

CHILD & YOUNG PERSON PROTECTION AND SAFEGUARDING POLICY

September 2026

Updated against Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026 and current Powertutors guidance.

Version	The Safeguarding Team 3.0
Effective date	1 September 2026
Review cycle	Annually
Next scheduled review	September 2027
Approved by	Senior Leadership Team

Powertutors safeguarding contact Non-urgent safeguarding concerns: safeguarding@powertutors.co.uk
| Urgent safeguarding concern: 01737 652965 | Immediate danger: call 999.

This policy applies to employees, tutors, LSAs, contractors, volunteers and anyone working for or on behalf of Powertutors.

Contents

1. Purpose, principles, and scope	4
2. Legal and statutory framework	4
Staff reading requirement	4
3. Safeguarding governance and DSL arrangements.....	5
Safeguarding Responsibilities	5
Director	5
Leadership Team	5
Designated Safeguarding Team	6
Staff, Tutors and LSAs	6
4. Powertutors safeguarding culture in Alternative Provision	6
Curriculum safeguarding	6
5. Expectations of all staff, tutors and LSAs	7
6. Tutor Conduct, Professional Standards & Suitability to Work	7
Physical Contact and Intervention.....	8
Lone Working and Tutor Safety	8
Concerns or Allegations about Tutor Conduct	8
7. Recognising abuse, neglect, and exploitation.....	8
Abuse	8
Physical abuse:.....	8
Emotional abuse:.....	9
Sexual abuse:	9
Neglect:	9
Domestic abuse:	9
8. SEND, disability and medical needs	10
9. Attendance as safeguarding.....	10
Patterns requiring professional curiosity	10
10. 1:1, home, community, off-site and 2:1 provision	11
Home tuition	11
Community/off-site tuition	11
2:1 provision	11
11. Online safety, generative AI, and digital safeguarding	11
Generative AI	12

12. Information sharing, confidentiality, and record keeping	12
13. Responding to disclosures and safeguarding concerns	12
Dealing with a disclosure	12
Early help	13
14. Managing allegations and low-level concerns about adults	13
A. Concern/allegation that may meet the harm threshold	13
B. Low-level concerns.....	14
15. Child-on-child abuse, harassment, and violence.....	14
16. Exploitation, serious violence, radicalisation and modern slavery	15
17. Mental health, self-harm, and suicide risk	15
18. First aid, medication, and medical emergencies	15
Accident, incident and near miss reporting	16
19. Safer recruitment, vetting, and suitability	16
20. Whistleblowing and escalation	16
21. Training, supervision, and quality assurance.....	17
22. DSL availability, out-of-hours, and escalation.....	17
Appropriate Use of Safeguarding Contact.....	17
23. Appendices	19
Appendix 1 – Safeguarding reporting quick guide	19
Appendix 2 – References and official guidance	19

Important This document is written for Powertutors as an Alternative Provision provider. Where a commissioning school or local authority remains the statutory body responsible for a particular duty, Powertutors will cooperate fully and provide the safeguarding assurance, attendance evidence and information required.

1. Purpose, principles, and scope

Powertutors is committed to safeguarding and promoting the welfare of every child and young person who receives, or is affected by, our services. The welfare of the learner is paramount. Safeguarding is not separate from educational delivery: it is part of the way tuition is planned, delivered, recorded, monitored and reviewed.

- Safeguarding is everyone's responsibility.
- A child-centered approach must always be taken, and decisions should consider what is in the child's best interests.
- Concerns should be identified and shared early. Staff do not need proof before raising a safeguarding concern.
- Professional curiosity means noticing and reporting concerns; it does not mean investigating, interrogating, or confronting a child or family.
- Powertutors works in partnership with commissioning schools, local authorities, families, and safeguarding agencies. Commissioning arrangements do not remove Powertutors' own responsibility to act on concerns.

For this policy, a child means any person under 18. Learners aged 18 or over may also be vulnerable, and concerns about them will be managed under applicable adult safeguarding arrangements, including the Care Act 2014 where relevant.

