



**THE GOLDEN  
CIRCLE**

**Safeguarding and Child Protection  
Policy**

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## Purpose and scope of this policy

The Golden Circle recognises that “everyone who works with children has a responsibility for keeping them safe”, and that “in order that organisations, agencies and practitioners collaborate effectively, it is vital that everyone working with children and families...understands the role they should play.”<sup>1</sup>

The Golden Circle takes its responsibility to safeguard our students and tutors seriously. To that end, this policy outlines the information staff and tutors need to know, and the processes that need to be followed to safeguard effectively and respond to child protection concerns.

The Golden Circle uses the definition of safeguarding published in the government guidance ‘Working Together to Safeguard Children’ (2018), which defines safeguarding as:

- protecting children from maltreatment;
- preventing impairment of children’s health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding principles apply to all our students, all the time, and inform our Code of Conduct and practices. Child protection is part of our safeguarding process. It focuses on protecting individual children identified as suffering, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

## Who is this policy for?

This policy is for staff and tutors working for The Golden Circle. It applies to all the students we work with, which can include young adults up to 25, due to special educational needs and disability (SEND) support remit and services for looked after children after they turn 18. This policy therefore covers two groups of students:

- Children – anyone under the age of 18

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<sup>1</sup> [Working Together to Safeguard Children, 2018](#)

- Adults eligible for support – aged 18-25, supported by the Local Authority due to SEND requirements and/or their status as a ‘former relevant child’ or ‘qualifying care leaver.’<sup>2</sup>

## The needs profile of our students

The Golden Circle is a tutoring agency committed to improving the academic achievement of our students. It works with a range of students including: those with SEND, those with behavioural challenges, those who are or were previously looked after, school refusers at risk of exclusion, and those with poor mental health.

The needs and experiences of these student groups can raise additional safeguarding risks, and present challenges to identifying concerns. This can include:

- children moving home and schools can make it difficult to develop a long-term picture of the child’s history, needs and behaviour
- information about the child getting lost through multiple changes in Local Authorities responsible for their care and needs
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s additional needs, disability, or experiences without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEND or poor mental health to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- previous experiences and attachment disorders can make forming relationships with adults more difficult, so they may be less likely to disclose abuse.

All staff and tutors need to have an awareness of these additional risks when working with our more vulnerable students. They should understand that the presentation of abuse and/or risks, or the means of disclosure, of vulnerable students may be very different to that of our students without additional needs.

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<sup>2</sup> More information on services for looked after children after the age of 18 can be found at <https://childlawadvice.org.uk/information-pages/services-for-children-leaving-care/>

## How do we fulfil our safeguarding and child protection duty?

The Golden Circle will fulfil its safeguarding and child protection duty by:

- Appointing a suitably trained Designated Safeguarding Lead (DSL) to take responsibility for the safeguarding requirements within the organisation. Details of who holds this position can be found in Appendix A.
- Ensuring a comprehensive Safeguarding and Child Protection policy is produced, disseminated to, and understood by all staff and tutors within The Golden Circle. This policy will be reviewed annually.
- Adhering to safer recruitment practices to try and ensure all staff and tutors are safe to work with our students.
- Ensuring all staff and tutors are aware of the signs and symptoms of abuse, are aware of other safeguarding risks, and know how to report any concerns.
- Promoting safe practice through a Code of Conduct for staff and tutors
- Sharing learning and good practice regarding safeguarding with staff and tutors
- Ensuring all safeguarding concerns are reported to the DSL, who will keep secure records of these concerns and the actions taken in response to them.
- Sharing information about concerns with referrers and additional agencies who need to know, involving schools, carers/parents, and students appropriately.

## Roles and responsibilities of staff and tutors

The Golden Circle recognises that safeguarding is *everyone's* responsibility. All stakeholders, staff and tutors need to work together, both internally and with external professionals and services, to ensure our students are safe, supported and protected from harm. The DSL or Local Authority may have other information regarding a student or their family circumstances of which other staff or tutors may not be aware. Your observation or information may take on a greater significance within the wider context of knowledge of a student, so always play your part in our safeguarding duty by adhering to your responsibilities below.

## The Golden Circle Staff

The Golden Circle staff need to:

- have read the Safeguarding and Child Protection policy, including any annual updates
- attend any relevant training as requested by the DSL
- adhere to the Code of Conduct outlined in the Employee Handbook
- support tutors in fulfilling their responsibilities, including ensuring that all concerns are reported to the DSL via our reporting processes (see section 4)

## Tutors

Tutors need to:

- have read the Safeguarding and Child Protection policy, including any annual updates
- adhere to the Code of Conduct outlined in the Tutor Handbook
- ensure they are familiar with the processes for reporting child protection concerns (see section 4), and report concerns via this process.

