard content filtering;
- secure web browsers and search settings;
- the use of reputable educational websites and online learning platforms;
- checking digital resources before use with learners wherever reasonably practicable; and
- avoiding websites or services that present unnecessary safeguarding or privacy risks.

Where third-party educational platforms are used, reasonable steps will be taken to ensure that they are appropriate for the learner's age and educational needs.

10.3 Monitoring Arrangements

During tuition sessions, learners' online activity is supervised by the proprietor.

Monitoring is achieved through:

- direct observation during face-to-face sessions;
- supervision of screen-sharing during online tuition where appropriate;
- guiding learners towards appropriate educational resources;
- remaining alert to inappropriate online content or behaviour;
- responding immediately to online safeguarding concerns that arise during tuition; and
- maintaining professional oversight whenever digital technology forms part of teaching.

As an independent tuition provider, Wealth of Knowledge Tuition does **not** operate remote monitoring software or surveillance systems on learners' personal devices. Responsibility for monitoring children's online activity outside tuition sessions remains with parents, carers or the organisation responsible for the learner's device.

10.4 Use of Learners' Personal Devices

Learners may occasionally use their own laptops, tablets or other devices during tuition.

Where this occurs:

- devices will only be used for educational purposes during the session;
- learners will be directed towards appropriate websites and applications;
- the proprietor will intervene if inappropriate material is accessed;
- safeguarding concerns identified during the use of personal devices will be managed in accordance with this policy; and
- any significant concerns will be recorded and shared with parents, carers, commissioners or relevant safeguarding agencies where appropriate.

The proprietor does not install monitoring software or access personal information stored on learners' devices.

10.5 Responding to Inappropriate Online Content

If a learner is exposed to harmful, inappropriate or potentially illegal online content during tuition, the proprietor will take appropriate action to safeguard the learner.

This may include:

- ending access to the content immediately;
- reassuring the learner and responding calmly;
- recording the concern factually;
- discussing the concern with parents or carers where appropriate;
- informing the commissioning organisation, school or other professionals where relevant;
- seeking advice from Children's Social Care, the Police or other safeguarding agencies if there is reason to believe a learner is at risk of harm; and
- preserving evidence where appropriate and safe to do so.

Online safeguarding concerns will be managed using the same safeguarding procedures that apply to concerns arising in face-to-face tuition.

10.6 Working with Parents, Carers and Commissioners

Wealth of Knowledge Tuition recognises that effective online safeguarding is achieved through partnership working.

Where appropriate, the proprietor will:

- encourage parents and carers to supervise internet use outside tuition sessions;
 - discuss any online safeguarding concerns promptly and sensitively;
 - work collaboratively with schools, local authorities and commissioners where concerns arise;
 - signpost families to reliable online safety information and support; and
 - contribute factual information to multi-agency safeguarding discussions where appropriate.
-

10.7 Review of Filtering and Monitoring Arrangements

Filtering and monitoring arrangements will be reviewed regularly as part of the annual safeguarding policy review or sooner if:

- statutory guidance changes;
- new technologies are introduced into the provision;
- emerging online safeguarding risks are identified; or
- lessons are learned from safeguarding incidents or near misses.

The proprietor is committed to keeping up to date with developments in online safety and adapting practice to ensure that learners continue to benefit from a safe and secure learning environment.

11. Reporting Safeguarding Concerns

11.1 Commitment to Acting on Concerns

Wealth of Knowledge Tuition is committed to responding promptly, proportionately and appropriately to all safeguarding concerns.

No safeguarding concern will be ignored or dismissed. Every concern, regardless of how minor it may initially appear, will be considered carefully in the context of the learner's individual circumstances, previous concerns and any information already known.

The proprietor recognises that early action can prevent concerns from escalating and that it is not the role of the tutor to investigate safeguarding concerns, but to recognise concerns, record them accurately and refer them to the appropriate agencies where necessary.

11.2 Immediate Response to Concerns

Where a safeguarding concern arises, the proprietor will:

- remain calm and respond appropriately;
- ensure that the learner feels listened to and taken seriously;
- avoid expressing shock, disbelief or judgement;
- avoid asking leading or investigative questions;

- gather only sufficient information to understand the nature of the concern;
- reassure the learner that they have done the right thing by speaking up;
- explain that information cannot be kept confidential if someone may be at risk of harm;
- make a factual written record as soon as reasonably practicable, preferably on the same day; and
- determine whether advice or referral to another agency is required.

The welfare of the child will always take precedence over any other consideration.

11.3 Responding to Different Levels of Concern

Not all safeguarding concerns require the same response. The proprietor will exercise professional judgement, taking account of the nature, seriousness and immediacy of the concern.

Low-Level Welfare Concerns

Where concerns relate to a learner's wellbeing but do not indicate that they are at immediate risk of harm, the proprietor may:

- continue to monitor the situation;
- maintain appropriate records;
- discuss concerns with parents or carers where appropriate;
- liaise with schools or commissioning organisations;
- seek advice from safeguarding professionals; or
- encourage families to access appropriate support services.

Emerging Safeguarding Concerns

Where concerns suggest that a learner may be at risk of abuse, neglect or exploitation, the proprietor will:

- record the concern immediately;
- seek safeguarding advice where appropriate;
- share information with the relevant school, local authority or commissioning organisation where appropriate;
- consider whether referral to Children's Social Care is required; and
- continue to monitor the learner's welfare until appropriate action has been taken.

Immediate Risk of Harm

If the proprietor believes that a learner is at immediate risk of significant harm or that a criminal offence may have been committed, immediate action will be taken.

This may include:

- contacting the Police by calling **999**;
- contacting Children's Social Care;
- following the safeguarding procedures of the relevant local authority;
- informing the commissioning organisation where appropriate; and
- preserving any relevant information or evidence.

Immediate action will never be delayed in order to seek permission from parents or other agencies if doing so could place a child at greater risk.

11.4 Reporting Concerns to Other Professionals

Depending upon the circumstances, safeguarding concerns may be shared with:

- Children's Social Care;
- the Police;
- the relevant Local Authority safeguarding team;
- the Local Authority Designated Officer (LADO), where allegations concern an adult working with children;
- schools or colleges;
- Education Otherwise Than At School (EOTAS) teams;
- Alternative Provision coordinators;
- social workers;
- healthcare professionals;
- commissioners funding the provision; and
- any other professional involved in safeguarding the learner.

Information will only be shared where there is a lawful safeguarding basis for doing so and in accordance with UK GDPR and the Data Protection Act 2018.

11.5 Working with Parents and Carers

Parents and carers play an important role in safeguarding children and will normally be informed of concerns involving their child.