2. Legal and statutory framework

Staff reading requirement

All Powertutors tutors, LSAs and relevant staff must read KCSIE 2026 Part One in full. Staff with safeguarding leadership or responsibilities must also read the parts and annexes relevant to their role. The KCSIE quick overview does not replace Part One. This policy is informed by, and should be read alongside, the following current legislation and statutory/non-statutory guidance:

- Keeping Children Safe in Education 2026 (effective 1 September 2026)
- Working Together to Safeguard Children 2026
- Children's Wellbeing and Schools Act 2026, including the strengthened information-sharing framework as provisions commence
- Children Act 1989 and Children Act 2004
- Children and Families Act 2014, including duties connected with EHC plans and support for pupils with medical conditions
- Equality Act 2010, including disability discrimination and reasonable-adjustment duties placed on responsible bodies
- SEND Code of Practice: 0 to 25 years
- Supporting pupils at school with medical conditions – current statutory guidance, together with any replacement guidance brought into force for September 2026
- Education for children with health needs who cannot attend school – statutory guidance
- Alternative Provision statutory guidance and DfE voluntary national standards for non-school alternative provision
- Counter-Terrorism and Security Act 2015 and Prevent Duty Guidance (2023)
- Female Genital Mutilation Act 2003, as amended

- Domestic Abuse Act 2021
- Modern Slavery Act 2015
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- Crime and Policing Act 2026 where relevant to regulated activity and safer recruitment
- Local safeguarding partnership procedures and Local Authority Designated Officer (LADO) arrangements in the relevant area
- Tackling violence against women and girls' strategy

3. Safeguarding governance and DSL arrangements

The Lead DSL lead has responsibility for safeguarding and child protection across Powertutors. The wider DSL team supports triage, decision-making, referrals, liaison, recording, training, and cover.

Lead DSL	Abby Leedham
DSL	Jo Kelly
DSL	Morten Davidsen
DSL	Nike Jemiyo
Safeguarding email	safeguarding@powertutors.co.uk
Safeguarding telephone	01737 652965

- The safeguarding@powertutors.co.uk mailbox is the central route for non-urgent safeguarding concerns and supports continuity of DSL cover.
- Immediate danger or an urgent risk to a child must be telephoned to Powertutors and, where necessary, emergency services must be contacted without delay.
- Where the concern relates to the Lead DSL, it must be raised with another DSL and an appropriate senior leader/director so that it can be managed independently.
- DSL decisions, actions, rationale, referrals, and outcomes must be recorded securely in the safeguarding record.

Safeguarding Responsibilities

Director

- Ensures safeguarding is prioritised throughout Powertutors.
- Approves safeguarding policies.
- Ensures sufficient safeguarding resources and support.

Leadership Team

- Promotes a safeguarding culture.
- Reviews safeguarding practice and risk.
- Supports implementation of safeguarding procedures.

Designated Safeguarding Team

- Provides advice and support.
- Receives and manages safeguarding concerns.
- Makes referrals and liaises with agencies.
- Maintains safeguarding records.
- Delivers safeguarding guidance and training.

Staff, Tutors and LSAs

- Recognise, record, and report concerns.
- Follow safeguarding procedures.
- Maintain professional boundaries.
- Complete required training.

4. Powertutors safeguarding culture in Alternative Provision

Children placed in Alternative Provision may have complex educational, health, social, emotional, or safeguarding needs. KCSIE 2026 emphasises that commissioners retain responsibility for safeguarding pupils placed in Alternative Provision and must assure themselves that placements remain safe and appropriate. Powertutors therefore provides clear safeguarding assurance, maintains accurate records, informs commissioners of material changes, and supports regular review of attendance, safety, and suitability.

- Powertutors will ensure appropriate safeguarding, and recruitment checks are completed for personnel assigned to learners.
- Material staffing or delivery changes that could affect safeguarding will be communicated through the appropriate commissioning route.
- Powertutors will maintain accurate information about where tuition is delivered and will not permit unapproved changes of venue, off-site activity, or personnel changes.
- Provision should be reviewed when concerns arise, attendance deteriorates, risks change, or the learner's needs can no longer be safely met.
- Safeguarding takes priority over lesson completion, billing, convenience, educational targets, or maintaining a placement.