## The Designated Safeguarding Lead (DSL)

The DSL takes the lead responsibility for safeguarding (including child protection concerns), incorporating supporting other staff and tutors, information sharing with other agencies, developing policies, and staff training. The DSL is the named person who responds to allegations against members of staff and tutors. The DSL at The Golden Circle is Hannah Titley (contact details can be found in Appendix A). Their responsibilities are to:

- Provide support and advice to all members of staff and tutors regarding safeguarding and child protection concerns
- Develop and update the Safeguarding and Child Protection policy, ensuring that staff and tutors are aware of the updates

- Refer suspected abuse and neglect to referrers, and then Local Authority Children's Services if necessary
- Keep the school point of contact informed about any issues that arise
- Ensure that a student's child protection file is stored securely in accordance with GDPR and away from any other files relating to the child or young person
- Cooperate with any requests for information from the Local Authority or other agencies in compliance with the Children Act 2004

## Identifying abuse and additional risks

Everyone should be aware of the potential risks faced by our students, and the possible signs and effects of the four classifications of abuse widely used by Children's Services.

The main risks and forms of harm faced by students could include:

- Abuse; emotional, physical, sexual and neglect
- Bullying, including cyberbullying
- Carer/parent risks; lack of care, mental illness, substance misuse, learning difficulties
- Domestic abuse
- Extremism and radicalisation
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Gangs and serious youth violence
- Information and communication technology (ICT) based forms of abuse
- Missing from care or home
- Missing from education/ school
- Pregnancy
- Self-harming and suicidal behaviour
- Sexual and criminal exploitation (including grooming)
- So called 'honour' -based violence
- Spirit possession or witchcraft
- Trafficked and exploited children
- Young carer responsibilities



More information about many of these risks can be found in the government guidance '[Keeping Children Safe in Education](#) (2021)', particularly Part 1 and Annex A.

As well as having an awareness of potential risks, staff and tutors need to have an awareness of the signs/indicators of the following categories of abuse:

Form of abuse	Definition	Signs/ Indicators
Neglect	The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold and starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.	<ul style="list-style-type: none"> <li>• Dirty skin, body smells, unwashed, uncombed hair, and untreated lice</li> <li>• Under nourishment</li> <li>• Clothing that is dirty, too big or small, or inappropriate for weather conditions</li> <li>• Frequently left unsupervised or alone</li> <li>• Frequent diarrhoea</li> <li>• Frequent tiredness</li> <li>• Untreated illnesses, infected cuts, or physical complaints which the carer does not respond to</li> <li>• Frequently hungry</li> <li>• Stealing, or gorging food, overeating junk food</li> </ul>
Physical Abuse	Actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child, including deliberate positing, suffocation, and fabricated or induced illness.	<ul style="list-style-type: none"> <li>• Any injuries not consistent with the explanation given for them</li> <li>• Injuries which must receive medical attention</li> <li>• Injuries which have not received medical attention (but should have)</li> <li>• Injuries that occur to places on the body not normally exposed to accidents</li> <li>• Bruises, bites, burn, fractures etc. which do not have an accidental explanation</li> </ul>

		<ul style="list-style-type: none"> <li>• Child gives inconsistent accounts for the causes of injuries</li> </ul>
Emotional Abuse	Actual or likely severe adverse effect on the emotional or behavioural development of a child caused by persistent or severe emotional ill treatment or rejection. All abuse involves some emotional ill-treatment. This category is used where is it the main or sole use of abuse.	<ul style="list-style-type: none"> <li>• Changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy. Also, depression, aggression, and extreme anxiety</li> <li>• Highly aggressive or cool to others</li> <li>• Nervousness, frozen watchfulness, persistent tiredness</li> <li>• Obsessions or phobias</li> <li>• Sleep or speech disorders</li> <li>• Negative statements about self</li> <li>• Extreme shyness or passivity</li> <li>• Sudden under-achievement or lack of concentration</li> <li>• Inappropriate relationships with peers or adults</li> <li>• Attention seeking behaviour</li> <li>• Running away, stealing, and lying</li> </ul>
Sexual Abuse	Forcing or enticing a child or young person to take part in sexual activities. This may involve physical contact (penetrative or non-penetrative) and non-contact e.g., watching or producing sexual images, encouraging sexualised behaviour, grooming and exploitation.	<ul style="list-style-type: none"> <li>• Any allegations made by a child concerning sexual abuse</li> <li>• A child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual</li> </ul>