However, parents or carers **will not be informed before a referral is made** where doing so may:

- place the child at increased risk of harm;
- prejudice a criminal investigation;
- place another individual at risk;
- conflict with advice received from Children's Social Care or the Police; or
- otherwise compromise the safety or welfare of the child.

Where appropriate, the reasons for not informing parents immediately will be recorded.

11.6 Reporting Concerns During Commissioned Provision

Many learners supported by Wealth of Knowledge Tuition receive tuition commissioned by local authorities, schools or other organisations.

Where safeguarding concerns arise during commissioned provision, the proprietor will follow the reporting arrangements agreed with the commissioning organisation where these are consistent with statutory safeguarding guidance.

This may include informing:

- the named commissioning officer;
- the school's Designated Safeguarding Lead (DSL);
- the EOTAS caseworker;
- the Alternative Provision coordinator; or
- another agreed safeguarding contact.

These reporting arrangements do not replace the proprietor's responsibility to contact Children's Social Care or the Police directly where a child is believed to be at immediate risk of harm.

11.7 Seeking Advice

Safeguarding decisions are not always straightforward. Where there is uncertainty about the appropriate course of action, the proprietor will seek advice without delay from:

- Children's Social Care;
- the relevant local authority safeguarding team;
- the learner's school or educational setting;
- the NSPCC Helpline;
- the Local Authority Designated Officer (LADO), where appropriate; or
- other safeguarding professionals.

Seeking advice should never delay urgent action where a child is believed to be at immediate risk.

11.8 Escalation

If the proprietor believes that appropriate safeguarding action has not been taken by another agency, or that a learner remains at risk despite concerns being reported, concerns will be escalated in accordance with the relevant local safeguarding partnership procedures.

The proprietor will continue to act in the best interests of the learner until satisfied that appropriate action has been taken.

11.9 Record Keeping Following a Report

Following any safeguarding report, the proprietor will:

- complete a factual written record;
 - record any advice received;
 - document actions taken and referrals made;
 - record the rationale for decisions reached;
 - securely store all safeguarding records;
 - monitor any agreed follow-up actions; and
 - continue to contribute to multi-agency safeguarding arrangements where appropriate.
-

12. Responding to Disclosures

12.1 Commitment to Supporting Learners

Wealth of Knowledge Tuition recognises that children and young people may choose to disclose abuse, neglect or other safeguarding concerns during tuition sessions. Disclosures may occur unexpectedly and may relate to current or historic abuse, concerns about another child or concerns regarding an adult.

Many learners supported by Wealth of Knowledge Tuition have developed a trusting relationship with the proprietor over time. Whilst this relationship may encourage learners to seek support, it is essential that disclosures are managed professionally, sensitively and in accordance with safeguarding guidance.

Every disclosure will be taken seriously and responded to in a calm, supportive and child-centred manner.

12.2 If a Learner Makes a Disclosure

If a learner discloses information that gives rise to a safeguarding concern, the proprietor will:

- remain calm and give the learner their full attention;
- listen carefully without interrupting unnecessarily;
- allow the learner to speak at their own pace;
- reassure the learner that they have done the right thing by speaking up;
- avoid expressing shock, disbelief or judgement;
- avoid asking leading, probing or investigative questions;
- only ask open questions where necessary to clarify immediate safety, such as *"Can you tell me what happened?"* or *"Is there anything else you want me to know?"*;
- avoid making assumptions or drawing conclusions;
- explain, in language appropriate to the learner's age and understanding, that the information may need to be shared with other professionals to help keep them safe; and
- ensure that the learner knows they will continue to be supported throughout the process.

The proprietor will never promise to keep information secret where there is a safeguarding concern.

12.3 Maintaining a Child-Centred Approach

Every learner responds differently when discussing difficult experiences.

The proprietor will:

- respect the learner's communication style;
- allow additional processing time where required;
- adapt communication for learners with SEND, autism, PDA, speech and language needs or communication differences;
- recognise that some learners may communicate through behaviour, play, drawing, writing or indirect comments rather than direct verbal disclosure;
- avoid placing pressure on the learner to continue talking if they are distressed; and
- prioritise the learner's emotional wellbeing throughout the conversation.

Where appropriate, breaks may be offered to allow the learner time to regulate emotionally before continuing with the session.

12.4 Following the Disclosure

Following any disclosure, the proprietor will:

- make a factual written record as soon as reasonably practicable, preferably immediately after the conversation;
- record the learner's own words wherever possible;

- distinguish clearly between factual information, direct quotations and professional observations;
- avoid including personal opinions or assumptions unless clearly identified as professional judgement;
- record the date, time and location of the disclosure;
- record any immediate actions taken;
- seek safeguarding advice where appropriate; and
- follow the reporting procedures outlined within this policy.

Where there is reason to believe that a learner is at risk of significant harm, referrals will be made without unnecessary delay.

12.5 Historic Abuse

A learner may disclose abuse that happened in the past.

Historic abuse will always be taken seriously. Although the events may not be current, there may still be ongoing risks to the learner or to other children.

Historic disclosures will be managed using the same safeguarding principles as current concerns, including appropriate recording, advice seeking and referral where necessary.

12.6 Disclosures About Another Child or Adult

Learners may disclose concerns relating to:

- another child;
- a family member;
- a member of school staff;
- another professional;
- an unknown adult; or
- another individual within the community.

All concerns will be taken seriously and managed in accordance with safeguarding procedures.

The proprietor will not attempt to investigate allegations independently but will ensure that appropriate safeguarding agencies are informed where necessary.

12.7 Immediate Safety

If, during a disclosure, it becomes apparent that a learner or another person is at immediate risk of harm, immediate action will be taken.

This may include:

- contacting Children's Social Care;
- contacting the Police by calling **999** where emergency assistance is required;
- remaining with the learner where it is safe and appropriate to do so;
- seeking immediate advice from safeguarding professionals; and
- following any instructions provided by emergency services or statutory agencies.

The safety of the learner will always take priority over completing records or gathering additional information.

12.8 Supporting the Learner After a Disclosure

Following a disclosure, the proprietor will continue to provide an appropriate level of educational support while recognising that safeguarding investigations are the responsibility of statutory agencies.

Where appropriate, this may include:

- providing reassurance and consistency during future sessions;
- maintaining normal routines where appropriate;
- adapting teaching to reflect the learner's emotional needs;
- liaising with parents, carers or professionals where appropriate;
- participating in multi-agency planning if requested; and
- monitoring the learner's wellbeing and reporting any further concerns.

The proprietor recognises that some learners may require additional emotional support following a disclosure and will work collaboratively with relevant professionals to ensure that appropriate support is available.

12.9 Confidentiality

Information shared during a disclosure will be treated with sensitivity and respect.

However, confidentiality cannot be guaranteed where there is reason to believe that a learner or another person may be at risk of harm.