Curriculum safeguarding

Through educational activities, PSHE themes, citizenship opportunities, and wider learning experiences, Powertutors promotes:

- Online safety and digital resilience.
- Healthy relationships, consent, and personal boundaries.
- Respect for diversity and protected characteristics.
- Recognition of exploitation, grooming, and radicalisation.
- Strategies for seeking help and reporting concerns.
- Personal safety in both online and offline environments.

Learning opportunities are adapted where required to ensure accessibility for learners with SEND.

5. Expectations of all staff, tutors and LSAs

- Read and understand this policy, the Powertutors Tutor Code of Conduct, Powertutors Staff Code of Conduct, the Attendance, Lesson Scheduling and Reporting guidance, Terms & Conditions, and the KCSIE 2026.
- Complete required safeguarding training and refreshers within required timescales.
- Know how to contact the Powertutors safeguarding team and what to do in an emergency.
- Remain alert to changes in behaviour, mood, appearance, engagement, relationships, communication, attendance, and the learning environment.
- Record concerns factually and correctly, using the learner's words where relevant.
- Report safeguarding concerns through the safeguarding route, not through lesson reports.
- Tutors and LSAs should never investigate, ask leading questions, promise confidentiality, confront an alleged perpetrator, or decide that a concern is too minor to share. Powertutors DSL should investigate where appropriate or instructed by LADO/police.
- Always maintain professional boundaries, including home tuition, online tuition, and community settings.
- Only deliver the provision that has been agreed and for which the tutor/LSA is competent, informed, and appropriately supported.
- Raise any concern about whether a placement, venue, level of risk or learner need can be safely met before accepting or continuing the work.

6. Tutor Conduct, Professional Standards & Suitability to Work

All Powertutors tutors and LSAs are expected to maintain high professional standards. Safeguarding is an inherent part of the tutor role and cannot be separated from teaching duties.

Tutors should:

- Act professionally, respectfully, and appropriately towards learners, families, Powertutors staff, commissioners, and other professionals.
- Prioritise the safety and welfare of the learner above lesson completion, payment, or personal convenience.
- Follow reasonable instructions and safeguarding guidance provided by the Powertutors Education and Safeguarding Teams.
- Maintain appropriate professional boundaries and remember that their role is educational – not that of a friend, therapist, social worker, or family advocate.
- Be honest and accurate when recording attendance, lesson duration, cancellations, and payment-related information.
- Complete lesson reports and attendance records accurately and within required timescales.
- Cooperate fully and professionally with safeguarding enquiries, quality assurance, attendance checks, and requests for information.
- Use appropriate language and behaviour at all times and never behave in an aggressive, intimidating, discriminatory, hostile, or inappropriate manner.
- Raise concerns promptly if they believe a learner's needs, risks, environment, or agreed provision cannot be safely managed.

- Inform Powertutors of any change or circumstance that may affect their own suitability or ability to work safely with children.

Physical Contact and Intervention

Tutors should maintain appropriate physical boundaries and avoid contact with learners. Physical intervention must never be used as punishment or simply to gain compliance.

Where immediate action is necessary to prevent serious harm, any intervention must be necessary, proportionate, and limited to what is required to protect the learner or another person. Any significant physical intervention, restraint, injury, or incident involving physical contact must be reported to Powertutors immediately and recorded factually.

Lone Working and Tutor Safety

Tutors are not expected to remain in an environment where they feel unsafe. If circumstances change during a lesson and the agreed safeguarding arrangements are no longer in place, for example, an agreed responsible adult leaves, an unapproved person arrives, behaviour significantly escalates or the environment becomes unsafe, the tutor should prioritise safety, end or pause the session where necessary and contact Powertutors.

Tutors should not accept changes to agreed supervision or risk management arrangements.

Concerns or Allegations about Tutor Conduct

If a safeguarding allegation or concern is raised about a tutor, the tutor should cooperate with Powertutors and any safeguarding investigation.