		<p>behaviour, or who engages in age-inappropriate sexual play</p> <ul style="list-style-type: none"><li>• Sexual activity through words, play or drawing</li><li>• Repeated urinary infections or unexplained abdominal pains</li><li>• Child who is sexually proactive or seductive with adults</li><li>• Inappropriate relationships with peers and/or adults</li><li>• Severe sleep disturbances with fears, phobias, vivid dreams, or nightmares</li><li>• Eating disorders</li><li>• Evidence of grooming by individuals or groups of adults</li></ul>
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## Online Safety

New technologies, digital mediums, and digital content provide many benefits and opportunities for learning, but also pose opportunities for risks. These risks can be summarised as:

### Content

- exposure to inappropriate content, including online pornography, extremist material, substances abuse
- lifestyle websites promoting harmful behaviours (e.g., pro-anorexia)
- hate content
- content validation: how to check authenticity and accuracy of online content

### Contact

- grooming (sexual exploitation, radicalisation etc.)
- online bullying in all forms
- social and commercial identity theft, including passwords
- security breach of the ICT infrastructure

### Conduct

- aggression, hateful behaviour, and cyber bullying
- sexting (sending and receiving personally intimate images), also referred to as SGII (self-generated indecent images)
- revenge porn (the sharing of private, sexual material of another person without their consent with the purpose of causing embarrassment or distress)
- creating falsified content (e.g., falsified images, deep fakes, etc.)
- privacy issues, including disclosure of personal information
- digital footprint and online reputation
- health and well-being (amount of time spent online)
- copyright (little care or consideration for intellectual property and ownership, such as music and film)

There are many helpful sources of online safety information including the [NSPCC](#), [CEOP](#) and [IWF](#). Furthermore, staff and tutors can contact the [Professional Online Safety Helpline](#) (0344 381 4722, [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)) if they have any questions or concerns about online safety issues. Any concerns regarding digital content, contact or conduct should be reported through the reporting procedures in section 4.

## Online Tuition

Tutoring online can enable tuition to take place with greater flexibility and convenience (for both student and tutor) and may be a preferred means of working for some students. This method of working does pose additional risks, and therefore needs specific consideration before tutors work online.

When tutoring online, there are a number of good practice procedures that we ask tutors to adhere to:

- Continue to follow all aspects of The Tutors' Association Code of Practice, including professional dress and appearance, social contact and the use of technology, and photography, videos and use of devices
- If the student is under 18, all communication should include the carer/parent or member of staff. Tutors should correspond directly with parents or, if granted permission, only email the student directly with carers or parents copied in
- Tuition should only take place at the session times agreed with the carer/parent
- The setting in which tutors conduct online tuition should be suitable for that purpose. There shouldn't be anything of a personal or inappropriate nature in the background, it should be free from interruption, and should not be observed by other members of the tutor's household. If screen sharing is used in the lesson, tutors should ensure that there is no personal or inappropriate material (including desktop files, browser tabs or other active windows) viewable to the student. They should only be able to view material which is relevant to the lesson.
- Tutors should leave their camera on throughout the lesson, and encourage (but don't insist) the student does the same
- Tutors must not record the lesson or take screenshots, unless the carer/parent has given written consent in advance

- Recordings, if written consent is granted, should be stored securely and in compliance with The Golden Circle's GDPR policy
- Tutors must not contact or respond to students on social media
- Tutors using remote teaching should be familiar with the Government guidance on safeguarding and remote teaching: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Alongside good practice requirements, The Golden Circle provides online tuition guidance through monthly newsletters and updates on how to use suggested online platforms securely. We regularly review the features and concerns of different online platforms, taking advice from the NSPCC and DfE.

## Reporting Procedures

As highlighted earlier in this policy, all staff and tutors have a responsibility to safeguard students. No single professional can have a full picture of a student's needs and circumstances, so if students are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information, and taking prompt action.

Reporting concerns you may have about a student is a fundamental part of your safeguarding duty. Your duty is to report/refer, not investigate. Concerns may come from a disclosure from a student, disclosure from another child or adult, or from your own observation. Anyone who has a concern about a child's welfare should follow the reporting processes outlined below.

## Dealing with a disclosure

If you receive a disclosure from a student or adult, please consider these helpful guidelines:

- **Keep calm and avoid reactions of shock.** Know that you are equipped to deal with this by nature of being a trusted adult and a professional. Be mindful of your facial expressions and body language conveying your calm reaction.
- **Listen carefully.** Never push for information or ask leading questions. Let them speak without interruption if they want to. If the student changes their mind about speaking to you, accept their decision and let them know you are always ready to listen.
- **Show acceptance** of what you are being told, even if the information seems unlikely. Do not express disbelief.

