

READ WITH RACHEL TUTORING

Helping Every Child Discover the Joy of Learning

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Safeguarding and Child Protection Policy

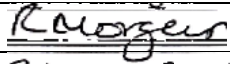
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Business: Read With Rachel Tutoring

Role: Owner & Designated Safeguarding Lead (DSL)

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Signature	
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Policy Review History

Version	Date	Summary of Changes	Approved By
1.0	05 July 2026	Original policy created	Rachel Morgan
2.0		Comprehensive revision to align with current statutory safeguarding guidance and local safeguarding arrangements	Rachel Morgan

Safeguarding Statement

At Read With Rachel Tutoring, safeguarding and promoting the welfare of children is at the heart of everything we do.

Every child has the right to learn in an environment where they feel safe, valued, respected and listened to. The welfare of the child is always our paramount consideration.

Read With Rachel Tutoring is committed to maintaining the highest standards of safeguarding practice throughout every aspect of tuition, whether sessions take place in a family home, online or at another agreed learning venue.

Rachel Morgan recognises that tutors are often in a unique position to observe changes in a child's behaviour, wellbeing or presentation and therefore has a responsibility to act appropriately should concerns arise.

Safeguarding is not simply about responding to abuse. It includes promoting children's physical and emotional wellbeing, protecting them from harm, supporting their development and ensuring they can learn safely.

Purpose of this Policy

This policy explains how Read With Rachel Tutoring safeguards and promotes the welfare of every child receiving tuition. It sets out safeguarding responsibilities, expected professional standards, procedures for recognising and responding to concerns, reporting processes, information sharing, safer working practices, responsibilities for online tutoring and home visits, record keeping and confidentiality.

As Read With Rachel Tutoring is a sole trader business with no employees, volunteers or contractors, Rachel Morgan fulfils the role of Designated Safeguarding Lead (DSL).

Safeguarding Ethos

Read With Rachel Tutoring believes that:

- Every child deserves to be safe.
- Every child deserves to be treated with dignity and respect.
- Every child has the right to be listened to.
- Safeguarding is everyone's responsibility.
- Early intervention can significantly improve outcomes for children.
- Professional curiosity and respectful challenge are important safeguarding tools.

Scope

This policy applies to all activities undertaken by Read With Rachel Tutoring, including face-to-face tuition, online tutoring, assessments, communication with parents and carers, reports and educational visits where arranged.

Mission Statement

Helping Every Child Discover the Joy of Learning

Read With Rachel Tutoring believes that children thrive academically when they feel safe, supported and emotionally secure. Safeguarding is an integral part of every tutoring session, every interaction and every professional decision.

2. Legislative Framework and Statutory Guidance

2.1 Introduction

Read With Rachel Tutoring is committed to safeguarding and promoting the welfare of every child. This policy has been developed with reference to current UK legislation and statutory safeguarding guidance.

Although Read With Rachel Tutoring is an independent tutoring business and is not a school, safeguarding responsibilities apply to anyone working with children. This policy reflects recognised safeguarding best practice and adopts procedures that are proportionate to the services provided.

Read With Rachel Tutoring will keep this policy under regular review to ensure it remains consistent with current legislation, statutory guidance and local safeguarding procedures.

2.2 Statutory Guidance

This policy has been informed by, and should be read alongside, the following statutory guidance and legislation (as applicable):

Keeping Children Safe in Education (KCSIE) – latest edition

Working Together to Safeguard Children – latest edition

Children Act 1989

Children Act 2004

Education Act 2002 (where relevant)

Equality Act 2010

Human Rights Act 1998

Data Protection Act 2018

UK General Data Protection Regulation (UK GDPR)

Safeguarding Vulnerable Groups Act 2006

Protection of Freedoms Act 2012

Counter-Terrorism and Security Act 2015 (Prevent Duty)

Serious Crime Act 2015

Domestic Abuse Act 2021

Female Genital Mutilation Act 2003 (as amended)

Where legislation or statutory guidance changes, Read With Rachel Tutoring will update this policy accordingly.

2.3 Local Safeguarding Arrangements

Read With Rachel Tutoring works in partnership with parents, schools and local safeguarding agencies where appropriate.

Safeguarding referrals will always be made to the local authority responsible for the child.

Where tuition is provided within North Somerset, safeguarding procedures follow the guidance of the North Somerset Safeguarding Children Partnership (NSSCP).

Where children reside within Somerset Council's area, referrals will be made in accordance with Somerset Council safeguarding procedures.

Parents should be aware that safeguarding concerns cannot always remain confidential where there is reason to believe that a child is suffering, or is likely to suffer, significant harm.

2.4 Safeguarding Principles

Read With Rachel Tutoring is committed to the following principles:

the welfare of the child is paramount;

every child has the right to protection from abuse and neglect;

every child should be listened to and taken seriously;

safeguarding is everyone's responsibility;

early intervention improves outcomes;

concerns should always be reported rather than ignored;

safeguarding decisions should always place the child's welfare first;

accurate record keeping is essential;

information should be shared appropriately to protect children.