The proprietor will explain this to learners in an age-appropriate way and will only share information with those who have a legitimate safeguarding need to know.

13. Allegations, Low-Level Concerns and Concerns About Adults

13.1 Commitment to Safeguarding

Wealth of Knowledge Tuition is committed to creating and maintaining an environment where children are safe and where any concern regarding the conduct of an adult is taken seriously, managed fairly and responded to promptly.

The proprietor recognises that safeguarding children requires appropriate action where concerns arise regarding the behaviour or conduct of adults working with children. This includes concerns relating to employees, contractors, volunteers, commissioners, professionals from partner agencies and the proprietor.

The welfare of the child will always be the primary consideration.

13.2 Allegations That May Meet the Harm Threshold

An allegation may meet the harm threshold if an adult working with children has:

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

Any allegation meeting one or more of these criteria will be treated as a safeguarding matter and responded to without delay.

13.3 Responding to Allegations

If an allegation is made about an adult working with children, the proprietor will:

- take the allegation seriously;
- ensure the immediate safety of any child involved;
- avoid investigating the allegation independently;
- preserve any available evidence;
- make a clear factual record of the information received;
- seek advice from the relevant **Local Authority Designated Officer (LADO)** without unnecessary delay where the allegation meets the harm threshold;
- cooperate fully with any investigation undertaken by statutory agencies; and
- maintain appropriate confidentiality throughout the process.

Where a child is believed to be at immediate risk of harm, Children's Social Care and/or the Police will be contacted immediately.

13.4 Allegations Against the Proprietor

As Wealth of Knowledge Tuition currently operates as a sole-trader business, any allegation concerning the conduct of the proprietor will be referred directly to the relevant **Local Authority Designated Officer (LADO)** for advice.

The proprietor will:

- cooperate fully with any enquiries or investigations;
- comply with advice provided by the LADO, Children's Social Care or the Police;
- provide requested information promptly and accurately; and
- take any necessary action to protect children while investigations are ongoing.

Where tuition is commissioned by a school or local authority, the commissioning organisation will also be informed where appropriate.

13.5 Low-Level Concerns

Wealth of Knowledge Tuition recognises that not all concerns about adults meet the harm threshold. However, low-level concerns can provide important opportunities to identify patterns of behaviour and promote safer working practices.

A low-level concern is behaviour that is inconsistent with the standards expected of adults working with children but does not meet the threshold for referral to the LADO.

Examples may include:

- minor boundary issues;
- inappropriate language;
- unprofessional communication;
- behaviour that could be misinterpreted;
- failure to follow agreed safeguarding procedures; or
- conduct that gives rise to professional concern, even if no child has been harmed.

Low-level concerns will be:

- considered carefully;
- recorded where appropriate;
- addressed promptly;
- reflected upon to improve practice; and
- used to inform future safeguarding reviews where necessary.

Where patterns of behaviour emerge, further action will be taken.

13.6 False, Malicious or Unsubstantiated Allegations

The proprietor recognises that allegations may occasionally be unfounded, malicious or unsubstantiated.

All allegations will therefore be managed fairly, objectively and without prejudice.

Where an allegation is found to be unfounded or malicious:

- appropriate support will be offered to those affected;
- records will accurately reflect the outcome of the investigation;
- confidentiality will continue to be respected; and
- lessons learned will be used to strengthen safeguarding practice where appropriate.

The fact that an allegation is not substantiated does not necessarily mean that it was false or malicious.

13.7 Record Keeping

Accurate records will be maintained of:

- allegations received;
- advice sought;
- referrals made;
- decisions taken;
- actions implemented; and
- the outcome of any investigation.

Records will be stored securely and retained in accordance with statutory guidance, data protection legislation and any advice received from the LADO or other safeguarding agencies.

13.8 Learning from Concerns

Wealth of Knowledge Tuition is committed to continual improvement in safeguarding practice.

Following any allegation or low-level concern, consideration will be given to whether:

- safeguarding procedures require updating;
- additional training is needed;
- risk assessments should be reviewed;
- professional boundaries need strengthening; or
- further guidance should be incorporated into future policy reviews.

Where appropriate, learning from safeguarding incidents will be reflected in updates to policies, procedures and professional practice to reduce the likelihood of similar concerns arising in the future.

14. Safer Recruitment, Vetting and Suitability Checks

14.1 Commitment to Safer Recruitment

Wealth of Knowledge Tuition is committed to safeguarding children by ensuring that all adults working with or on behalf of the organisation are suitable to do so.

Although Wealth of Knowledge Tuition currently operates as a sole-trader business, the proprietor recognises that safer recruitment is a fundamental part of safeguarding. Appropriate recruitment and vetting procedures reduce the risk of unsuitable individuals gaining access to children and help maintain a safe learning environment.

The principles of safer recruitment will be applied to the proprietor and to any future employees, associate tutors, contractors or volunteers engaged in regulated activity with children.

14.2 The Proprietor

The proprietor, **Dr Eleanor Hockley**, is responsible for ensuring that appropriate safeguarding checks have been completed before undertaking regulated activity with children.

These include:

- an Enhanced Disclosure and Barring Service (DBS) check;
- identity verification;
- verification of relevant qualifications and professional memberships where applicable;
- safeguarding training appropriate to the role;
- ongoing professional development in safeguarding; and
- maintaining professional standards expected of those working with children.

Documentary evidence of relevant checks and qualifications is retained securely.

14.3 Recruitment of Future Staff

Should Wealth of Knowledge Tuition employ staff or engage associate tutors, contractors or volunteers in the future, appropriate safer recruitment procedures will be followed before any individual begins work with children.

Recruitment procedures will normally include:

- verification of identity;
- verification of the right to work in the United Kingdom where applicable;
- verification of qualifications and professional status where relevant;
- a full employment history, with any gaps explored satisfactorily;
- professional references;
- Enhanced DBS checks;
- Children's Barred List checks where legally required;
- overseas criminal record checks where appropriate;
- prohibition checks where applicable; and
- any additional checks required by current legislation or commissioning organisations.

No individual will commence regulated activity with children until all required safeguarding checks have been completed and considered satisfactory.

14.4 Disclosure and Barring Service (DBS)

Wealth of Knowledge Tuition recognises the importance of the Disclosure and Barring Service (DBS) in helping organisations make safer recruitment decisions.

The proprietor holds an **Enhanced DBS certificate** appropriate to the role undertaken.

Where future employees or associates are engaged, Enhanced DBS checks will be obtained where required by legislation before they undertake regulated activity with children.

Where an Enhanced DBS certificate contains information requiring further consideration, appropriate risk assessments and professional advice will be sought before any decision is made regarding suitability.