- **Never promise confidentiality.** Let them know that you have a professional responsibility to ensure they, and others, are kept safe, which can mean getting the right support. Reassure them that you will only tell people you think will be able to help them and will tell them when you do that.
- **Assure them that they are not to blame,** it's not their fault and they have done the right thing. They may have been bribed or threatened that they or others will be harmed if they tell anyone.
- **Don't investigate/ validate what is being said.** It is not your responsibility to investigate or prove the information being given. Don't use leading questions or probe but seek to draw the conversation to a satisfactory close when appropriate.
- **Don't talk to the alleged abuser.** Your responsibility is to report the information in an accurate and timely manner through the processes outlined in this policy.
- **Explain what you will do next;** that you will report the concern to someone who will be able to help
- **Report the disclosure accurately and promptly** (see section 4.2 below).

## Reporting process

As noted above, reporting concerns is the most fundamental aspect of your safeguarding duty. Concerns should be reported as soon as possible and certainly as soon as the tuition session finished. To report a concern, you need to email the DSL (contact details in Appendix A). Do not report child protection concerns within lesson reports as these are too widely viewable.

When reporting a concern, please remember:

- reports should be written in the first person (i.e., use "I", "my")
- reports need to be factual and accurate. Record exactly what the student said (including any slang or terms they used), not your interpretations or assumptions. The reports you make can be used as evidence in court, so ensure they are comprehensive and accurate
- to include the date, time, location, and context of the disclosure. It can be helpful to make a note of the student's presentation (appearance, body language, mannerisms etc.).
- try to keep any original notes you or the student made at the time and pass them onto the DSL
- you can contact the DSL using the information in Appendix A for any advice and guidance you may have in responding to a disclosure/ concern or completing the report. If the DSL is not

available, or it is outside office hours, you can call the NSPCC helpline on **0808 800 5000** (Mon-Fri, 8am – 10pm or 9am – 6pm at the weekend).

## What happens after a concern is reported?

The DSL is alerted as soon as a concern is reported. They will then follow the proceeding actions:

- Inform the referrer immediately of the concern that has been raised. If it is assessed that the child is in immediate danger, the DSL will contact the relevant Local Authority children's services, or the police in an emergency
- Create a Child Protection Log for each individual case and ensure this is stored securely away from other records held on the student and updated regularly with their actions and any relevant progress
- Contact the tutor or member of staff to check on their welfare, and let them know that the concerns have been reported to the appropriate authority
- Provide the relevant authority with any report or record of disclosure provided by the tutor or member of staff
- Work closely and collaboratively with all professionals involved in the investigation to keep the student safe
- Attend any social care or multi-professional meeting when invited and provide updated information about the student, staff member or tutor
- Inform a tutor or staff member when their presence is required at a meeting
- Attend any subsequent child protection review conferences
- Only share information with Client Managers when there is a clear need for them to be informed and with consideration of confidentiality for the student or staff member involved

## Allegations against tutors and staff

Concerns about the safeguarding conduct of a member of staff or tutor, including allegations of abuse, can be made by children and young people and they can be made by other concerned adults. This should be reported to the DSL immediately. This applies to all cases in which it is alleged that a current member of staff or tutor has:

- behaved in a way that has harmed a child, or may have harmed a child, or

- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicated he or she would pose a risk of harm to children

It should be noted that the allegations may relate to the personal or professional life of the member of staff or tutor and applies regardless of whether the alleged abuse took place during tuition. Allegations against a tutor who is no longer teaching, and historical allegations of abuse, will be referred to the police.

The DSL assumes the role of case manager. Any allegation made against a member of staff or tutor should be dealt with fairly, quickly, and consistently, in a way that effectively balances the protection and welfare of the student and supporting the person who is the subject of the allegation.

## Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Immediately discuss the allegation with the school, if the student is receiving tuition in a school context, or with the Local Authority Designated Officer (LADO), within the local authority of where the adult works. It is not practical to provide a list of every LADO in the country, so this information is best found online. This is to consider the nature, content, and contest of the allegation (i.e., establish practical details about the time, date/(s), and location of the alleged abuse and the names of potential witnesses).

On no account should the case manager seek to interview the student (s), or the person (s) against whom the allegation has been made. The Golden Circle must keep a written record of these details, and this should be signed and dated by the case manager. If the LADO is unavailable, then the MASH team of the relevant local authority should be contacted directly. All children's services contact information can be found at <https://www.gov.uk/report-child-abuse-to-local-council>

- In consultation with the LADO agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve

the police and/or children's social care services. This may be undertaken within a Multi-Agency Allegation Against Staff and Tutors meeting. This will be convened by the LADO.

