

Safeguarding Policy

INTRODUCTION

Teatime Tutoring provides private tuition and educational support for children, young people and adults. This includes in-person tuition from a dedicated tutoring classroom in Farnborough, online tuition, small group lessons, individual lessons and holiday courses. Teatime Tutoring also works with carefully selected tutors who may deliver tuition online or in person.

Children and young people are likely to be present during Teatime Tutoring lessons, groups and courses. Safeguarding is therefore central to the way we work. All tuition is arranged with parents, carers or responsible adults, and all tutors working with children through Teatime Tutoring must follow this safeguarding policy and the safer recruitment expectations set out below.

DEFINITIONS

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

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

The term “young person” is occasionally used as an additional term when describing children, in recognition that this is a widely-used term to describe those aged under 18 but over 16.

SCOPE

This policy is intended to promote the welfare of children and adults at risk. It is also intended to act as a guide for the self-employed tutors we represent, introduce or work with in any other legitimate manner, to help them follow our approach to safeguarding.

This policy applies to anyone working with or on behalf of Teatime Tutoring, including the owner of Teatime Tutoring, tutors, contractors and volunteers. We expect any tutor, mentor, coach or other individual working with families through Teatime Tutoring to comply with this policy and to take prompt and effective action in the event of a safeguarding concern arising.

LEGAL FRAMEWORK

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in United Kingdom. However, it is understood and intended that this policy will apply to our employees, agents, contractors and other connected parties wherever they work across the world. In this event, we expect the policy to be

followed to the fullest extent permissible in any given jurisdiction, with the intention of safeguarding children and young people. Where we operate outside of the UK we undertake to:-

- Comply with local laws, regulations, instructions from law enforcement agencies, rulings by any legitimate judicial authority or similar;
- Refer any matters of criminal conduct, especially in relation to safeguarding, (as applicable in the local jurisdiction) to the local authorities responsible for policing and law enforcement;
- Wherever local legislation permits, or is ambiguous or indifferent (for example, but not limited to, activity in disputed territories, activities ongoing during a change of government or political structure and activities taking place when local legislation is amended, added to or repealed), we undertake to follow this guidance to the fullest extent possible in order to safeguard children and adults at risk (according to the broadest definition applied by either local or UK legislation).

A summary of the key UK legislation and guidance is available from <https://learning.nspcc.org.uk/safeguarding-child-protection/>

SUPPORTING DOCUMENTS

This policy statement should be read alongside our Terms and Conditions and Privacy Policy, and the following policy documents, included as appendices:

- After-school clubs, community activities and tuition: safeguarding guidance for providers - GOV.UK, last updated 2026
- [What to do if you're worried a child is being abused?: advice for practitioners \(HM Gov\)](#)
- Keeping Children Safe in Education 2025 (England only, statutory guidance for schools and colleges, used here as relevant good practice)
- Working Together to Safeguard Children 2026 (England only)
- [Care Act 2014](#) (England and Wales only)
- Role description for the designated safeguarding lead
- Recruiting the right people to volunteer or work with children
- Responding to concerns about a child's welfare
- Storing child protection records
- Code of conduct for all staff, tutors and volunteers
- Managing concerns about or allegations made against staff or tutors
- Managing concerns about or allegations made against a child or young person
- Keeping children safe online
- Whistleblowing and complaints

We recognise that:

- The welfare of children is paramount in all the work we do and in all the decisions we take.

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

We will seek to keep children and young people safe by:

- Valuing, listening to and respecting them.
- Appointing a designated child protection lead for children and young people.
- Adopting child protection and safeguarding best practice through our policies, procedures and code of conduct for staff, tutors and volunteers.
- Developing and implementing an effective online safety policy and related procedures.
- Providing effective management for staff and volunteers through supervision, support, training and quality assurance measures so that all staff and tutors know about and follow our policies, procedures and behaviour codes confidently and competently.

Contact details

Designated safeguarding lead:

Name: Kirsty Dickenson

Role: Designated Safeguarding Lead

Phone: + 44 (0) 7523 413011

Email: safeguardingteatimetutoring@yahoo.com

If a safeguarding concern relates to the designated safeguarding lead, Kirsty Dickenson, the concern should be referred directly to the Local Authority Designated Officer (LADO), the Local Safeguarding Children Partnership, the NSPCC Helpline, children's social care or the police, as appropriate. If a child, young person or adult at risk is in immediate danger, call 999.