14.5 Suitability to Work with Children

Wealth of Knowledge Tuition is committed to ensuring that all adults working with learners are suitable to do so.

Suitability will be considered through:

- safer recruitment checks;
- professional conduct;
- safeguarding knowledge;
- qualifications and experience;
- references;
- ongoing supervision where appropriate; and
- any relevant information that becomes known during engagement with the organisation.

Any concerns regarding an individual's suitability to work with children will be taken seriously and managed in accordance with safeguarding procedures.

14.6 Unsatisfactory Checks

Where safeguarding checks are incomplete, unsatisfactory or identify concerns regarding an individual's suitability to work with children:

- regulated activity with children will not commence;

- advice will be sought where appropriate;
- additional enquiries may be undertaken;
- the commissioning organisation may be informed where relevant; and
- employment or engagement may be withdrawn.

The safety and welfare of children will always take priority over recruitment decisions.

14.7 Ongoing Vigilance

Safer recruitment is recognised as an ongoing process rather than a one-off event.

The proprietor will:

- maintain appropriate safeguarding training;
- keep professional knowledge up to date;
- review safeguarding policies regularly;
- reflect upon professional practice;
- maintain appropriate professional boundaries; and
- respond promptly to any concerns regarding the conduct or suitability of adults working with children.

Where new safeguarding information becomes available that may affect an individual's suitability to work with children, appropriate action will be taken without delay.

14.8 Contractors, Visitors and Partner Organisations

Where external professionals, contractors or partner organisations are involved in delivering services alongside Wealth of Knowledge Tuition, reasonable assurance will be sought that appropriate safeguarding arrangements are in place.

Where tuition is delivered in schools, community venues or other educational settings, the proprietor will comply with the safeguarding procedures and visitor requirements of the host organisation.

15. Single Central Record (SCR) and Safeguarding Records

15.1 Commitment to Maintaining Safeguarding Records

Wealth of Knowledge Tuition recognises the importance of maintaining accurate and secure records relating to safeguarding, recruitment and suitability to work with children.

Appropriate records provide evidence that safeguarding responsibilities have been met and support the safe delivery of educational provision.

All safeguarding records will be managed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and relevant safeguarding guidance.

15.2 Single Central Record

Maintained schools and academies are required to keep a **Single Central Record (SCR)** containing prescribed information about staff and other adults working with children.

As Wealth of Knowledge Tuition currently operates as a **sole-trader independent tuition provider**, there is **no statutory requirement** to maintain a school-style Single Central Record.

However, the proprietor maintains equivalent records demonstrating suitability to work with children and compliance with safer recruitment expectations.

Should Wealth of Knowledge Tuition employ staff, engage associate tutors or appoint regular volunteers in the future, a Single Central Record will be established and maintained in accordance with statutory guidance.

15.3 Records Maintained by the Proprietor

The proprietor maintains appropriate records relating to safeguarding and professional suitability.

These may include:

- Enhanced DBS certificate details;
- the date the DBS check was obtained;
- identity verification;
- evidence of relevant qualifications;
- professional memberships where applicable;
- safeguarding training certificates;
- continuing professional development records;
- insurance documentation;
- safer recruitment records where applicable; and
- any additional records required by commissioners or legislation.

These records are reviewed periodically to ensure they remain accurate and up to date.

15.4 Future Employees, Associate Tutors and Volunteers

If Wealth of Knowledge Tuition expands to include employees, associate tutors or volunteers, the organisation will establish and maintain a Single Central Record containing, where applicable:

- full name;
- role within the organisation;
- identity checks;
- Enhanced DBS details;
- barred list checks where required;
- right to work checks;
- qualification checks;
- professional registration where appropriate;
- references;
- prohibition checks where applicable;
- overseas checks where appropriate; and
- the dates on which each check was completed.

The record will be updated promptly whenever new staff join the organisation or additional safeguarding checks are undertaken.

15.5 Storage and Security of Records

Safeguarding and recruitment records will be stored securely to prevent unauthorised access, loss or misuse.

Records may be held electronically or in paper format and will be:

- password protected or stored in locked storage;
- accessible only to those with a legitimate professional need;
- backed up where appropriate;
- retained in accordance with legal and contractual requirements; and
- securely destroyed when no longer required.

The confidentiality of safeguarding information will be maintained at all times unless there is a lawful safeguarding reason for sharing information.

15.6 Sharing Information with Commissioners

Where tuition is commissioned by a local authority, school or other organisation, evidence of safeguarding checks may be provided where appropriate and in accordance with data protection legislation.

This may include confirmation of:

- Enhanced DBS status;
- safeguarding training;
- qualifications;
- insurance;
- identity verification; or
- other safeguarding information reasonably requested as part of commissioning or quality assurance processes.

Personal information will only be shared where there is a lawful basis for doing so.

15.7 Record Review and Audit

Safeguarding and suitability records will be reviewed periodically to ensure that:

- required information remains complete and accurate;
- training is kept up to date;
- documentation remains valid;
- commissioning requirements continue to be met; and
- any changes to legislation or statutory guidance are reflected in organisational records.

Regular review supports continuous improvement and helps ensure that Wealth of Knowledge Tuition maintains high standards of safeguarding practice.

16. Lone Working

16.1 Commitment to Safe Lone Working

Wealth of Knowledge Tuition recognises that much of the educational provision delivered involves lone working. This includes one-to-one tuition in learners' homes, online tuition, educational visits, community-based learning and sessions delivered in other agreed locations.

Whilst lone working is an accepted part of the provision, appropriate safeguards are in place to protect learners, the proprietor and any future employees or associates.

Lone working arrangements are designed to:

- safeguard children and young people;
- protect the physical and emotional wellbeing of the tutor;
- reduce opportunities for misunderstandings or allegations;
- promote professional accountability; and
- ensure appropriate action can be taken in an emergency.

16.2 Risk Assessment

Before commencing tuition, consideration will be given to any factors that may affect the safety of the learner or the tutor.

This may include:

- the location of tuition;
- known safeguarding concerns;
- medical needs;
- behavioural needs;
- environmental risks;
- accessibility;
- emergency procedures;
- communication arrangements; and
- whether any additional control measures are required.

Where risks are identified, reasonable adjustments or alternative arrangements will be considered before tuition begins.

16.3 Home Tuition

When tuition takes place within a learner's home:

- parents or carers will normally remain on the premises throughout the session;
- tuition will take place in an appropriate learning environment;
- the tutor will know the address of the session before travelling;
- emergency contact details will be available where appropriate;
- the tutor will maintain professional boundaries at all times; and
- the session will be ended immediately if the safety or wellbeing of the learner or tutor is compromised.

Where appropriate, parents or carers may remain nearby but should avoid disrupting the learning environment unless their presence forms part of the agreed support arrangements.

