

UNIQUE SEND TUITION

Safeguarding & Child Protection Policy

Keeping children and young people safe, heard and respected

Safeguarding lead: Mandy Beadnell, owner and tutor

Effective from: September 2026

Review date: September 2027, and sooner following guidance, service or contact changes

Version: 1.0

The welfare of the child is paramount. Unique SEND Tuition is committed to creating safe, trusting learning relationships, recognising concerns early and acting promptly whenever a child or young person may need help or protection.

Immediate danger: call 999. A safeguarding concern must never be delayed because information is incomplete or another professional is unavailable.

1. Purpose and scope

This policy explains how Unique SEND Tuition safeguards children and young people under 18 during private, EOTAS, agency or professionally referred tuition. It applies to tuition in the learner's home, community learning, outings, transport, communication, resources and digital activity connected with the service. Tuition is not delivered from Mandy's own home.

Mandy Beadnell is the owner, tutor and safeguarding lead. As a sole trader there is no internal deputy; concerns about Mandy must therefore be reported directly to the relevant Local Authority Designated Officer (LADO), children's social care or police as described in this policy.

2. Legal and guidance framework

This policy is informed by the Children Acts 1989 and 2004, Working Together to Safeguard Children 2026, the current Keeping Children Safe in Education guidance and the Department for Education advice What to do if you're worried a child is being abused. KCSIE applies directly to schools and colleges; its safer-working principles are adopted here where relevant to independent tuition.

Keeping Children Safe in Education 2026 has been in force since 1 September 2026. Although KCSIE applies directly to schools and colleges, Unique SEND Tuition uses its relevant safeguarding and safer-working principles to inform independent tuition practice.

3. Safeguarding principles

Child-centred. The child's safety, lived experience, wishes and feelings guide decisions.

Communication differences will never be mistaken for an absence of views.

Safeguarding is everyone's responsibility. Mandy will act on concerns rather than assume that a family, school, agency or another professional will do so.

Early help and protection. Concerns will be considered at the earliest opportunity. Support may involve the family and existing professionals, but child protection concerns require referral to the appropriate authority.

Information sharing. Consent will be sought when appropriate and safe, but consent is not required where sharing is necessary to protect a child. Only relevant and proportionate information will be shared.

Professional curiosity. Explanations will be considered without losing sight of the child's experience. A lack of certainty or a single apparently minor indicator will not prevent further advice being sought.

4. Recognising concerns

Safeguarding concerns may arise through something a child says, an injury, a change in behaviour or presentation, information from another person, an unsafe environment, online activity, or a pattern that becomes concerning over time. They may relate to abuse, neglect or exploitation, including:

Physical abuse. Deliberate physical harm or fabrication or induction of illness.

Emotional abuse. Persistent emotional maltreatment, intimidation, rejection, coercion or developmentally harmful expectations.

Sexual abuse. Forcing or enticing a child to take part in sexual activity, including non-contact and online activity.

Neglect. Persistent failure to meet basic physical or psychological needs, including adequate food, shelter, supervision, medical care, education or emotional responsiveness.

Other concerns include domestic abuse, child-on-child abuse, sexual harassment or violence, criminal or sexual exploitation, county lines, trafficking, radicalisation, honour- or faith-based abuse, forced marriage, female genital mutilation, online harm, bullying, self-harm, suicidal thoughts, missing episodes and unsafe caring responsibilities. This list is not exhaustive.

5. Additional vulnerability and SEND

Children with SEND can face additional barriers to recognition and reporting. Injuries or distress may be attributed to disability; communication may be interpreted inaccurately; behaviour may be seen as the problem rather than a possible signal; and dependence on adults can increase vulnerability. Mandy will use accessible communication, allow processing time, notice changes from the learner's usual presentation and avoid assuming that a child cannot provide reliable information.

6. Responding to a disclosure

Listen. Remain calm, give the child time and take what they say seriously. Do not express shock or disbelief.

Do not investigate. Use only open prompts needed for immediate clarity, such as 'Tell me what happened'. Do not ask leading questions, repeatedly question the child or seek proof.

Reassure appropriately. Explain that the child has done the right thing by speaking. Do not promise secrecy. Explain that information must be shared with people who can help keep them safe.

Protect. Consider immediate medical or safety needs. Do not confront the alleged person or contact a parent or carer if doing so could increase risk, compromise evidence or place anyone in danger.

Record and refer. Make a factual record as soon as possible and contact the appropriate safeguarding service without avoidable delay.

7. Recording a concern

The record should include the date, time and setting; who was present; what was seen, heard or disclosed; the child's words as accurately as possible; any questions asked; visible injuries or relevant presentation; immediate action; advice received; referral details and decisions. Fact, professional observation and information reported by others must be clearly distinguished.

Records will be dated, stored securely and kept separately from ordinary teaching materials. They will be shared only where there is a safeguarding, legal or professional need. A safeguarding record will never be altered to remove the original account; later information or corrections will be added transparently.

8. Referral and escalation

Immediate risk. Call 999 where a child is in immediate danger or a crime is in progress. Call 101 for a non-emergency police matter.

Child protection concern. Contact children's social care for the local authority in which the child lives. If the child lives outside the areas listed in the contact section, use GOV.UK's Report child abuse service to identify the correct council.

Commissioned tuition. Inform the commissioning safeguarding lead where appropriate, but do not wait for their permission before making an urgent referral.

No action or disagreement. If the response does not address the perceived risk, Mandy will seek further advice, clarify the rationale, follow local escalation procedures and refer again where necessary.

Uncertainty. The NSPCC Helpline may be contacted for advice. Uncertainty is a reason to seek advice, not to ignore the concern.