NSPCC Helpline

0808 800 5000 - Open 10am-4pm Monday to Friday

help@nspcc.org.uk - email 24 hours a day

If a child, young person, or any person is in immediate danger, call 999 (for a person in the UK).

This policy, and our good practice, will be reviewed annually.

This policy was last reviewed: June 2026

Signed: Kirsty Dickenson

ROLE DESCRIPTION FOR THE DESIGNATED SAFEGUARDING LEAD

Purpose of the Role

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

Duties and responsibilities

1. Take a lead role in developing and reviewing Teatime Tutoring's safeguarding and child protection policies and procedures.
 2. Take a lead role in implementing Teatime Tutoring's safeguarding and child protection policies and procedures: ensuring all safeguarding and child protection issues concerning children and young people who take part in Teatime Tutoring's activities are responded to appropriately.
 3. Make sure that everyone working with or for children and young people at Teatime Tutoring understands the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare.
 4. Make sure children and young people who use Teatime Tutoring's services, and their parents, know who they can talk to if they have a welfare concern and understand what action the organisation will take in response.
 5. Receive and record information from anyone who has concerns about a child who uses Teatime Tutoring's services, and ensure reports are stored securely.
 6. Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with Teatime Tutoring may present a risk to children or young people. This includes:
 - a. assessing and clarifying the information - not investigating
 - b. making referrals to statutory organisations as appropriate
 - c. consulting with and informing the owner of Teatime Tutoring, where this is not already the same person
 - d. following the organisation's safeguarding policy and procedures.
2. Liaise with, pass on information to and receive information from statutory child protection agencies such as:
- a. the Local Safeguarding Children Partnership (LSCP)
 - b. the Local Authority Designated Officer (LADO)

- c. the police.
2. This includes making formal referrals to agencies when necessary.
3. Consult the NSPCC Helpline when support is needed, by calling 0808 800 5000 (10am-4pm, Mon-Fri) or emailing help@nspcc.org.uk.
4. Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures.
5. Ensure that the owner of Teatime Tutoring is kept up to date with safeguarding issues and is fully informed of any concerns about organisational safeguarding and child protection practice. Where the designated safeguarding lead and the owner are the same person, external advice will be sought where needed from the NSPCC Helpline, the Local Safeguarding Children Partnership, the LADO, children's social care or the police.
6. Review safeguarding and child protection practice regularly to ensure that safeguarding remains an ongoing priority and that this policy is followed across Teatime Tutoring.
7. Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies.
8. Be familiar with and work within inter-agency child protection procedures developed by any educational settings we work in, such as schools. Where Teatime Tutoring tutors work in those places, seek the name and contact details of the safeguarding lead in the setting and how to report any concerns, then share this with the tutor before they start work. Make the setting aware that Teatime Tutoring also has safeguarding policies and that, as well as reporting concerns to the setting, tutors may make reports to Teatime Tutoring and these may be passed on to other authorities. Share DBS status of staff, tutors or volunteers with any settings they may go to work in. This should be made clear to all staff, tutors and volunteers when working for Teatime Tutoring.
9. Be familiar with issues relating to child protection and abuse, and keep up to date with new developments in this area.
10. Attend training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for children and young people at Teatime Tutoring.
11. Attend relevant safeguarding training and seek supervision or external safeguarding advice where appropriate.

RESPONDING TO CONCERNS ABOUT THE WELFARE OF A CHILD OR ADULT AT RISK

Teatime Tutoring takes safeguarding seriously and staff, tutors and volunteers will be trained to notice signs that the welfare of a child or adult at risk may be at risk. Staff, tutors and volunteers for Teatime Tutoring should report their concerns directly to the designated safeguarding lead using safeguardingteatimetutoring@yahoo.com.

It is important to remember that perpetrators can be adults but they can also be other young people - there is no specific identity of a perpetrator.

Any concerns should be reported without delay to allow those reporting to make the most accurate report of what raised the concern - delaying making a report can lead to forgotten or altered details.

All concerns should include only the facts of what raised the concern. Assumptions or interpretations should not be included. For example, if a person was crying the report should state that they were crying, *not* that they were sad or upset as this is an interpretation of the situation.