They should **not**:

- Contact the learner or family to discuss or challenge the allegation.
- Attempt to obtain further information.
- Ask colleagues or other learners about the allegation.
- Delete, alter, or conceal relevant messages, records, or information.
- Discuss confidential details of the allegation with people who are not authorised to know.

Powertutors will manage concerns in accordance with its Managing Allegations and Low-Level Concerns procedure (please see section 14) and KCSIE.

7. Recognising abuse, neglect, and exploitation

Staff must be able to recognise the six broad categories of abuse and understand that safeguarding issues frequently overlap:

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

Physical abuse: Physical harm or injury, including where injury is deliberately inflicted or knowingly not prevented.

Emotional abuse: Persistent emotional maltreatment. KCSIE 2026 clarifies that this can include verbal abuse such as criticism, belittling, and name-calling.

Sexual abuse: Forcing or enticing a child to take part in sexual activities, whether or not they know what is happening, including contact and non-contact activity and online abuse.

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

Domestic abuse: Exposure to domestic abuse can significantly impact children's safety, wellbeing, and development.

Possible indicators may include:

- Anxiety or hypervigilance.
- Withdrawal or isolation.
- Aggressive behaviour.
- Sudden changes in presentation or behaviour.
- Poor concentration or attendance.
- Fear of returning home.
- Disclosures relating to conflict, intimidation, or violence within the home.

Staff must not investigate such concerns and should report them immediately through safeguarding procedures.

Staff must also remain alert to safeguarding issues including: child-on-child abuse, sexual harassment and violence, online abuse, grooming, Child Criminal Exploitation/Child Sexual Exploitation, county lines, modern slavery, trafficking, financial exploitation, serious violence, radicalisation, FGM, forced marriage, honour-based abuse, homelessness, young caring responsibilities and risks connected with mental health.

8. SEND, disability and medical needs

Children with SEND, disabilities, or medical/physical health conditions can face additional safeguarding barriers. These may include communication difficulties, dependence on adults, fewer opportunities to disclose, peer isolation, bullying, difficulty recognising abuse, and assumptions that changes in behaviour, mood, injury, or attendance are explained by the child's diagnosed condition.

A careful approach to medical needs

Tutors must not assume that a change in presentation is automatically caused by a learner's diagnosis or medical condition. Equally, tutors are not expected to assess family care, challenge medical decisions, or make allegations about a parent or professional. If something observed, heard, or recorded causes a safeguarding concern, record the facts and contact the safeguarding team.

9. Attendance as safeguarding

Powertutors treats attendance and engagement as safeguarding information, not merely administration. A single missed lesson may be routine; a pattern of absence, refusal, no access, or repeated cancellation can indicate unmet need, deteriorating wellbeing, family difficulty, exploitation, neglect, health concerns, or another safeguarding risk.

Patterns requiring professional curiosity

The Education and Safeguarding Teams will use attendance information to identify patterns, support commissioners, review provision and escalate where required. Accurate tutor recording is therefore a safeguarding requirement and should monitor:

- Repeated or increased non-attendance.
- Repeated 'no access' or inability to locate/engage the learner at the agreed place and time.
- Refusal to attend or sudden withdrawal from a previously stable placement.
- Repeated late cancellations or unexplained cancellations.
- A marked reduction in lesson duration or ability to engage.
- Persistent absence associated with changes in mood, behaviour, presentation, home circumstances, or communication.
- A learner disappearing from tuition or prolonged loss of contact.
- Attendance concerns involving a child with a social worker, looked-after child, young carer, SEND, or significant medical needs.

Do not wait for a pattern if the individual incident is concerning. If an absence, no-access event, or cancellation creates an immediate safeguarding concern, contact the safeguarding team at once.

10. 1:1, home, community, off-site and 2:1 provision

Alternative Provision frequently takes place outside a conventional classroom. The safeguarding plan must therefore be clear before tuition begins.

Home tuition

- Follow the agreed risk assessment and parent/carer presence arrangements.
- Remain in agreed teaching areas and maintain professional visibility.
- Do not investigate the home or question family members about concerns. Report what you directly observe or hear.
- If the learner is unexpectedly alone and the agreed safeguarding arrangement requires adult supervision/presence, contact Powertutors and do not continue unless safe arrangements are confirmed.
- Leave the environment and seek urgent support if you feel unsafe or if the learner is at risk.