9. Allegations or concerns about the tutor

Any allegation that Mandy has harmed or may have harmed a child, may have committed an offence against or related to a child, may pose a risk of harm, or may not be suitable to work with children must be taken seriously. This includes concerns arising outside tuition and low-level concerns that do not appear to meet the harm threshold but may indicate unsafe or inappropriate conduct.

Because Mandy is the owner and safeguarding lead, she cannot independently manage an allegation about herself. A parent, carer, professional or commissioning organisation should contact the LADO for the area in which the concern arose, or children's social care or police if a child may be at risk. The allegation must not be investigated privately before advice is obtained. Mandy will cooperate with safeguarding, police, DBS, commissioning and professional processes and will take protective action advised, including pausing contact where required.

10. Safer one-to-one practice

Agreed arrangements. The responsible adult and, where relevant, commissioning organisation will know the location, planned times, collection or handover arrangements and how to contact Mandy. Mandy does not assume parental responsibility.

Visibility and boundaries. Tuition should take place in an appropriate agreed space. Privacy will be balanced with safeguarding; doors should not be locked and unnecessary isolation will be avoided.

Professional communication. Communication will use agreed business channels and normally involve the parent, carer or commissioning professional. Private social-media contact, secret communications and relationships that blur professional boundaries are not acceptable.

Physical contact. Any supportive contact must be necessary, proportionate, respectful and responsive to the learner's communication, consent or assent. A child will never be compelled to accept hand-over-hand support. Restrictive physical intervention is not part of tuition and would be considered only to prevent immediate serious harm, using the least force for the shortest time and followed by recording and reporting.

Personal care. Intimate or personal care is not normally part of the tuition service. Any exceptional arrangement would require a clear written plan, appropriate competence, consent, risk assessment and safeguarding safeguards.

Gifts and favouritism. Small learning rewards may be used transparently and proportionately. Secret, excessive or highly personal gifts, favouritism or arrangements that create obligation are not appropriate.

11. Learner homes, community learning and outings

Before home or community tuition, relevant risks, medical needs, communication, behaviour, mobility, supervision and emergency arrangements will be discussed. Community activities and repeated outings will have appropriate consent and proportionate risk assessment. If a child becomes missing or separated, immediate efforts will focus on safety, contacting the responsible adult and police where necessary, and following the outing emergency procedure.

If a home or community environment becomes unsafe because of aggression, intoxication, weapons, uncontrolled animals, dangerous conditions, unexpected adults or another serious concern, Mandy may end or relocate the session and contact the responsible adult, commissioning organisation, emergency services or safeguarding authority as appropriate.

12. Transport

Transporting a learner requires prior written permission and agreed collection, destination and handover arrangements. The vehicle, licence, insurance and safety equipment must be suitable for business use and the journey. Seat belts and legally required restraints must be used. Unplanned passengers, unnecessary detours and unauthorised changes are avoided. Any accident, delay, breakdown, allegation or significant incident will be reported promptly and recorded.

13. Photography, recordings, digital tools and AI

Consent and purpose. Photographs, video or audio of a learner will be created only for a clear agreed purpose and with appropriate written consent. The child's wishes and assent will also be respected. Images will not be published or reused for marketing without separate explicit permission.

Secure handling. Identifiable media and personal information will be stored and transferred securely, accessed only by authorised people and deleted in line with the Privacy Notice and agreed purpose.

Digital platforms. Only suitable, age-appropriate resources and privacy settings will be used. Learners will not be asked to connect with Mandy through personal social-media accounts.

Artificial intelligence. AI may support the creation of bespoke, interest-led resources, but identifiable or confidential learner information will not be entered into public generative-AI tools. AI-generated material will be checked by Mandy for accuracy, appropriateness, bias and safeguarding risks before use.

14. Safer working arrangements

Mandy is responsible for maintaining appropriate safeguarding knowledge, safer-working practice, DBS arrangements, insurance, first-aid awareness and risk assessments relevant to the service. Professional concerns, incidents, near misses and changes in risk will be reviewed. Lone-working arrangements will be addressed in a separate Lone Working Policy and supporting risk assessment.

15. Confidentiality and information sharing

Safeguarding information is confidential but not secret. Information may be shared without consent where this is necessary and proportionate to protect a child or another person. The decision, purpose, recipient and reason for sharing or not sharing will be recorded. Data protection law does not prevent appropriate safeguarding information sharing.

16. Complaints, whistleblowing and review

Concerns about safeguarding practice may be raised through the Complaints Policy, but an urgent child protection concern or allegation about the tutor must be taken directly to children's social care, the LADO or police rather than waiting for a complaints process. The NSPCC Helpline can provide advice where someone is worried about how a safeguarding concern is being handled.

This policy will be reviewed at least annually and sooner following a safeguarding incident, significant learning, changes to guidance, local procedures, contact details or the nature of the service.

Safeguarding contacts

Always use the contact arrangements for the area where the child lives. Telephone numbers and opening times should be checked on the relevant council website when making a referral.

Emergency. Police, ambulance or fire service: 999. Non-emergency police: 101.

City of York. MASH: 01904 551900, mash@york.gov.uk. Out of hours Emergency Duty Team: 0300 131 2131. York LADO: 01904 551783, lado@york.gov.uk.

Leeds. Professionals' Duty and Advice Team: 0113 376 0336. Out of hours Children's Emergency Duty Team: 0113 535 0600. Leeds LADO: 0113 378 9687, lado@leeds.gov.uk.

North Yorkshire, including Selby and Tadcaster. Urgent children's social care contact: 0300 131 2131. Professional consultation line: 01609 535070. North Yorkshire LADO: 01609 798005, lado@northyorks.gov.uk.

National advice. NSPCC Helpline: 0808 800 5000. GOV.UK Report child abuse service: www.gov.uk/report-child-abuse.

Nurture • Explore • Grow