16.4 Community-Based Learning

Where tuition takes place in community settings such as libraries, museums, cafés or outdoor learning environments, the proprietor will ensure that:

- the venue is appropriate for educational use;
- the environment is suitable for the learner's age and needs;
- safeguarding risks have been considered;
- emergency procedures are understood;
- parents or carers are aware of the arrangements;
- appropriate supervision is maintained throughout; and
- sessions remain focused on educational objectives.

The proprietor reserves the right to relocate or end a session if the environment becomes unsuitable or presents a safeguarding concern.

16.5 Online Lone Working

Online tuition also involves elements of lone working and requires appropriate safeguards.

To promote safety:

- sessions will be arranged in advance;
 - secure educational platforms will be used;
 - parents or carers will be informed of session times;
 - professional standards of dress and behaviour will be maintained;
 - sessions will take place from an appropriate professional environment;
 - safeguarding procedures will apply equally during online tuition; and
 - any online safeguarding concerns will be managed in accordance with this policy.
-

16.6 Personal Safety

The proprietor takes reasonable steps to protect personal safety while delivering tuition.

These include:

- carrying a charged mobile phone;
- ensuring transport is safe and roadworthy;
- informing an appropriate person of the day's schedule where appropriate;
- maintaining awareness of exits and emergency procedures;
- avoiding situations that unnecessarily increase personal risk; and
- leaving any environment immediately if personal safety is compromised.

The proprietor will not continue a session where there is reason to believe that remaining would place anyone at risk.

16.7 Professional Boundaries During Lone Working

Lone working does not alter the professional standards expected of those working with children.

The proprietor will:

- maintain appropriate professional boundaries;
 - avoid unnecessary physical contact;
 - avoid entering areas of the home unrelated to tuition wherever possible;
 - ensure interactions remain educational and professional;
 - avoid accepting invitations or requests that fall outside the agreed scope of tuition;
 - maintain appropriate communication with parents, carers and commissioners; and
 - follow safeguarding procedures whenever concerns arise.
-

16.8 Responding to Emergencies

If an emergency occurs during tuition, the proprietor will act to protect the immediate safety of the learner and themselves.

Depending on the circumstances, this may include:

- contacting emergency services by calling **999**;
- contacting parents or carers;
- seeking assistance from venue staff where appropriate;
- informing the commissioning organisation if relevant;
- recording the incident following the session; and
- reviewing risk assessments before future tuition takes place.

Any safeguarding concerns arising during an emergency will be managed in accordance with this policy.

16.9 Recording and Reviewing Incidents

Any incident affecting the safety of the learner or tutor will be recorded as soon as reasonably practicable.

Records may include:

- the date and time of the incident;
- the location;
- people present;
- a factual description of events;
- actions taken;
- advice sought;
- referrals made where appropriate; and
- any recommendations for future sessions.

Lessons learned from incidents or near misses will be used to review risk assessments and improve lone working arrangements.

16.10 Review of Lone Working Arrangements

Lone working arrangements will be reviewed regularly as part of the annual safeguarding review and whenever there is:

- a significant change to the type of provision delivered;
- a new learning environment;
- an incident or near miss;
- updated safeguarding guidance; or
- changes to the individual needs of a learner.

Wealth of Knowledge Tuition is committed to ensuring that lone working arrangements remain proportionate, effective and centred on the safety and wellbeing of both learners and the tutor.

17. Home Tuition

17.1 Commitment to Safe Home Tuition

Wealth of Knowledge Tuition recognises that home tuition provides many learners with access to personalised education in a familiar and supportive environment. However, delivering education within a family home presents unique safeguarding responsibilities.

The proprietor is committed to ensuring that home tuition is delivered safely, professionally and in a manner that protects both the learner and the tutor. Appropriate safeguarding arrangements will be maintained before, during and after every session.

17.2 Suitability of the Learning Environment

Tuition should take place in an environment that is suitable for learning and promotes the safety, wellbeing and dignity of everyone involved.

Where reasonably practicable, the learning space should:

- be clean, safe and free from avoidable hazards;
- provide sufficient space for learning;
- have appropriate lighting and ventilation;
- minimise unnecessary interruptions;
- be free from inappropriate or offensive material;
- allow the learner to engage comfortably with educational activities; and
- support the learner's individual sensory, communication or accessibility needs.

Where the learning environment presents a safeguarding or health and safety concern, the proprietor reserves the right to discuss alternative arrangements with the parent, carer or commissioning organisation.

17.3 Presence of a Responsible Adult

For learners under the age of 18, a responsible adult should normally remain on the premises throughout the tuition session.

The responsible adult does not need to remain in the same room unless this forms part of the agreed educational or safeguarding arrangements. However, they should be readily available if required.

Exceptions may be agreed where:

- this has been authorised by the parent or carer;
- it forms part of an agreed EOTAS or Alternative Provision package;
- the learner is of an appropriate age and level of independence; and
- an appropriate risk assessment has been completed.

Any alternative arrangements will be agreed in advance and reviewed regularly.

17.4 Arrival and Departure

The proprietor will:

- arrive at the agreed time wherever reasonably possible;
- notify the parent, carer or commissioning organisation if significantly delayed;
- enter only the areas of the home necessary for tuition;
- maintain professional boundaries throughout the visit; and
- leave promptly at the end of the agreed session unless alternative arrangements have been agreed.

Where no responsible adult is present when expected, or where the circumstances give rise to safeguarding concerns, the proprietor may postpone or cancel the session if this is considered to be the safest course of action.

17.5 Maintaining Professional Boundaries

The proprietor will maintain appropriate professional boundaries at all times whilst delivering home tuition.

This includes:

- remaining focused on the agreed educational provision;
 - avoiding involvement in family disputes or personal matters unrelated to the learner's education or welfare;
 - communicating respectfully with all members of the household;
 - avoiding accepting inappropriate gifts or hospitality;
 - maintaining appropriate dress and professional conduct;
 - ensuring conversations remain appropriate for the learner's age and understanding; and
 - following the procedures set out in this policy if safeguarding concerns arise.
-

17.6 Safeguarding Concerns During Home Tuition

The proprietor understands that safeguarding concerns may arise during home visits through:

- observations of the learner;
- disclosures made by the learner;
- observations of the home environment;
- interactions between family members;
- information shared by parents or carers; or
- concerns relating to other children within the household.

Where safeguarding concerns arise, the proprietor will:

- record factual observations as soon as reasonably practicable;
- follow the reporting procedures outlined within this policy;
- seek advice where appropriate;
- make referrals to Children's Social Care or the Police where required; and
- share information with commissioners or schools where appropriate and lawful to do so.

The proprietor will not investigate concerns independently or place themselves at unnecessary risk.