2.5 Designated Safeguarding Lead (DSL)

As Read With Rachel Tutoring is operated by a sole trader, Rachel Morgan fulfils the role of Designated Safeguarding Lead (DSL).

There is no Deputy DSL because there are no employees within the business.

The Designated Safeguarding Lead is responsible for:

maintaining safeguarding knowledge and training;

recognising safeguarding concerns;

responding appropriately to disclosures;

maintaining confidential safeguarding records;

making referrals where necessary;

liaising with children's social care and other agencies;

seeking advice when required;

ensuring this policy remains up to date;

maintaining appropriate safeguarding documentation.

Where specialist advice is required, Rachel Morgan will consult the appropriate safeguarding professionals or local authority.

2.6 Professional Responsibilities

Rachel Morgan will:

place the welfare of children above all other considerations;

maintain professional boundaries at all times;

undertake appropriate safeguarding training and refresh this regularly;

maintain a current enhanced Disclosure and Barring Service (DBS) certificate;

follow safer working practices;

maintain accurate safeguarding records;

report safeguarding concerns without delay;

cooperate fully with safeguarding investigations where required.

2.7 Professional Curiosity

Professional curiosity means respectfully exploring concerns rather than making assumptions.

Children may not always disclose abuse directly.

Rachel Morgan will remain alert to:

changes in behaviour;

repeated absences;

deterioration in emotional wellbeing;

unusual injuries;

comments made during tutoring;

changes in family circumstances;

patterns of neglect;

signs of fear or anxiety.

Small concerns, when viewed together, may indicate a wider safeguarding issue.

Where concerns exist, they will be recorded and acted upon appropriately.

2.8 Confidentiality

Safeguarding information will always be handled sensitively.

However, confidentiality cannot be guaranteed where:

a child is at risk of harm;

a criminal offence may have occurred;

another person is at risk;

statutory agencies require information to safeguard a child.

Children will never be promised that information disclosed will be kept secret.

Information will only be shared on a need-to-know basis and in accordance with UK GDPR, the Data Protection Act 2018 and recognised safeguarding principles.

2.9 Information Sharing

Read With Rachel Tutoring recognises that effective safeguarding relies upon timely and appropriate information sharing.

Information may be shared with:

Children's Social Care;

Police;
schools;
health professionals;
the Local Authority Designated Officer (LADO), where appropriate;
other safeguarding agencies.

Where appropriate and safe to do so, parents or carers will usually be informed before information is shared.

However, parental consent is **not** required where doing so would:

place a child at greater risk;
prejudice a police investigation;
delay urgent safeguarding action.

2.10 Commitment to Continuous Improvement

Safeguarding is an evolving area of professional practice.

Read With Rachel Tutoring is committed to:

reviewing this policy annually;
monitoring changes in legislation;
implementing lessons learned from safeguarding reviews;
maintaining professional safeguarding knowledge;
continually improving safeguarding procedures.

3. Recognising Abuse, Harm and Vulnerability

3.1 Introduction

Safeguarding is about protecting children from maltreatment, preventing impairment of their health or development, ensuring that they grow up in

circumstances consistent with the provision of safe and effective care, and taking action to enable every child to have the best possible outcomes.

Abuse can occur within any family, community or organisation regardless of age, disability, gender, ethnicity, religion, culture, financial circumstances or social background. It may be perpetrated by adults or by other children and can occur in person, online or through a combination of both.

Rachel Morgan understands that abuse is not always immediately obvious. Children may disclose concerns directly, indirectly, or communicate their experiences through changes in behaviour, attendance, emotional wellbeing or presentation.

As a tutor who works closely with children over time, Rachel Morgan recognises that she may notice patterns or subtle indicators that warrant professional curiosity and, where appropriate, further action.

3.2 The Four Main Categories of Abuse

The statutory guidance *Working Together to Safeguard Children* identifies four main categories of abuse.

Physical Abuse

Physical abuse is the deliberate infliction of physical harm upon a child.

Examples include:

- hitting
- shaking
- burning
- poisoning
- drowning
- suffocating
- fabricated or induced illness
- inappropriate restraint
- Possible indicators include:
 - unexplained bruises or burns
 - injuries inconsistent with explanations
 - repeated injuries

- reluctance to change clothes
 - fear of going home
 - flinching when approached
 - aggressive or withdrawn behaviour
-

Emotional Abuse

- Emotional abuse is the persistent emotional maltreatment of a child.
 - Examples include:
 - humiliation
 - constant criticism
 - rejection
 - intimidation
 - exposure to domestic abuse
 - unrealistic expectations
 - bullying
 - isolation
 - Possible indicators include:
 - low self-esteem
 - excessive anxiety
 - withdrawn behaviour
 - developmental delay
 - extreme attention-seeking
 - self-critical language
 - fear of making mistakes
-

Sexual Abuse

Sexual abuse involves forcing or enticing a child to participate in sexual activities.