If there are concerns about a child or an adult considered to be at risk or a disclosure is made by them, it should be taken seriously and listened to. It is important not to ask leading questions, any questions should be very open and not suggestive of anything. For example, if they say "[name] hurt me yesterday", responding "did they hit you?" would not be appropriate, but repeating back "how did they hurt you?" would allow the person to respond openly in their own words.

It is very important to never promise to keep things secret, or not to tell others. Instead, we should be open with children and adults at risk so that they can talk to us, but if we have concerns for their welfare, we might have to talk to others. It should be made clear that this will only be done with a view to keeping them safe and getting them support.

It is rare that we can be 100% sure that something is or is not taking place, but it is not our place to investigate. The role of those working with children is to be aware of the signs that welfare may be at risk and to report those concerns to those with the authority and experience in doing so - such as the Local Safeguarding Children Partnership or the police. In this way, we safeguard children and allow any investigations to be done through the proper channels.

Who to report to

Who to report concerns to will depend on the situation.

Reports about concerns raised whilst working in the capacity of staff, tutor or volunteer with Teatime Tutoring can be made directly to the designated safeguarding lead. This should be sent securely to safeguardingteatimetutoring@yahoo.com, or by handing it directly to the designated safeguarding lead if seeing them in person.

If the concern is about Kirsty Dickenson, or if someone feels unable to report the concern to Teatime Tutoring, they should contact the LADO, Local Safeguarding Children Partnership, NSPCC Helpline, children's social care or the police directly. Safeguarding concerns must never be left unreported because the designated safeguarding lead is unavailable or because the concern relates to the designated safeguarding lead.

If working through Teatime Tutoring, but in a school, college or other educational settings, their internal safeguarding procedures should be followed and a report to Teatime Tutoring should be made as normal. This should be shared with the safeguarding lead at the setting so that they are aware.

Tutors who work with children or adults at risk, online or in person, are encouraged to report directly to the Local Safeguarding Children Partnership (LSCP) or Adult Safeguarding Board as appropriate where the child or adult at risk lives, and/or report to the NSPCC Helpline on 0808 800 5000 (Mon-Fri, 10am-4pm). If the person they are concerned about lives abroad, they should try to contact the local authorities where that person lives as this is where the concern will need to be dealt with.

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

If it is ever unclear about who to report to, or how, instead of leaving the concern unreported, it is important to check. For staff/tutors/volunteers of Teatime Tutoring, this can be the designated safeguarding lead. For those who work for themselves, this can be checked with the NSPCC helpline.

STORING CHILD PROTECTION RECORDS

Teatime Tutoring will keep clear, factual and accurate safeguarding records. Records will include the date, time, people involved, the concern or disclosure in the person's own words where possible, any visible signs or observations, action taken, who was contacted, decisions made and the reasons for those decisions.

Safeguarding records will be stored separately from general tuition records and will be accessible only to the designated safeguarding lead, unless information needs to be shared lawfully for safeguarding purposes. Digital records will be stored in password-protected systems and physical records will be kept securely locked away.

Safeguarding information may be shared with appropriate agencies or authorities, such as children's social care, the Local Safeguarding Children Partnership, the LADO, the police or the NSPCC Helpline, where this is necessary to protect a child, young person or adult at risk. Consent will be sought where appropriate, but safeguarding information may be shared without consent where there is a lawful basis to do so and where seeking consent could increase risk.

Child protection records relating to a child or young person will usually be retained until the person reaches the age of 25. After this point, records will be securely deleted or destroyed unless there is a clear safeguarding, legal or regulatory reason to retain them for longer.

Records relating to allegations against staff, tutors or volunteers will be retained in line with current safeguarding guidance. Where an allegation is substantiated or otherwise meets the harm threshold, records will normally be retained until the person reaches normal pension age or for 10 years from the date of the allegation, whichever is longer.

Records of low-level concerns will be kept securely and reviewed so that patterns can be identified.

DBS certificates themselves will not normally be copied or retained for longer than is necessary. Teatime Tutoring will keep a safer recruitment record confirming that appropriate checks were completed, the date completed, the outcome and the recruitment decision made.