Community/off-site tuition

- The venue and activity must be authorised and risk assessed where required.
- Do not transport learners in a personal vehicle unless expressly authorised under Powertutors procedures and appropriate safeguards are in place.
- Do not invite or permit partners, relatives, friends, or other unapproved adults to join a session or activity.
- Trips or recreational activities are not an extension of a tutor's social relationship with the learner and must be approved through Powertutors.

2:1 provision

Where a tutor and LSA, or two approved adults, are assigned to a learner, both share responsibility for safeguarding. Roles should be clear, information relevant to safe delivery should be shared appropriately, and either adult must raise a concern independently if necessary.

11. Online safety, generative AI, and digital safeguarding

Online safeguarding applies to remote tuition and concerns disclosed or observed during any provision.

- Use only Powertutors-approved platforms/accounts for tuition and work communication.
- Keep personal accounts, cloud storage, and messaging services separate from learner work.
- Do not request, save, forward, or view nude/semi-nude images of children. Any incident involving sharing of such images requires a safeguarding response, including where content is AI-generated, altered, a deepfake/deep nude, or appears consensual.
- If inappropriate content is displayed unexpectedly, minimise exposure, do not copy it, preserve only the information Powertutors/authorities advise is necessary and report immediately.
- Filtering, monitoring, and device safety expectations must be considered where Powertutors supplies or controls technology.

Generative AI

- Staff, tutors and students should only be using generative AI in settings with appropriate safeguards in place, such as close supervision and the use of tools with safety and filtering and monitoring features.
- For any use of AI, Powertutors staff and tutors should:
- comply with age restrictions set by AI tools
- consider online safety, including AI, when creating and implementing their approach to safeguarding and related policies and procedures
- ensure they have the appropriate systems in place, including filtering and monitoring approaches that cover generative AI
- For further guidance please refer to [Generative artificial intelligence \(AI\) in education – GOV.UK](#)

12. Information sharing, confidentiality, and record keeping

Effective safeguarding depends on timely, proportionate information sharing. Data protection law does not prevent necessary safeguarding information from being shared. KCSIE 2026 strengthens information-sharing guidance and the Children's Wellbeing and Schools Act 2026 introduces a strengthened statutory information-sharing framework as relevant provisions commence.

- Share information on a need-to-know basis through authorised Powertutors safeguarding routes.
- Do not promise confidentiality to a child or family.
- Record what was observed, what was said, by whom, when and where; distinguish fact from professional opinion and historic information.
- Use the child's own words for significant disclosures where possible.
- Record decisions to share or not share, the rationale, recipient, date/time, and outcome.
- Do not put safeguarding concerns into lesson reports, lesson titles or other systems not intended for safeguarding data.
- Powertutors safeguarding records are maintained securely, including through CPOMS/internal safeguarding systems as directed by the DSL.

CPOMS remains Powertutors' primary safeguarding recording system. DSL decisions, referrals, actions, outcomes, and safeguarding chronology should be maintained within CPOMS or any approved replacement system. Staff and tutors must follow safeguarding-team instructions regarding secure recording and document submission.

Non-urgent concern

Email safeguarding@powertutors.co.uk. The safeguarding team will triage the concern and provide the correct secure recording route, including CPOMS where appropriate.

13. Responding to disclosures and safeguarding concerns

Dealing with a disclosure

- Listen carefully, remain calm, and take the learner seriously.

- Do not ask leading or investigative questions. Use only minimal open clarification if needed to understand immediate safety.
- Do not promise secrecy or confidentiality.
- Reassure the learner that they were right to tell someone and explain that you must share the information with people who can help keep them safe.
- Do not confront the alleged perpetrator or discuss the concern with other staff/tutors who do not need to know.
- Make a factual record as soon as possible, including the learner's own words.
- Report promptly to the Powertutors safeguarding team. If there is immediate danger, act immediately and call emergency services where required.