- If the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may consider it necessary to involve the police before consulting the LADO. The case manager will notify the LADO as soon as practicably possible after contacting the police.
- Where appropriate, carefully consider whether suspension of the individual from contact with students is necessary. Advice will be sought from the LADO, police and/or children's social care services. Suspension should be considered when:
  - There is cause to suspect a child is at risk of significant harm or,
  - The allegation warrants investigation by the police or,
  - The allegation is so serious that it might be grounds for dismissal
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the school, LADO, and the police or children's social care services, where necessary. Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- If immediate suspension is considered necessary, agree, and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day.
- If it is decided that no further action is to be taken regarding the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- If it is decided that further action is needed, take steps as agreed with the LADO to initiate the appropriate action and/or liaise with the police and/or children's social care services as appropriate. This includes the need to:

- Provide effective support for the individual facing the allegation of concern, including appointing a named representative to keep them informed on the progress of the case and consider what other support is appropriate.
- Inform the school, parents, or carers of the child(ren) involved in the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the school, parents, or carers of the requirement to maintain confidentiality about any allegations made against staff or tutors while investigations are ongoing. Any school, parent or carer who wishes to have the confidentiality restrictions removed in respect of a tutor will be advised to seek legal advice.
- The school, parents, or carers of the child(ren) involved should be informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).
- Make a referral to the Disclosure and Barring Service (DBS) where it is thought that the individual facing the allegation or concern has engaged in the conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If the organisation is made aware that the Secretary of State has made an interim prohibition order in respect of the individual, we will immediately suspend that individual from tutoring, pending the findings of the investigation by the Teaching Regulation Agency.

## Allegation Investigation Outcomes

The case manager, in consultation with the LADO, will decide whether the allegation is:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or evidence)

Any disciplinary investigation should be carried out once the child protection investigation has been completed. Further guidance about managing allegations against staff and tutors can be found in part four of [Keeping Children Safe in Education](#).

## Whistleblowing

Whistleblowing is the act of raising concerns about wrongdoing, illegal activity, or negligence in the workplace. Actions that would give grounds for whistleblowing include:

- a criminal offence
- not obeying the law
- endangering of an individual's health and safety or welfare
- damage to the environment
- improper use public funds or other funds
- a miscarriage of justice has occurred, or is likely to occur
- maladministration, misconduct, or malpractice
- actions that pose a risk of harm to children or adults at risk
- covering up of wrongdoing

Whistleblowing related to concerns with a public interest, that is, the concern affects others (see the [Public Interest Disclosure Act 1998](#)). If staff have a personal grievance, this should be reported internally.

Whistle-blowers are protected by law from victimisation, harassment, unfair treatment, and unfair dismissal. If a whistle-blower is mistreated by a colleague as a result of whistleblowing, the colleague will face disciplinary action. Confidentiality is assured at the point of making a protected disclosure and will be maintained during investigations and hearings, other than when there is a need for disclosure of identity due to cross examination of the staff member as a witness in any subsequent procedure. Confidentiality will be maintained as far as is possible.

## Safer recruitment



The Golden Circle recognises its responsibility to ensure that staff and tutors do not pose a risk to students, and all necessary safety and suitability checks have been carried out. Our safer recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment
2. Reject inappropriate candidates at the application and interview stages
3. Prevent abuses to children and young people by developing robust policies and agreeing on safe practice

The Golden Circle ensures that any available roles are accurately advertised and makes clear the expectations of the checks involved to be eligible for new roles. These checks include:

- An identity check
- An enhanced DBS certificate issued within the last 12 months. All tutors are required to sign up to the automatic annual update service
- A check of professional qualifications
- A check of educational history
- A prohibition from teaching check (where relevant to the role)
- Further checks for people who have lived or worked outside of the UK

Newly recruited tutors are given a copy of the Tutor Handbook and Safeguarding and Child Protection Policy.



## Appendix A – Key Contacts and Information

Designated Safeguarding Lead

Hannah Titley

[hannah@goldencircletutors.co.uk](mailto:hannah@goldencircletutors.co.uk)

07882 122737

NSPCC Child Protection Helpline: 0808 800 5000

NSPCC Whistleblowing Helpline: 0800 028 0285



Professional Online Safety Helpline: 0344 381 4772, [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

Department for Education Prevent Helpline: 020 7340 7264

Anti-Terrorist Hotline: 0800 789 321

Childline: 0800 111