PREVENTING AND RESPONDING TO BULLYING

We recognise that bullying can take many forms. Anyone can engage in bullying behaviour and anyone can be bullied. It is important to remember that perpetrators can be adults but they can also be other children - there is no specific identity of a perpetrator.

When trying to prevent bullying, it is important to make it clear to others that we treat them equally and without judgement and to teach them that this is how everyone should be treated. Teatime Tutoring staff, tutors and volunteers will always treat others, with respect - regardless of their identity.

If bullying is seen or disclosed it will be reported as a safeguarding concern to the relevant person. For example, the safeguarding lead at Teatime Tutoring, or for the educational setting they are in.

IN-PERSON TUITION AND HOLIDAY COURSES

Teatime Tutoring provides some tuition in person, including individual lessons, small group lessons and holiday courses. These sessions will take place in a suitable, safe and supervised learning environment. Parents and carers will be told where the session is taking place, the start and finish time, who is teaching the session and how to contact Teatime Tutoring.

Attendance will be recorded. Parents and carers are responsible for ensuring that children arrive and are collected on time. Children will only be released to a parent, carer or another adult who has been authorised by the parent or carer. If a child is not collected, Teatime Tutoring will contact the parent or carer using the contact details provided and will keep the child safe until collection. If the child cannot be collected or there is a welfare concern, advice will be sought from children's social care or the police.

Parents and carers will be asked to provide relevant emergency contact details, medical information, allergy information and any learning, access or welfare needs that Teatime Tutoring should be aware of. This information will be used only to support the child's safety and wellbeing.

Children will be treated with dignity and respect when using toilet facilities. Staff and tutors will not provide intimate or personal care unless this has been specifically agreed in advance with the parent or carer and is necessary to meet the child's needs.

Any concerns arising during a session will be recorded and reported in line with this policy.

A basic first aid kit will be available for in-person lessons and courses. Any accident, injury or significant incident will be recorded and shared with the parent or carer as appropriate. In an emergency, Teatime Tutoring will call 999 and contact the parent or carer as soon as possible.

For in-person 1:1 tuition, a parent or carer will know the time and location of the lesson and will be able to contact Teatime Tutoring if needed. Where possible, tuition spaces will be arranged so that safeguarding is considered, for example through appropriate visibility, unlocked doors where suitable, and clear start and finish procedures.

KEEPING CHILDREN SAFE ONLINE

We recognise some of the work we do with children takes place online, and that keeping them safe online is equally as important as keeping them safe in person.

One of the key things Teatime Tutoring does is to only ever interact with children using their services through agreed means and times - arranged through a responsible adult - for example, a parent or carer, or through a school representative. Note that an adult may have vulnerabilities but still be able to arrange their own tuition - this should be considered when booking.

Staff, tutors and volunteers of Teatime Tutoring will not contact children using their services through social media platforms or through their own personal profiles. The only time staff, tutors or volunteers will talk to children through social media if they contact Teatime Tutoring company profiles in order to seek support or ask about their services.

Teatime Tutoring will also advise tutors connecting to families through Teatime Tutoring to follow this guidance.

Teatime Tutoring staff, tutors and volunteers will check all resources shared with or sent to children to ensure they are appropriate. Content should not include anything which could harm children or expose them to harm. For example, anything depicting illegal activity, violence or extreme views.

If sensitive topics arise in educational content, resources will be carefully chosen and checked by the tutor and, where appropriate, by the owner of Teatime Tutoring to ensure they are suitable for the child's age, stage and needs.

RECRUITING THE RIGHT PEOPLE TO VOLUNTEER OR WORK WITH CHILDREN

All staff, tutors and volunteers working with Teatime Tutoring will be considered for recruitment without discrimination to their identity (race, sex, gender, age, disability, pregnancy/maternity, religious belief, or sexual orientation).

Teatime Tutoring engages in work with children. All tutors, staff, tutors and volunteers working with children through Teatime Tutoring must have an enhanced DBS check before working with children. Where possible, DBS certificates should be registered with the DBS Update Service so their status can be checked periodically.

All tutors working with families through Teatime Tutoring must complete Teatime Tutoring's safer recruitment process before being introduced to families or beginning tuition. This includes identity checks, an enhanced DBS check, references and a suitability review.

