Child Protection Statement/Safeguarding Policy Statement – updated September 2026

Ilkeston Tuition Centre's safeguarding policies and procedures are in place to offer a safe environment in which children can learn and develop. Children, young people and vulnerable adults involved in ITC education programs have the right to protection from harm. ITC will seek to ensure the safety and protection of all children, young people and vulnerable adults involved in its activities through adherence to this Child Protection Statement/Safeguarding policy.

Ilkeston Tuition Centre promotes safeguarding and follows the guidance from the Department of Education including its guidance set out in its 'Keeping Children Safe in Education 2026'.

All our staff are qualified teachers, and either have or currently do work in schools, as such, safeguarding is an intrinsic part of their culture and values.

This safeguarding policy is used to provide clarity to our tutors, and other stakeholders including schools and allows us to deliver a consistent safeguarding message.

Practically, the policy intends to outline clear, robust systems and processes that we share with our staff by outlining the following:

1. Our key safeguarding principles
2. Relevant risks and types of abuse which may occur
3. Code of conduct – our controls and mitigations of the identified risks
4. Specific Safeguarding Concerns
5. Safer recruitment procedures
6. Procedures for responding to concerns about abuse or neglect

We provide regular training on safeguarding and all our staff hold current Safeguarding qualifications.

Schools:

Working with schools to uphold their safeguarding policies while the children are in our care is paramount, and we have excellent relationships with the schools including the SENCo or Pastoral Coordinator to ensure we align ITC's safeguarding policy to theirs.

Prior to tutoring for a new school, we would normally conduct a formal meeting with the relevant school's leaders, or an in-depth phone conversation to establish the relationship and set out our working practices.

Part of our agenda would be to ensure that the school are aware that safeguarding is at the heart of what we do. We do this by sharing our safeguarding policy with them, and this policy is also available on our website 'ilkestontuitioncentre.co.uk'.

In short, we want to ensure that our policy aligns with the schools and that that they are aware and comfortable with the procedure of raising any safeguarding issues with us.

1. Our Key Safeguarding Principles:

The welfare and protection of children, young people and vulnerable adults who are students of Ilkeston Tuition Centre must be the first consideration of every person involved in the provision of our programmes.

Ilkeston Tuition Centre will practice safe recruitment in checking the suitability of staff to work with children, young people and vulnerable adults.

Ilkeston Tuition Centre will raise awareness of child protection issues so that every person involved in our tutoring programmes understands their moral obligation to protect children, young people and vulnerable adults from harm, abuse and exploitation.

Ilkeston Tuition Centre has adopted a Code of Conduct Policy which every person working in the centre must comply with. The code is designed to outline the processes and procedures that our staff must follow to mitigate the potential risks, and is set out later in this policy.

Those involved in the provision of Ilkeston Tuition Centre education programmes will have close contact with children, young people and vulnerable adults and are in a good position to observe signs of possible abuse, changes in behaviour or failure to perform or develop as expected. They may also receive disclosure from a student that she/he has been abused.

Every person involved in the provision of Ilkeston Tuition Centre education programmes has a responsibility to be aware of the procedures to follow should a disclosure of abuse be made to them or if they have concerns that a child, young person or vulnerable adult is being abused. If abuse is suspected the procedures outlined in this policy should be commenced without delay.

Abuse occurs in all cultures, racial and religious groups. All staff have a responsibility to be sensitive to and respectful of ethnic and cultural backgrounds. However, these factors must not be used as a reason for non-intervention.

Ilkeston Tuition Centre will endeavour to keep up to date with national developments relating to the care and protection of children, young people and vulnerable adults and will amend this policy as may be appropriate to comply with current best practice.

Ilkeston Tuition Centre has adopted Child Protection Procedures to protect children, young people and vulnerable adults involved in their education programmes. The procedures are set out later in this policy.

Ilkeston Tuition Centre are committed to uphold the statutory guidance provided to schools and colleges by the Department of Education in its document of 1st September 2026 'Keeping Children Safe in Education'. We provide safeguarding information for all our staff, and they received suitable and up to date training including KCSIE at least annually.