17.7 Health, Safety and Welfare

The proprietor is committed to promoting the safety and wellbeing of both learners and themselves during home tuition.

Where necessary, sessions may be rearranged or terminated if:

- the environment becomes unsafe;
- aggressive, threatening or abusive behaviour is displayed;
- there is evidence of alcohol or drug misuse that compromises safety;
- animals present an unmanaged risk;
- significant safeguarding concerns arise; or
- any other circumstance presents an unacceptable level of risk.

Any decision to end a session early will be recorded and, where appropriate, discussed with parents, carers or the commissioning organisation.

17.8 Partnership with Parents and Carers

Effective home tuition relies upon positive partnership working.

Parents and carers are expected to:

- provide accurate information regarding the learner's needs;
- inform the proprietor of any relevant changes that may affect tuition;
- ensure that the learning environment remains appropriate;
- maintain respectful communication;
- support agreed safeguarding arrangements; and
- notify the proprietor if another adult will be present during sessions.

The proprietor will work collaboratively with families while maintaining professional independence and safeguarding responsibilities.

17.9 Review of Home Tuition Arrangements

Home tuition arrangements will be reviewed regularly to ensure they continue to meet the educational, safeguarding and welfare needs of the learner.

Where concerns arise regarding the suitability of home tuition, alternative arrangements may be considered in discussion with parents, carers, schools or the commissioning organisation.

The welfare and safety of the learner will remain the primary consideration when making decisions about the continuation or adaptation of home tuition provision.

18. Community-Based Learning and Educational Visits

18.1 Commitment to Safe Off-Site Learning

Wealth of Knowledge Tuition recognises that valuable learning opportunities often take place beyond a traditional classroom environment. Community-based learning and educational visits can promote engagement, independence, social development and the application of learning in real-life contexts.

The proprietor is committed to ensuring that all off-site learning is carefully planned, appropriately risk assessed and delivered in a way that safeguards the welfare of learners at all times.

Safeguarding responsibilities remain the same regardless of where learning takes place.

18.2 Types of Community-Based Learning

Community-based learning may include educational sessions delivered in locations such as:

- libraries;
- museums;
- galleries;
- parks and nature reserves;
- cafés;
- community centres;
- places of historical or cultural interest;
- educational exhibitions;
- local businesses where appropriate; and
- other public learning environments suitable for the learner's age and needs.

The venue selected will always be appropriate to the educational objectives, the learner's individual needs and any safeguarding considerations.

18.3 Planning and Risk Assessment

Before any community-based learning or educational visit takes place, appropriate consideration will be given to potential risks.

Planning may include:

- the suitability of the venue;
- the educational purpose of the visit;
- the learner's age and level of independence;
- medical needs;
- SEND requirements;
- sensory considerations;

- accessibility;
- travel arrangements;
- weather conditions where relevant;
- emergency procedures;
- communication arrangements;
- toilet facilities;
- supervision requirements; and
- any known safeguarding concerns.

Where appropriate, a written risk assessment will be completed and retained.

Risk assessments will be reviewed whenever circumstances change.

18.4 Consent and Communication

Parents, carers or commissioning organisations will be informed of planned off-site learning arrangements in advance.

Where appropriate, this will include:

- the purpose of the visit;
- the venue;
- the planned duration;
- travel arrangements;
- supervision arrangements;
- emergency contact arrangements; and
- any equipment or clothing required.

Where required, appropriate consent will be obtained before the visit takes place.

18.5 Supervision

The proprietor is responsible for maintaining appropriate supervision throughout all community-based learning activities.

This includes:

- maintaining awareness of the learner's whereabouts;
- ensuring that activities remain appropriate to the learner's age and ability;
- avoiding unnecessary risks;
- maintaining professional boundaries at all times;
- remaining alert to changes in the learner's emotional or physical wellbeing; and
- responding promptly to any safeguarding or welfare concerns.

Learners will never be left unsupervised during educational activities unless this forms part of an agreed educational objective and has been appropriately risk assessed.

18.6 Travel Arrangements

Where travel forms part of educational provision, arrangements will be planned carefully.

The proprietor will ensure that:

- travel arrangements are appropriate and proportionate;
- journeys are planned in advance where possible;
- emergency contact information is available;
- any agreed transport arrangements have been authorised by parents, carers or commissioners where required; and
- appropriate insurance arrangements are in place where transport is provided by the proprietor.

The safety of the learner will always take precedence over educational objectives.

18.7 Responding to Emergencies

The proprietor will be prepared to respond appropriately to emergencies occurring during community-based learning.

This may include:

- contacting emergency services where necessary;
- contacting parents or carers;
- informing the commissioning organisation where appropriate;
- seeking assistance from venue staff;
- administering appropriate first aid within the limits of training and competence; and
- recording any incidents following the visit.

Any safeguarding concerns identified during off-site learning will be managed in accordance with the safeguarding procedures set out in this policy.

18.8 Safeguarding During Community Learning

Community environments may present different safeguarding challenges to those encountered during home or online tuition.

The proprietor will remain alert to:

- inappropriate contact from members of the public;
- learners becoming separated;
- online risks where technology is used;
- environmental hazards;
- changes in a learner's behaviour or wellbeing;
- disclosures made during visits; and
- any situation that could place the learner or tutor at risk.

Where concerns arise, appropriate action will be taken immediately, including ending the activity if necessary.

18.9 Inclusion and Accessibility

Community-based learning will be planned to ensure that all learners are able to participate safely and meaningfully.

Reasonable adjustments will be made where appropriate to accommodate:

- physical disabilities;
- sensory needs;
- communication differences;
- autism;
- PDA;
- anxiety;
- medical conditions;
- mobility requirements; and
- other individual needs identified through discussion with the learner, family or commissioning organisation.

The educational value of the activity will always be balanced against any identified risks.

18.10 Recording and Review

Following community-based learning or educational visits, any safeguarding concerns, accidents, incidents or near misses will be recorded as soon as reasonably practicable.

Where appropriate, consideration will be given to:

- whether risk assessments should be updated;
- whether additional control measures are required;
- any feedback from learners or parents;
- lessons learned from the activity; and
- improvements to future educational visits.

Wealth of Knowledge Tuition is committed to continually reviewing off-site learning practices to ensure they remain safe, inclusive and educationally beneficial.

19. Recording, Record Keeping and Information Sharing

19.1 Commitment to Accurate Record Keeping

Wealth of Knowledge Tuition recognises that accurate, timely and secure record keeping is an essential part of effective safeguarding practice. Records enable concerns to be identified, patterns to be recognised and appropriate action to be taken to protect children and young people.

All safeguarding concerns, disclosures, incidents and welfare concerns will be recorded objectively, stored securely and shared appropriately in accordance with statutory guidance and data protection legislation.