Applicants are required to provide at least two referees who can be contacted as part of the safer recruitment process. If the role involves working directly with children, at least one referee should be from a role where the applicant has worked or volunteered with children. References will be reviewed before a tutor begins work through Teatime Tutoring wherever possible.

Applicants will be given an opportunity to declare any prior convictions, cautions, investigations or safeguarding concerns, regardless of outcome, in a confidential way. Information will be reviewed by the owner of Teatime Tutoring and the designated safeguarding lead as part of the suitability decision.

ID will be required from applicants to confirm identity - these should be viewed in person wherever possible as this helps to check the authenticity of the documents. Copies and prints outs will not be accepted - e.g. a printed online bank statement. If an in-person check is not possible, under the [guidance in place since July 2021](#) this can be done via a video call. In both cases, the person checking the ID should be in physical possession of the original documents.

The criminal background checks required for staff, tutors and volunteers include:

- An enhanced DBS check is required for anyone who will or may have direct contact with children. Where possible, checks should be on the DBS Update Service so that Teatime Tutoring can check their status periodically. If a check is not on the Update Service, a new check may be required before work begins and may be renewed periodically in line with Teatime Tutoring's safer recruitment process.
- An overseas police check for any staff or volunteers who have lived abroad in the past 5 years.

Please note that a DBS check is **not** used to [check the right to work in the UK](#) - this is done separately.

CODES OF CONDUCT FOR ALL STAFF AND VOLUNTEERS IN RELATION TO SAFEGUARDING

All staff, tutors and volunteers working with Teatime Tutoring are expected to follow the general code of conduct laid out by Teatime Tutoring policy.

With regards to safeguarding this includes:

- Engaging with safeguarding policies laid out by Teatime Tutoring - including attending training when it is offered.
- Complete an enhanced DBS check and any other safer recruitment checks required by Teatime Tutoring before working with children.
- Treating all service users (regardless of age or other identifiers) with equal respect.
- Not contact children from personal accounts, including online communication such as emails, messaging apps and social media, or arrange in-person contact outside agreed tuition arrangements.
 - If staff, tutors or volunteers have an existing personal relationship with any children or their families/carers, this should be declared to the owner of Teatime Tutoring and the designated safeguarding lead as soon as is possible. We understand that not having contact with existing friends or family would not be possible, but by declaring any connections, we can be aware that communication may occur.
- Staff, tutors and volunteers with Teatime Tutoring must not have a sexual or romantic relationship with any child under the age of 18. They should also not start such a relationship with a service user when the user turns 18 after contact with them prior to their birthday. This could be considered an offence under the Sexual Offences Act 2003.
- Not being left completely alone with children. If there are occasions where staff/tutors/volunteers may be alone with a child, it is important that others should be notified (for example, other staff at Teatime Tutoring, teachers/staff at an educational institution, or the parents/carers of the child). If there are other people in a building but not in the same room, the door should be left open where possible; where not possible (e.g. fire doors) the door should remain unlocked.
- When tutoring children in their homes (online or in-person), the tutorials should ideally take place in a communal space (for example, a living room, kitchen or office) - this should ideally be a quiet and calm space, but one which others could access if they wanted to check-in.
- When tutoring children online, this should be arranged through a responsible adult such as their parent, carer or teacher. That adult should have the time and date of the tutorial, and a link to join. They do not need to join for the length of the tutorial but this allows them to check in on the tutor and student should they wish to. Adults responsible for the welfare of a child should never be prevented from being able to access a tutorial if they wish to do so.
- The contents of a tutorial should be kept confidential from others (other than where there is a lawful reason for the contents to be shared, e.g. if the tutor genuinely believes that one or more persons is at risk, or may be at risk, of harm).
- Teatime Tutoring does not routinely record online lessons. If there were ever an exceptional reason to record a lesson, this would only happen with prior knowledge and agreement from the parent or carer, and the recording would be

stored securely and handled in line with Teatime Tutoring's privacy policy and safeguarding procedures.