The DSL will decide the appropriate next steps, which may include consultation/referral to the commissioning school's DSL, local authority for children's social care, police, LADO, Prevent/Channel partners, or another relevant agency. Where information indicates a child may be suffering, or is at risk of suffering, significant harm, the DSL will ensure a referral is made to the relevant Local Authority Children's Social Care team, MASH, Front Door service, or equivalent local safeguarding pathway without delay, regardless of whether other professionals are already involved.

Safeguarding contact safeguarding@powertutors.co.uk | 01737 652965 | Immediate danger: 999

Early help

Powertutors recognises that some learners may benefit from Early Help services before concerns reach statutory safeguarding thresholds.

Staff should remain alert to emerging needs relating to attendance, emotional wellbeing, family circumstances, behaviour, mental health, SEND, exploitation risk or welfare concerns.

The DSL will consider whether concerns should be managed through Early Help, referral to local services, or escalation to children's social care where appropriate.

14. Managing allegations and low-level concerns about adults

All concerns about the behaviour of an adult working for or on behalf of Powertutors must be taken seriously, including concerns about employees, tutors, LSAs, contractors, volunteers, and leaders.

A. Concern/allegation that may meet the harm threshold

The harm-threshold process applies where it is alleged that an adult has:

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

Procedure:

- Report immediately to the Lead DSL or another DSL. Do not investigate or alert the subject of the allegation yourself.
- Powertutors will appoint an appropriate case manager. Where the allegation concerns the Lead DSL, a different senior leader/director will manage the matter with safeguarding advice.
- Basic enquiries may be undertaken only to establish the facts needed to decide the appropriate route and must not jeopardise a police, social-care or LADO investigation.
- Powertutors will consider and, where appropriate, consult/refer to the relevant Local Authority Designated Officer (LADO) without delay and follow local procedures.
- Risk-management measures, including changes to duties or suspension, will be considered on the facts of the case; suspension is not automatic.
- Powertutors will cooperate with the commissioning organisation and relevant agencies while maintaining appropriate confidentiality.
- DBS referral, Teaching Regulation Agency referral or other regulatory/employment action will be considered where the statutory criteria are met.
- Records and references will be handled in line with KCSIE 2026 and applicable law; false, unfounded, unsubstantiated, or malicious allegations will not be treated as substantiated safeguarding findings.

B. Low-level concerns

A low-level concern is any concern about an adult's behaviour towards a child that is inconsistent with the Code of Conduct, including inappropriate conduct outside work, even where it does not meet the harm threshold.

- Low-level does not mean insignificant.
- Examples may include over-familiarity, inappropriate communication, boundary breaches, favouritism, unnecessary one-to-one contact outside agreed arrangements or use of personal communication channels.
- All low-level concerns should be reported and recorded, so patterns can be identified.
- The Lead DSL/case manager will decide whether the matter remains low-level, requires HR/performance action, or should be referred to the LADO because the threshold may be met.

15. Child-on-child abuse, harassment, and violence

Child-on-child abuse can occur inside or outside educational settings and online. It is a safeguarding issue for the victim and may also indicate safeguarding needs for the child alleged to have caused harm. KCSIE 2026 strengthens this area and emphasises prevention and the continuum from harmful sexual behaviour to sexual violence.

- Bullying, including cyberbullying and discriminatory bullying.
- Physical abuse, violence, or threats involving weapons.
- Sexual harassment, sexual violence, and harmful sexual behaviour.
- Abuse in intimate personal relationships between children.
- Consensual or non-consensual sharing of nude/semi-nude images, including AI-generated or manipulated imagery.
- Initiation/hazing-type violence and rituals.
- Misogynistic, misandrist, racist, homophobic, transphobic, or other derogatory behaviour that may form part of a safeguarding concern.

Never dismiss harmful behaviour as 'banter' or 'just teenagers'. Report it through safeguarding procedures even where it took place outside Powertutors tuition.