Safeguarding records are maintained separately from general educational records wherever practicable and are treated as confidential documents.

19.2 Recording Safeguarding Concerns

A written safeguarding record will be completed whenever:

- a learner makes a disclosure;

- abuse or neglect is suspected;
- there are concerns regarding a learner's welfare;
- concerning changes in behaviour or presentation are observed;
- a safeguarding referral is made;
- advice is sought from another agency;
- an allegation is made against an adult;
- an incident occurs during tuition or an educational visit; or
- any other safeguarding concern arises.

Records will be completed as soon as reasonably practicable, preferably on the same day as the concern arises.

19.3 Information to be Recorded

Safeguarding records should be factual, accurate and sufficiently detailed to support appropriate safeguarding action.

Where appropriate, records will include:

- the date and time of the concern;
- the date and time the record was completed;
- the location;
- the names of those present;
- factual observations;
- the learner's own words wherever possible;
- any visible injuries or behavioural changes;
- actions taken;
- advice sought;
- referrals made;
- people informed;
- decisions reached;
- follow-up actions; and
- the name of the person completing the record.

Professional opinions should be clearly distinguished from factual observations.

Where uncertainty exists, this will be recorded rather than assumptions being made.

19.4 Quality of Records

Safeguarding records should always be:

- factual;
- objective;
- clear;
- accurate;
- dated;
- signed or attributable to the author;
- completed promptly;
- written respectfully; and
- free from speculation or unnecessary opinion.

Records should never include personal assumptions unless clearly identified as professional judgement.

19.5 Storage of Records

Safeguarding records will be stored securely to protect confidentiality and prevent unauthorised access.

Records may be stored electronically or in paper format.

Appropriate security measures include:

- password-protected electronic systems;
- encrypted devices where appropriate;
- secure cloud storage that complies with UK GDPR where applicable;
- locked storage for paper records;
- restricted access on a need-to-know basis; and
- secure disposal of records when retention periods expire.

The proprietor is responsible for ensuring that safeguarding records remain confidential and secure.

19.6 Information Sharing

Wealth of Knowledge Tuition recognises that effective safeguarding depends upon appropriate information sharing.

Information will be shared lawfully, proportionately and in accordance with:

- *Keeping Children Safe in Education*;
- *Working Together to Safeguard Children*;
- UK GDPR;
- the Data Protection Act 2018; and
- relevant local safeguarding procedures.

The fear of sharing information should never prevent appropriate action being taken to safeguard a child.

19.7 Sharing Information with Other Agencies

Where there is a lawful safeguarding basis, information may be shared with:

- Children's Social Care;
- the Police;
- Local Authority safeguarding teams;
- the Local Authority Designated Officer (LADO);
- schools or colleges;
- Education Otherwise Than At School (EOTAS) teams;
- Alternative Provision coordinators;
- social workers;
- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- healthcare professionals;
- mental health services;
- commissioners funding the provision; and
- any other agency with a legitimate safeguarding role.

Only information that is relevant, necessary and proportionate will be shared.

19.8 Working with Parents and Carers

Parents and carers will normally be informed when safeguarding concerns arise involving their child.

However, information **may not be shared with parents before a referral** where doing so would:

- place a child or another person at greater risk of harm;
- compromise a criminal investigation;
- interfere with a safeguarding enquiry;
- conflict with advice received from Children's Social Care or the Police; or
- otherwise be contrary to the child's best interests.

The rationale for decisions regarding information sharing will be recorded.

19.9 Information Sharing During Commissioned Provision

Where tuition is commissioned by a school, local authority or other organisation, safeguarding concerns will be shared in accordance with agreed safeguarding procedures and contractual arrangements.

Depending on the circumstances, concerns may be shared with:

- the commissioning officer;
- the school's Designated Safeguarding Lead (DSL);
- the EOTAS caseworker;
- Alternative Provision coordinators;
- social workers; or
- other professionals responsible for coordinating the learner's support.

These arrangements do not replace the proprietor's responsibility to contact Children's Social Care or the Police directly where a child is believed to be at immediate risk of harm.

19.10 Retention of Safeguarding Records

Safeguarding records will be retained in accordance with current legal requirements, contractual obligations and recognised safeguarding guidance.

Where records are no longer required, they will be disposed of securely to maintain confidentiality.

Where a learner transfers to another educational provider and safeguarding information is relevant to their ongoing safety or welfare, appropriate information will be shared securely with the receiving organisation where there is a lawful basis for doing so.

19.11 Confidentiality

Safeguarding information is confidential and will only be shared with individuals who have a legitimate professional need to know.

All those receiving safeguarding information are expected to treat it sensitively and in accordance with applicable data protection legislation.

Learners will be informed, in an age-appropriate way, that while their views and privacy are respected, information cannot be kept confidential where there are concerns about their safety or the safety of others.

19.12 Monitoring and Reviewing Safeguarding Records

The proprietor will periodically review safeguarding records to ensure that:

- concerns have been appropriately followed up;
- agreed actions have been completed;
- patterns or repeated concerns are identified;
- records remain accurate and complete;
- statutory guidance is being followed; and
- safeguarding practice continues to reflect current legislation and best practice.

Learning from safeguarding incidents will be used to strengthen procedures, improve professional practice and enhance the safety of learners.

20. Safeguarding Training and Continuous Professional Development

20.1 Commitment to Safeguarding Training

Wealth of Knowledge Tuition recognises that effective safeguarding depends upon maintaining current knowledge, skills and professional judgement.

The proprietor is committed to undertaking appropriate safeguarding training, keeping knowledge up to date and remaining informed of changes to legislation, statutory guidance and emerging safeguarding risks.

Safeguarding training forms an ongoing part of professional practice and supports the safe delivery of all educational provision.

20.2 Training Requirements

The proprietor will undertake safeguarding training appropriate to the nature of the provision delivered.

This may include training relating to:

- child protection;
- recognising signs and indicators of abuse and neglect;
- safeguarding children with Special Educational Needs and Disabilities (SEND);
- online safety;
- child-on-child abuse;
- harmful sexual behaviour;
- Prevent and radicalisation awareness;
- safer working practices;

- professional boundaries;
- information sharing;
- record keeping;
- lone working;
- educational visits;
- mental health awareness; and
- any additional safeguarding topics relevant to learners supported by Wealth of Knowledge Tuition.

Training will be refreshed as required by statutory guidance, professional expectations or commissioning requirements.

20.3 Keeping Knowledge Up to Date

Safeguarding is a continually evolving area of professional practice. In addition to formal training, the proprietor will maintain professional knowledge through regular review of current safeguarding guidance.