- The person providing an online tutorial should be in a secure space and should be alone - not caring for or joined by others. If part of the tutorial includes another person being with them or joining the call, this must be communicated ahead of time to the client taking the call. For example, a colleague who joins the tutorial to provide specific information about a topic.
- Staff, tutors and volunteers are encouraged to speak to the designated safeguarding lead at Teatime Tutoring if they are ever unclear about matters of conduct. It is better to have a conversation ahead of time and clarify anything they are unclear about.
- Any devices used by staff, tutors and volunteers of Teatime Tutoring to carry out business on behalf of Teatime Tutoring may be requested as part of a safeguarding investigation by an appropriate independent authority, such as the police. Where tutors use their own devices when delivering tuition through, or after an introduction from, Teatime Tutoring, they consent for those devices to be investigated as part of any necessary safeguarding investigation by relevant authorities or agencies.
- Any devices used to carry out online tutorials should have antivirus software and anti-malware software installed.

WHISTLEBLOWING POLICY FOR ALL STAFF AND VOLUNTEERS IN RELATION TO SAFEGUARDING

When reporting safeguarding concerns it is important to follow the proper procedures.

When working with Teatime Tutoring, this means that reports should be made by any responsible adult through the reporting procedure laid out in this policy - reporting to the designated safeguarding lead. Staff, tutors and volunteers are welcome to ask the designated safeguarding lead for updates on what they have done. The designated safeguarding lead is not obliged to share specific details of actions taken but can share whether the report has been acted upon or referred internally or to external authorities/agencies. If a report has not been acted on or referred to relevant authorities and the staff member/volunteer feels it should have been, another report can be made and a discussion should be held with the designated safeguarding lead. Staff, tutors and volunteers are encouraged to have discussions with the designated safeguarding lead as they may be aware of more information than the staff member/volunteer. Again, the designated safeguarding lead will not necessarily share specifics as these may be confidential but will aim to have a discussion around the concern raised and explain the actions taken.

If the staff member, tutor or volunteer still has concerns, the child protection report should be made to the Local Safeguarding Children Partnership (LSCP) where the child lives, or the relevant safeguarding board if the concern is about an adult at risk. At this time, the staff member, tutor or volunteer may tell the board that they did make a report to Teatime Tutoring but they feel it has not been passed along appropriately. This will help to ensure the report is passed along securely to the appropriate authorities.

It is not appropriate to go directly to the media or to post on social media. This will be treated as whistleblowing, in line with Teatime Tutoring's general whistleblowing policy and may result in disciplinary action and/or dismissal.

MANAGING CONCERNS ABOUT OR ALLEGATIONS MADE AGAINST STAFF OR VOLUNTEERS

Allegations made against staff and/or volunteers at Teatime Tutoring will be taken seriously.

All allegations against staff and or volunteers will be passed along to independent authorities to investigate - for example, the LADO via the Local Safeguarding Children Partnership (LCSP) - and the person the allegation has been made against may be suspended from their duties whilst the authorities investigate. Advice on this will be taken from the LCSP or other authorities who have been notified.

Whilst any investigations are taking place (by the relevant independent authorities) other staff, tutors and volunteers will not be informed of the nature of why the person is not working - this is to maintain confidentiality and allow the proper investigations to take place. If the authorities need to talk to other staff, tutors or volunteers, this should be kept confidential.

Any allegations proven to be truthful will lead to disciplinary action or dismissal - dependant on the nature of the allegation and any historical incidents. Again, advice will be sought from the relevant authorities. Any truthful allegations may be passed on to future employers seeking a reference.

Any allegations proven to be false will remain on a record but the outcome of any and all independent investigations will be included with it.

It is important that any and all allegations are taken seriously and investigated fully by the appropriate authorities. This ensures that we uphold our duty to safeguard children. It also helps to ensure that any false allegations are investigated and the truth can come out - clearing the name of the person concerned.

MANAGING CONCERNS ABOUT OR ALLEGATIONS MADE AGAINST OTHER CHILDREN - CHILD ON CHILD ABUSE

We recognise that perpetrators can be adults but they can also be other children - there is no specific identity of a perpetrator.

If an allegation is made against a child it will be reported as a safeguarding concern to the relevant person. For example, the safeguarding lead at Teatime Tutoring, or for the educational setting they are in. In some cases, it will be necessary to refer the matter to external authorities or agencies, such as social workers, the police or international authorities.

It is important that any and all allegations are taken seriously and investigated fully by the appropriate authorities. This ensures that we uphold our duty to safeguard children. This guidance follows [Keeping children safe in education - GOV.UK](#).