The DSL for Ilkeston Tuition Centre is Lystra Mann who can be contacted in the following ways:
Phone: 07483 337608
Email: ilkestontutioncentre@gmail.com
Home Address: 51 South Street, Ilkeston, Derbyshire DE7 5QT

2. Relevant risks and types of abuse which may occur

Definitions of Abuse

Ilkeston Tuition Centre recognises the following as definitions of abuse:

Physical Abuse
When an adult, or sometimes an older child, deliberately injure a child or fail to prevent physical injury (or suffering) to a child. In addition to physical injury this includes giving a child alcohol or drugs.

Neglect
When parents fail to meet a child's basic needs for food, warmth, clothing or medical attention or fail to protect the child from exposure to danger. Neglected children may be withdrawn or very aggressive and may develop health problems such as nonorganic failure to thrive.

Sexual Abuse
When an adult, or sometimes an older child, uses a child for sexual gratification. This might mean touching a child in a sexual way, forcing a child to carry out sexual acts, deliberately showing a child adult pornographic videos or magazines and filming or photographing children in a sexual way. Both boys and girls are sexually abused, and it can happen to very young children as well as older ones. The child may be dependent or developmentally immature.

Emotional Abuse
When parents continuously fail to show love and affection to a child causing the child severe adverse side effects on emotional and behavioural development. This might include sarcasm, threats, criticism, yelling and taunting. All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse.

Vulnerable Adults

Ilkeston Tuition Centre recognises that some adults are also vulnerable to abuse. These procedures may also be applied to allegations of abuse and the protection of vulnerable adults. A Vulnerable Adult is defined as any person aged 18 or over who:
Is or may be in need of community care services by reason of mental, physical or learning difficulty, age or illness; Is or may be unable to take care of him or herself or unable to protect him or herself against significant harm or serious exploitation.

Awareness of Actual or Likely Occurrence of Abuse

There are a number of ways in which abuse becomes apparent:

- A victim discloses abuse.
- Someone else discloses that a student has told him/her or that he/she strongly believes a student has been or is
- being abused.
- A student may show signs of physical injury for which there appears to be no satisfactory explanation.
- A student's behaviour may indicate that it is likely that he/she is being abused.
- A colleague's behaviour or the way in which he/she relates to a student causes concern.

3. Code of Conduct – our controls and mitigations of the identified risks

Every person engaged in the provision of Ilkeston Tuition Centre education programs must abide by the following Code of Conduct.

All staff should:

- Be aware of situations which may present risks and manage those.
- Understand the procedures in place and the processes outlined in the safeguarding flow chart which is visible in staff area.
- Have an up-to-date level 2 or above Safeguarding certificate.
- Know who the DSL is (Lystra Mann - Centre Director) and how to contact them at any time.
- Plan and organise work and the workplace so as to minimise risks.
- As far as possible, be visible when working with students. Do not spend time alone with children away from others.
- Ensure that a culture of openness exists to enable any issues or concerns to be raised or discussed.
- Ensure that a sense of accountability exists between staff so that poor practice or potentially abusive behaviour does not go unchallenged.
- Talk to students about their contact with staff or others and encourage them to raise any concerns.

- Empower students by discussing with them what they can do if there is a problem and give enthusiastic and constructive feedback rather than negative criticism.