This includes:

- reading the current edition of **Keeping Children Safe in Education (KCSIE)** on an annual basis;
- reviewing updates to **Working Together to Safeguard Children**;
- monitoring guidance issued by the Department for Education (DfE);
- reviewing relevant guidance from local safeguarding partnerships;
- participating in safeguarding webinars, professional learning and continuing professional development (CPD);
- keeping informed about emerging safeguarding risks; and
- reflecting upon safeguarding practice following professional meetings, safeguarding incidents or changes in legislation.

20.4 Continuous Professional Development (CPD)

The proprietor is committed to continuous professional development to ensure that safeguarding practice reflects current legislation, research and recognised best practice.

Professional development may include:

- accredited safeguarding training;
- conferences and seminars;
- professional reading;
- networking with safeguarding professionals;
- participation in local authority or commissioning training;
- specialist SEND safeguarding training;
- online safety updates;
- trauma-informed practice;
- mental health awareness; and
- reflective professional supervision where available.

Learning gained through CPD will be used to strengthen policies, procedures and everyday practice.

20.5 Learning from Safeguarding Practice

Safeguarding practice will be reviewed regularly to identify opportunities for improvement.

This may include consideration of:

- safeguarding incidents;
- near misses;
- feedback from learners and families where appropriate;
- recommendations from safeguarding reviews;
- updates to statutory guidance;
- lessons learned from multi-agency working; and
- feedback received from commissioners, schools or local authorities.

Where improvements are identified, policies and procedures will be updated accordingly.

20.6 Future Staff and Associates

Should Wealth of Knowledge Tuition engage employees, associate tutors, contractors or volunteers in the future, all adults working with children will be required to:

- complete safeguarding training appropriate to their role before commencing work where reasonably practicable;
- read and understand this Safeguarding and Child Protection Policy;
- confirm that they understand their safeguarding responsibilities;
- participate in safeguarding updates;
- maintain appropriate professional boundaries; and
- report safeguarding concerns immediately in accordance with this policy.

Training records will be maintained as part of the organisation's safeguarding documentation.

20.7 Monitoring Compliance

The proprietor is responsible for ensuring that safeguarding knowledge remains current and that training requirements continue to be met.

Training records and safeguarding documentation will be reviewed regularly to ensure:

- statutory guidance is being followed;
- commissioning requirements continue to be met;
- professional knowledge remains current;
- policies reflect changes in legislation; and
- safeguarding practice remains effective.

Where gaps in knowledge or training are identified, appropriate action will be taken to address them promptly.

20.8 Commitment to Best Practice

Wealth of Knowledge Tuition is committed to maintaining high standards of safeguarding practice through continual learning, professional reflection and engagement with current safeguarding guidance.

The proprietor recognises that safeguarding is not a one-off training requirement but an ongoing professional responsibility. By maintaining current knowledge and continually reviewing practice, Wealth of Knowledge Tuition aims to provide a safe, supportive and child-centred learning environment for every learner.

21. Useful Contacts, Policy Review and Monitoring

21.1 Commitment to Continuous Improvement

Wealth of Knowledge Tuition is committed to maintaining high standards of safeguarding practice through regular review, reflection and continuous improvement.

Safeguarding is recognised as an evolving area of professional practice. National legislation, statutory guidance and local safeguarding procedures are subject to change, and this policy will be reviewed regularly to ensure it remains accurate, effective and compliant.

Feedback from learners, families, commissioners and partner agencies will be considered where appropriate to help strengthen safeguarding arrangements.

21.2 Policy Review

This policy will be formally reviewed:

- annually;
- following updates to *Keeping Children Safe in Education* (KCSIE);
- following changes to relevant safeguarding legislation or statutory guidance;
- following significant safeguarding incidents;
- where learning from safeguarding reviews indicates changes are required;
- following changes to the services provided by Wealth of Knowledge Tuition; or
- at the request of a commissioning organisation where appropriate.

Minor amendments may be made throughout the year to ensure the policy remains current and reflects best practice.

21.3 Monitoring Safeguarding Practice

The proprietor will regularly review safeguarding arrangements to ensure that:

- safeguarding procedures remain effective;
- staff training requirements continue to be met (where applicable);
- safeguarding records are maintained appropriately;
- safer recruitment arrangements remain compliant;
- risk assessments are reviewed where necessary;

- online safety arrangements remain effective;
- filtering and monitoring arrangements remain appropriate;
- safeguarding concerns are managed consistently;
- information sharing follows current legislation and guidance; and
- lessons learned from safeguarding practice are incorporated into future improvements.

Monitoring may include self-audit, feedback from commissioners, review of safeguarding records and reflection on professional practice.

21.4 Working with Commissioners

Where provision is commissioned by a school, local authority or other organisation, Wealth of Knowledge Tuition will cooperate fully with safeguarding quality assurance processes.

This may include providing evidence of:

- safeguarding training;
- Enhanced DBS status;
- insurance documentation;
- relevant qualifications;
- safeguarding policies and procedures;
- risk assessments;
- health and safety arrangements; and
- any other documentation reasonably required as part of the commissioning process.

Recommendations arising from quality assurance visits or audits will be considered and implemented where appropriate to strengthen safeguarding practice.

21.5 Useful Safeguarding Contacts

The following organisations may be contacted where safeguarding advice or emergency assistance is required.

Emergency Services

Emergency (Police, Fire or Ambulance)
999

Police (Non-Emergency)
101

National Safeguarding Organisations

NSPCC Helpline
0808 800 5000

NSPCC Whistleblowing Advice Line
0800 028 0285

Local Authority Contacts

Where concerns arise, referrals will normally be made to the Children's Social Care service responsible for the area in which the learner lives.

Examples include:

- **Cheshire East Children's Consultation Service (ChECS)** – 0300 123 5012
- **Staffordshire Children's Advice and Support Service** – 0300 111 8007

Where learners are educated in another local authority area, the safeguarding procedures and referral pathways for that authority will be followed.

Local Authority Designated Officer (LADO)

Concerns or allegations regarding adults working with children will be referred to the appropriate **Local Authority Designated Officer (LADO)** for the area in which the incident occurred.

Other Support

Where appropriate, advice may also be sought from:

- the learner's school or college;
- the commissioning organisation;
- Education Otherwise Than At School (EOTAS) teams;
- Children's Social Care;
- healthcare professionals;
- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists; and
- other agencies involved in supporting the learner.

21.6 Document Control

21.7 Equality Statement

Wealth of Knowledge Tuition is committed to promoting equality, diversity and inclusion throughout all aspects of its work.

This policy applies equally to all learners regardless of age, disability, race, ethnicity, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, or socio-economic background.

Safeguarding responses will always be adapted to meet the individual needs of each learner, ensuring that all children have equal access to protection, support and opportunities to achieve positive outcomes.