16. Exploitation, serious violence, radicalisation and modern slavery

Tutors working 1:1 may notice changes that other professionals do not see. Indicators can include:

- going missing or unexplained absence;
- older associates or unexplained changes in peer group;
- unexplained money, gifts, phones, or possessions;
- injuries, weapons, drugs, or increased secrecy;
- multiple phones/accounts or unusual travel;
- fear, coercion, debt, or pressure to carry out tasks;
- sexual exploitation, criminal exploitation, county lines, or financial exploitation;
- language, material, or associations that raise a concern about radicalisation or terrorism susceptibility.

A child can be exploited even where they appear to cooperate or identify with the group exploiting them. Victims may be criminalised for actions undertaken under coercion. Report concerns; do not confront suspected exploiters or attempt to gather evidence yourself.

Powertutors will follow the Prevent Duty framework and local Channel/referral arrangements where there is a concern that a learner may be susceptible to radicalisation.

17. Mental health, self-harm, and suicide risk

Mental health difficulties can be a safeguarding concern, can arise because of abuse, neglect, or exploitation, and can themselves increase vulnerability.

- Staff should notice changes in mood, behaviour, attendance, engagement, sleep, eating, self-care, relationships, hopelessness or expressions of self-harm/suicide.
- Only appropriately trained professionals should diagnose mental health conditions. Tutors should not diagnose or act as therapists.
- Where a mental-health concern is also a safeguarding concern, report it to the safeguarding team.
- Where a child is in immediate danger or there is an immediate medical emergency, call 999 and follow emergency procedures.
- Powertutors may liaise with the parent/carer, commissioner, school, health service, or social-care professionals as appropriate to the risk and information-sharing framework.

18. First aid, medication, and medical emergencies

Tutors must understand the medical arrangements relevant to the individual placement before tuition starts.

- Do not administer medication or undertake medical procedures unless this is explicitly part of the agreed role, and you have received the required training, authorisation and information.
- Follow the learner's Individual Healthcare Plan or emergency plan where one has been provided, and the actions fall within your role/training.
- Know how to summon emergency assistance and how to contact the responsible adult.
- Record and report medical incidents in line with Powertutors and commissioner requirements.
- Where medical presentation creates a safeguarding concern, report the factual concern separately to the safeguarding team.

Accident, incident and near miss reporting

- Powertutors requires all accidents, incidents and near misses occurring during tuition or related activities to be reported in accordance with the Accident Reporting Procedure.
- Safeguarding concerns arising from any accident or incident must be reported separately through safeguarding procedures.
- Serious incidents requiring emergency services, hospital treatment, or presenting safeguarding concerns must be reported to the DSL immediately.

19. Safer recruitment, vetting, and suitability

Powertutors uses safer-recruitment processes proportionate to the role and current legal requirements (See the Safer Recruitment Policy for information):

- Identity, right-to-work, references, employment/education history, and suitability checks are completed in line with role requirements.
- Enhanced DBS and barred-list checks are obtained where the role is eligible/required, and Powertutors follows current KCSIE/DBS guidance for self-employed workers and contractors.
- Teaching-prohibition or other relevant professional checks are completed where applicable.
- Online searches may form part of due diligence for shortlisted candidates in line with KCSIE.
- KCSIE 2026 reflects the Crime and Policing Act 2026 removal of the previous regulated-activity 'supervision exemption'. Powertutors will apply the current definition of regulated activity when deciding on checks for volunteers and workers.
- Safeguarding suitability is ongoing: concerns arising after recruitment must be reported and may lead to reassessment, restriction, or removal from provision.

20. Whistleblowing and escalation

Tutors and staff should be able to raise concerns about poor or unsafe safeguarding practice without fear of detriment.

- Raise concerns through Powertutors' whistleblowing/management route where appropriate.
- If a safeguarding concern is not being acted on, or you remain concerned about a child's safety, escalate to another DSL or senior leader.
- Where necessary, individuals may make a direct referral to children's social care or police. Staff should not allow organisational delay to leave a child at risk.