All Staff must never:

- Use physical force against a student, unless it constitutes reasonable restraint to protect yourself or another
- person or property from danger or harm. In this situation the minimum amount of force should be used for the
- minimum amount of time and a report of the incident should be recorded in writing immediately afterwards.
- Develop physical/sexual relationships with students.
- Develop relationships with students which could in any way be deemed exploitative or abusive.
- Act in any way that may be abusive or may place a student at risk of abuse.
- Use language, make suggestions or offer advice which is inappropriate, discriminatory, offensive or abusive.
- Behave physically in a manner which is inappropriate or sexually provocative. There may be rare occasions when a student, particularly a young child, is distressed and needs physical comforting – discretion must be used to ensure that this is appropriate and any contact is necessary and justified.
- Give a student a lift to, or home from, lessons.
- Take a student with whom they are working to, or allow a student to stay overnight at, their home.
- Give students alcohol, cigarettes, drugs or other stimulants.
- Do things for students of a personal nature that they can do for themselves (e.g. taking them to the toilet). In the case of very young children, it may be necessary for them to be offered assistance in using the toilet – this assistance should, wherever possible, be provided by someone of the same sex and discretion should be used so-that any assistance is appropriate and any contact is necessary and justified. Prior parental consent should always be obtained and parents/carers should be made aware of toilet policy.
- Act in ways intended to shame, humiliate, belittle or degrade a student or otherwise engage in any form of emotional abuse.
- Discriminate against, show deferential treatment, or favour particular students to the exclusion of others.

This is not an exhaustive or exclusive list. The underlying principle is that actions or behaviour which may constitute poor practice or potentially abusive behaviour should be avoided.

Receiving Allegations of Abuse

If a child or young person makes a disclosure about possible abuse you are advised to:

- Listen carefully and stay calm.
- Do not interview the child, but question normally and without pressure, in order to be sure that you understand what the child is telling you.
- Do not put words into the child's mouth.
- Reassure the child that, by telling you, they have done the right thing.
- Inform the child that you must pass the information on to "someone who can help" (e.g. the police or the Child and that you may have to tell someone, but do not specify whom, to avoid alarming the child (particularly if they are very young).
- Make a detailed note of the date, time, place, what the child said and did, your questions etc. This should not normally be done in the presence of the child as it may be intimidating for them.
- Refer to the DSL
- The Incident Form (see Appendix I) is designed to help you do this. It is also an important document as it provides us with a register of potential abuse for future reference. Tutors or employees should not investigate concerns or allegations themselves, but should follow the reporting procedure which is outlined in section 5 of this policy.

4. Specific Safeguarding Concerns

We recognise that child safeguarding includes a wider range of specific concerns.

Radicalisation and Extremism including Prevent Duty.

All staff must complete Prevent Duty training in advance of beginning their work with us. This must be refreshed annually or when significant changes are made to guidance.

Children and Vulnerable Adults are vulnerable to extremist ideology and radicalisation. All staff have a duty to report any concerns in line with Prevent guidance.

Where a child is not at risk, the initial concern should be expressed in writing to the DSL, who will then assess the concerns raised and make an appropriate referral.

In cases where a child or vulnerable adult is placed at immediate risk, the staff member should consider calling 999 for emergency and/or contact the anti-terrorist hotline on 0800 789 321*.

**This action should only be taken if a staff member believes someone is in immediate danger, if someone is travelling to join a terrorist organisation or if a staff member sees or hears something that may be terrorist-related.*

Terrorism and Radicalisation take many forms and staff should ensure they are being vigilant to all its forms and always seek guidance when in doubt.

Child-on-child abuse, including sexual harassment and/or violence

Staff must be aware that children can abuse other children. This can come in many forms including, but not limited to:

1. Bullying
2. Discriminatory behaviour
3. Physical abuse
4. Sexual violence
5. Sexual harassment
6. Consensual and non-consensual sharing of nudes and semi nudes images/videos – including those created by AI
7. Up-skirting/down-blousing

Staff must be vigilant and ensure they are able to spot the signs of child-on-child abuse (previously referred to as peer-on-peer abuse).

All reports of child-on-child violence must be taken seriously and the proper reporting procedure must be followed by staff members. Staff must also be aware that child-on-child abuse may not occur in person but can occur online. Online concerns should be treated just as seriously as those which occur face to face.

It should be made clear to children that the law on child-on-child abuse is designed to protect, not criminalise, the child.

Further to this, support should be offered to those close to the victims of child-on-child abuse with specialist support potentially required for family members (including, but not limited to, siblings)

In relation to sexual harassment and/or violence, staff members must be aware of the guidance in KCSIE and ensure they respond appropriately to incidents whether they occurred in the tuition centre or elsewhere.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

Staff must be aware that children are vulnerable to exploitation by individuals or groups due to power imbalances within the relationship. These acts can be perpetrated by any gender and adults or other children. They utilise coercive control, deception and manipulation in order to deceive a child into criminal activity. Vulnerable adults are also susceptible to this form of coercion. Through CCE, children or vulnerable adults may commit criminal acts including, but not limited to, violence, theft and moving drugs in order to meet a financial or emotional need. The same is true of CSE where children may engage in sexual activity in exchange for goods or in response to violence or fear of violence.

In both cases, children may believe their actions are consensual. We recognise that, especially with older children, the vulnerability of the child is not taken into account when assessing their needs. We believe that in cases of child exploitation, the victim must be listened to and treated in an appropriate manner in line with KCSIE 2025.

These incidents of exploitation can be a one-off occurrence, may occur without the child's knowledge and/or can be part of a wider pattern of abuse.

Key indicators of CCE can include:

1. Appearing with unexplained gifts or new possessions
2. Associating with other young people involved in exploitation
3. Displaying behaviour that is markedly different from a child's normal behaviour
4. Suffering from changes in emotional well-being
5. Misusing drugs and alcohol
6. Going missing for periods of time or regularly coming home late
7. Regularly missing school or education
8. Regularly truanting
9. Not taking part in education Key indicators of CSE can include:
10. having older boyfriends
11. having older girlfriends
12. suffering from sexually transmitted infections or injury
13. displaying sexual behaviours beyond expected sexual development
14. becoming pregnant

It is important to remember that sexual activity can involve non-contact activity and children may believe that they are within a romantic relationship and that exploitation is not occurring.

It is also important to remember that children may be involved in relationships online which, while never being a contact relationship, can be sexually or emotionally exploitative.
All staff must be aware that CCE and/or CSE can affect children of any age range and, in relation to the CSE, children above the age of consent (aged 16-18) can still be victims of coercion.
If a staff member has any concerns related to CCE or CSE they should report those concerns to the DSL immediately. The DSL will then proceed to make an appropriate referral

Specific cultural or religious-based abuse including Female Genital Mutilation (FGM)

This form of abuse is not limited to Female genital mutilation (FGM) and can include multiple different types of cultural practices against mainly women and girls which cause harm. These are often known as so-called 'honour-based abuses' or 'ABA'. This can include, but is not limited to:

Female Genital Mutilation (FGM) - We understand that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. Staff should be aware that they must report any concerns directly to the Police.

For further information please consult Page 18 KCSIE 2026

Breast Ironing - Breast ironing (also called breast flattening) is when young girls' breasts are damaged over time to flatten them and delay their development. Sometimes, an elastic belt, or binder, is used to stop them from growing.

Forced Marriage - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent, or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

These forms of abuse may involve multiple perpetrators from inside and outside the family. It may also occur as a result of family or community pressure. This is sometimes referred to as so-called **'honour-based abuse'** or **HBA.**

Serious Violence

Staff are aware of the indicators, which may signal pupils are at risk from, or are involved with, serious violent crime including:

1. increased absence from school
2. a change in friendships or relationships with older individuals or groups
3. a significant decline in performance
4. signs of self-harm or a significant change in wellbeing
5. signs of assault or unexplained injuries
6. unexplained gifts or new possessions

We alert our staff to the risk factors which increase the likelihood of involvement in serious violence, including:

7. being male
8. having been frequently absent or permanently excluded from school
9. having experienced child maltreatment
10. having been involved in offending, such as theft or robbery

Through staff training, all staff are aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. It recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

Domestic abuse can encompass a wide range of behaviours and may be a single incident, or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse), all of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Young people can also experience domestic abuse within their own intimate relationships such as 'teenage relationship abuse'. If one or both parties are under 16, this may not be recognised in law under the statutory definition of 'domestic abuse'. Child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass operates in all police forces and helps police and schools work together to provide emotional and practical help to children. This ensures that when police attend an incident of domestic abuse, where children may have experienced the domestic incident, the police will inform the DSL in school before the child or children arrive at school the next day.