21. Training, supervision, and quality assurance

- All staff/tutors receive a safeguarding induction, and regular updates appropriate to their role.
- DSLs undertake role-appropriate safeguarding training and refresh knowledge regularly, with formal training at least every two years in line with KCSIE expectations.
- Professional-boundaries, attendance, lesson reporting, online safety, SEND/medical vulnerability, allegations management and information sharing form part of Powertutors safeguarding development.
- Powertutors may audit TutorCruncher attendance/reporting, safeguarding records, tutor conduct, and placement documentation to identify patterns and improve practice.
- Safeguarding incidents, complaints, and allegations should be reviewed for learning and system improvement, regardless of outcome.
- All tutors must undertake accredited level 2 safeguarding training before commencing work.

22. DSL availability, out-of-hours, and escalation

KCSIE 2026 strengthens expectations for robust DSL cover. Powertutors therefore operates a clear safeguarding-contact route and will maintain an internal safeguarding calendar/cover arrangement. Never wait if a child may be at immediate risk. Do not record safeguarding concerns in lesson reports.

Powertutors office working hours are 9am to 6pm, Monday to Friday. Follow the below procedure:

Non-urgent	Email safeguarding@powertutors.co.uk . This is the preferred route for accurate triage and recording.
Urgent	Call Powertutors on 01737 652965 and once speaking with a DSL send an email with a full incident report.
Immediate danger	Call 999 first where delays would place a child or other person at immediate risk, then notify Powertutors as soon as safe to do so.
Out of Hours (after 6pm weekdays, and all weekend)	Immediate danger: Call 999 Urgent concern: Contact the Local Authority Children's Social Care / Emergency Duty Team. Non-urgent: Email safeguarding@powertutors.co.uk for review the next working day.
DSL unavailable	In the unlikely event a DSL is not available, ask to speak with your RCM and request an escalation to the safeguarding team as a priority.

Appropriate Use of Safeguarding Contact

The Powertutors Safeguarding Team is available to provide advice, guidance and support relating to specific safeguarding concerns about a child or young person. Tutors should always contact us if they are unsure whether something they have seen, heard, or been told may be a safeguarding concern.

We recognise that safeguarding work can sometimes be difficult or upsetting. The DSL Team can provide appropriate professional guidance following an incident, but we are not qualified to provide counselling or mental health support to tutors. If a tutor is feeling overwhelmed, distressed, or struggling with their mental health, they should seek appropriate professional support, such as through their GP or other suitable support services. If you are unsure whether something is safeguarding – contact us via the non-urgent route. We would always rather you check.

23. Appendices

Appendix 1 – Safeguarding reporting quick guide

Step 1 - Notice	Something has changed, does not add up, has been disclosed, or causes concern.
Step 2 - Make safe	If there is immediate danger, act to protect life/safety and call emergency services if required.
Step 3 - Record facts	Write what you saw, heard, or were told. Use the learner's own words. Do not ask leading questions. Remain impartial.
Step 4 - Report	Non-urgent: safeguarding@powertutors.co.uk. Urgent: 01737 652965. Immediate - 999
Step 5 - Keep separate	Do not place the safeguarding concern in a lesson report.
Step 6 - Follow direction	The safeguarding team will triage, log CPOMS/secure record, and decide information sharing/referrals.

Appendix 2 – References and official guidance

Keeping Children Safe in Education 2026: <https://www.gov.uk/government/publications...>

Working Together to Safeguard Children 2026: <https://www.gov.uk/government/publications...>

SEND Code of Practice: 0 - 25 years: <https://www.gov.uk/government/publications...>

Supporting pupils with medical conditions at school: <https://www.gov.uk/government/publications...>

Non-school Alternative Provision: voluntary national standards: <https://www.gov.uk/government...>

Prevent Duty Guidance: <https://www.gov.uk/government/publications...>

Information sharing advice for safeguarding practitioners: <https://www.gov.uk/government/publications...>

Children and Families Act 2014: <https://www.legislation.gov.uk/ukpga/2014/6/contents>

Equality Act 2010: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Children's Wellbeing and Schools Act 2026: <https://www.legislation.gov.uk/ukpga/2026/21/contents>

Tackling violence against women and girls: <https://assets.publishing.service.gov.uk/media...>

Note: legislation and statutory guidance can change during the policy year. The Lead DSL will monitor relevant updates and amend practice/policy where required.