Operation Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8 AM to 1 PM, Monday to Friday on 0204 513 9990 (charged at local rate).

See also the National Domestic Abuse Helpline run by Refuge**.** This line can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

1. NSPCC- UK domestic-abuse Signs Symptoms Effects - **NSPCC**
2. Safe Young Lives: Young people and domestic abuse - **Safe Lives**
3. Domestic abuse: specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
4. Operation Encompass: includes information for schools on the impact of domestic abuse on children

Child Abduction & Community Safety

KCSIE Annex B deals specifically with child abduction and community safety incidents and it is mandated that all employees, internal and external, are familiar with this document.

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for

example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Cybercrime

We are aware that cybercrime is a criminal activity committed using computers and/or the internet and that pupils with particular skills and interests in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

Cybercrime is a criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

1. unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
2. 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
3. making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
4. Children with particular skills and interests in computing and technology who may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy) should consider referring to the Cyber Choices programme. It aims to intervene where young people are at risk of committing or being drawn into low-level cyber-dependent offences and divert them to a more positive use of their skills and interests

Online Safety

We are aware of the impact that the pandemic has had on exposing children and young people to heightened risks online, most particularly, but not restricted to, online grooming, cyberbullying, cybercrime, radicalisation, child sexual and criminal exploitation and sexual harassment.

In many cases, abuse will take place concurrently via online channels and within daily life; for many pupils, there is no separation between the online and offline world.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact: being subjected to harmful online interaction with other users, for example: peer-to-peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example: making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography; sharing other explicit images and online bullying.

Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Placement schools should provide candidates with both the time and resources to read and understand their placements school's online guidance. Where this is not possible, or not provided, Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines.

Contact with children and vulnerable adults both in the 'real' world and through web-based and telecommunication interactions should take place within explicit professional boundaries.

This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook, Instagram, Twitter, TikTok, AI, chatrooms, forums, blogs, websites, gaming sites, digital cameras, videos, webcams and other handheld devices. (Given the ever-changing world of technology it should be noted that this list gives examples only and is not exhaustive.) ITC is a mobile phone-free environment; anything other than this should be by exception only. Students should not have access to their mobile phone throughout the session, the time between sessions, breaktimes and lunchtime.

Staff should not request or respond to any personal information from children and vulnerable adults other than what may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'. Staff should not give their personal contact details to children and vulnerable adults

Mental Health and Wellbeing

All staff are made aware through our extensive training that mental health problems can, in some cases, be an indicator that a child or vulnerable adult has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's and vulnerable adults' experiences can impact their mental health, behaviour, and education.

While only specially trained staff should be involved in the process of diagnosis, staff, through their regular interactions with students, are required to be vigilant and follow proper reporting channels if and when concerns are identified.

This means not only reacting to current concerns but also being pre-emptive when students show indicators of developing a future concern.

1. **Safer Recruitment Policy**

Our safer recruitment policy is written in line with the Keeping Children Safe in Education framework.

When undertaking any recruitment process, Ilkeston Tuition Centre will take the following steps:

- All job descriptions and person specifications will include a specific reference to suitability to work with children and young people and refer to the responsibility for

safeguarding and promoting the welfare of children and young people.

- Comprehensive information from applicants will be obtained and scrutinised and any discrepancies or anomalies will be investigated and resolved.
- Independent professional and character references relating to an applicant's suitability to work with children and young people will be obtained.
- A face-to-face interview will be held with all successful applicants prior to engagement;
- The identity, qualifications and previous employment history of the successful applicant will be verified before appointment.
- A check will be made on the successful applicant's mental and physical health.
- A check of the relevant mandatory lists (set out below) and a disclosure (currently DBS) check will be carried out in respect of the successful applicant before appointment and before a person starts any assignment.
- Any offer of employment or engagement will be made conditional upon the satisfactory completion of the above checks and verifications.
- Ilkeston Tuition Centre will ensure that an individual will not be recruited to work where they are named on any of the following lists:
- The Protection of Children Act (PoCA) List (England and Wales);
- List 99 (England and Wales);
- The Protection of Vulnerable Adults (POVA) List (England and Wales);
- The Disqualified from Working with Children List (DWCL Scotland);
- The Disqualification from Working with Children List (Northern Ireland); and
- The Disqualification from Working with Vulnerable Adults List (Northern Ireland).
- An individual who is appointed and subsequently found to be named on any of these lists will be removed from the position forthwith.
- An individual will be referred to the appropriate List where the grounds for referral under the Acts are met.
- We obtain a DBS check for all staff prior to their engagement. Ilkeston Tuition Centre has a zero-tolerance policy towards staff before DBS disclosure is obtained.
- Enhanced DBS checks are handled by Capita and our records, including our Single Central Record. The register is available for audit at any time. The SCR content includes an identity check; a barred list check; an enhanced DBS check; a prohibition from teaching check; a check of professional qualifications; and a check to establish the person's right to work in the United Kingdom. These are renewed every 3 years or before if there is a break in service of 12 weeks or more or there are concerns raised about an individual's suitability to work with children.
- Many staff members are also on the DBS update service.
- A check will be made to confirm the right of the successful applicant to work in the United Kingdom before appointment.
- Where the successful applicant has lived outside the United Kingdom they must undergo the same checks as all other staff
- We also make any further checks we think appropriate, and these checks could include, where available:
- obtaining a letter (via the applicant) from the professional regulating authority in the country in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, to confirm the applicants professional qualifications and to see if they are aware of any reason why they may be unsuitable to teach.

- Although not all countries provide criminal record information the Home Office provides guidance on criminal records checks for overseas applicants which can be found on GOV.UK.
- Some overseas qualified teachers can apply to the TRA for the award of qualified teacher status (QTS) in England.
- All our tutors and staff follow the above guidelines and we maintain a HR file for each staff member containing the relevant information. This information is readily available for audit at any time and is either stored digitally or in a secure filing cabinet. In addition to the above each of our tutors completes a new starter form and signs a contract of employment which we hold on file.
- Annual safeguarding training is compulsory for all staff; personnel and tutors read and acknowledge the statutory guidance as well as receiving refresher training to ensure practice is compliant with KCSiE 2026.

As of October 2023, we do not employ any overseas tutors.

4. Procedures for Responding to Concerns about Abuse or Neglect

We have a designated Child Protection Officer (CPO). It is the CPO's role to monitor and implement this policy and deal with reports of abuse/neglect. The reporting procedure differs depending upon the role of the person making the report.

Reporting Procedure for Tutors and Assistants

1. If a teacher or employee has any concerns about abuse or neglect of a student, they should contact the designated DSL where the alleged incident took place as soon as practicably possible. Please. see step 6 for the appropriate procedure if the DSL is unavailable.

2. If a member of staff has reason to suspect abuse, or has received allegations of abuse from a student or third party, they will need to complete an Incident Form (see Appendix I) and send it to the designated DSL.

3. Upon receipt of the Incident Form the DSL will check its content and, if necessary, refer back to the originator to clarify and further discuss the situation.

4. The DSL must then contact the police to formally report the incident/suspicions.

5. If the DSL is unavailable for any reason, the person witnessing the incident or receiving the allegation from the child should contact the police themselves immediately. Then, as soon as practicably possible they should inform the DSL. A meeting will then be convened at the earliest opportunity to discuss the issues.

Reporting Procedure for DSL

- If the DSL has reason to suspect abuse or receives allegations, they should inform the police immediately.

- The DSL should complete an Incident Form (see Appendix I). This will help in relaying information to the police.

Investigating & Dealing with Allegations of Abuse against tutors employees or franchisees

- In cases of allegations against employees of Ilkeston Tuition Centre normal disciplinary procedures for investigating allegations will apply

- In cases of allegations against franchisees – police will be sort.

- For cases of allegations against teachers the procedures relating to the centre will apply.

- All cases will be referred to the police.

- It is recognised that hastily or ill-informed decisions in connection with an alleged child protection issue can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within Ilkeston Tuition Centre will do so with sensitivity and will act in a careful and measured way.

- Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

Referral Process

Ilkeston Tuition Centre will refer names to the appropriate government official (including, but not limited to, the Secretary of State and the equivalent in Scotland and Northern Ireland) for inclusion in one or more of the lists referred to above in the following circumstances:

Where Ilkeston Tuition Centre has dismissed an individual on the grounds of misconduct (whether or not in the course of employment) which harmed a child or placed a child at risk of harm, or where an individual has resigned or retired in circumstances such that Ilkeston Tuition Centre would have dismissed him/her, or would have considered dismissing him/her on such grounds, if he/she had not resigned or retired.

Where an individual has resigned or retired and information not available to the organisation at the time has since become available which would have resulted in dismissal being considered on such grounds if he/she had not resigned or retired.

The types of circumstance where the appropriate government official would expect a referral to be made would be where any action or inaction on the part of the individual harmed a child or put a child at risk of harm.

Only the names of persons who occupied child care positions within the meaning of any act applicable in England and Wales, Scotland or Northern Ireland may be referred to the appropriate government official. For example in England and Wales child care positions within the meaning of the Protection of Children Act 1999, with specific exceptions, carries the same meaning as a "regulated" position, as defined in the Criminal Justice and Court Services Act 2000.

Two of the eight basic sets of regulated positions are:

- Where normal duties include caring for, training, supervising or being in sole charge of children; and

- Where normal duties involve unsupervised contact with children under arrangements made by a responsible person (e.g. a parent, guardian or primary carer).

The referral of an individual does not lead to automatic inclusion on a list. The minimum information that the government official requires for all referrals is as follows:

- Full name, address, date of birth and National Insurance number of the individual; o Confirmation that the individual occupied a child care (or "regulated") position.
- Full details of the alleged misconduct.
- Detailed information about how – by his misconduct – the individual harmed a child or placed a child at risk of harm.
- Details of any investigations carried out to date – and their conclusions – including copies of relevant papers (e.g. statements, notes of interviews, minutes of meetings and minutes/notes of disciplinary hearings) and details of the organisation's disciplinary procedures;
- Details of the action taken against the individual e.g. whether he has been suspended, dismissed or transferred from a child care position etc.
- Information on any police involvement (or the involvement of any other agency).
- Details of proposed further action – i.e. dates for disciplinary hearings, timetable for further investigations etc.
- Any other information considered relevant to the circumstances of the alleged misconduct. It is important that the referral process is as short as possible and involves as few individuals as possible.

Protection of Those Reporting Care and Protection Concerns

The law protects those who report care and protection concerns from actions by those individuals who have been implicated in the abuse, harm and/or neglect of a child or young person as long as the report was not malicious or vexatious.

Data Protection and Management of Confidential Information

Ilkeston Tuition Centre is committed to managing confidential information in accordance with the requirements of the Data Protection Act 1998. Children and young people have a right to confidentiality unless Ilkeston Tuition Centre considers that they could be at risk of abuse and/or harm

Appendix I- Incident reporting sheet

Date, time and place of disclosure, suspicion, allegation or actual incident of abuse

Name and position of person about whom report, complaint or allegation is made

Name and age of child involved

Nature of incident, complaint or allegation (continue on a separate sheet if necessary)

What did the child do/say (continue on a separate sheet if necessary

If Police or Children's Social Care Services contacted, name, position and telephone number of person handling the case and date and time referred

Name and position of person completing the form

If the decision was taken not to consult with a relevant statutory agency, why was this decision taken?

Signature of person completing the form

Date and time completed