It includes:

- inappropriate touching
- grooming
- online exploitation
- sexual assault
- exposure to pornography

- encouraging sexual behaviour
 - exploitation through technology
 - Possible indicators include:
 - age-inappropriate sexual knowledge
 - sexualised behaviour
 - unexplained gifts
 - sudden secrecy
 - emotional withdrawal
 - reluctance to be with particular adults
 - changes in behaviour after internet use
-

Neglect

Neglect is the persistent failure to meet a child's basic physical or psychological needs.

Examples include failure to provide:

- food
 - clothing
 - medical care
 - supervision
 - emotional warmth
 - education
 - protection from harm
 - Possible indicators include:
 - poor hygiene
 - persistent hunger
 - untreated medical needs
 - inappropriate clothing
 - tiredness
 - poor attendance
 - low concentration
 - frequent lateness
-

3.3 Domestic Abuse

Children who live in households where domestic abuse occurs are themselves victims of abuse.

Domestic abuse can significantly affect:

- emotional wellbeing
- behaviour
- school attendance
- concentration
- self-esteem
- relationships
- physical health

Indicators may include fearfulness, hypervigilance, anxiety, reluctance to discuss home life or sudden changes in mood.

3.4 Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity.

Possible indicators include:

- unexplained gifts
 - secretive relationships
 - older friends or partners
 - repeated missing episodes
 - changes in appearance
 - substance misuse
 - emotional distress
-

3.5 Child Criminal Exploitation (CCE)

Child Criminal Exploitation occurs when children are manipulated into criminal activity for another person's benefit.

Examples include:

- transporting drugs
- theft
- carrying weapons
- financial exploitation
- coercion
- intimidation

Children who are exploited should be viewed as victims rather than offenders.

3.6 County Lines

County Lines involves organised criminal groups exploiting children to transport illegal drugs or money between areas.

Possible indicators include:

- unexplained travel
 - possession of multiple phones
 - unexplained money
 - missing education
 - unexplained injuries
 - fear of particular individuals
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3.7 Online Safety

Children increasingly experience safeguarding risks online.

Potential risks include:

- cyberbullying
- grooming
- sextortion
- exposure to harmful content
- online radicalisation
- gaming-related abuse
- social media exploitation
- sharing inappropriate images

Read With Rachel Tutoring promotes safe online behaviour and encourages parents to supervise children's use of online learning platforms where appropriate.

3.8 Peer-on-Peer Abuse

Children can abuse other children.

Peer-on-peer abuse may include:

- bullying
- physical assaults
- sexual harassment
- sexual violence
- initiation or hazing behaviour
- image-based abuse
- coercion
- emotional abuse

Any concerns involving abuse between children will be taken seriously and managed in accordance with safeguarding principles.

3.9 Harmful Sexual Behaviour

Children displaying harmful sexual behaviour require careful safeguarding assessment.

Behaviour should always be considered within the child's age and stage of development.

Concerns will never be dismissed as "normal" without appropriate consideration.

3.10 Radicalisation and the Prevent Duty

Radicalisation is the process by which individuals come to support extremist ideologies.

Possible indicators may include:

- increasingly extreme views
- intolerance
- isolation
- concerning online activity
- repeated exposure to extremist material

Where concerns arise, advice will be sought from the appropriate safeguarding agencies.

3.11 Female Genital Mutilation (FGM)

Female Genital Mutilation is illegal in the United Kingdom and is recognised as a serious form of child abuse.

Possible indicators include:

- extended overseas travel
- discussion of a special ceremony
- difficulty walking or sitting
- prolonged absence from education
- reluctance to participate in physical activities

Any concerns will be managed in accordance with safeguarding guidance.

3.12 Forced Marriage

Forced marriage differs from an arranged marriage because one or both parties have not freely consented.

Possible indicators include:

- sudden travel abroad
- withdrawal from education
- anxiety regarding family expectations
- restrictions on personal freedom

Safeguarding concerns relating to forced marriage will be treated seriously and referred appropriately.

3.13 Modern Slavery and Trafficking

Children may be trafficked for:

- criminal exploitation
- sexual exploitation
- domestic servitude
- forced labour

Indicators may include fearfulness, inconsistent accounts, poor attendance, unexplained travel or evidence that another individual exercises unusual control over the child.

3.14 Missing Children

Repeated episodes of children going missing may indicate wider safeguarding concerns.

Where Rachel Morgan becomes aware that a child has repeatedly gone missing or this is disclosed during tuition, this will be treated as a potential safeguarding concern.

3.15 Mental Health and Emotional Wellbeing

Mental health concerns do not automatically indicate abuse.

However, poor mental health may:

increase vulnerability;

be a response to abuse or neglect;

mask safeguarding concerns; or

indicate that a child requires additional support.

Changes in behaviour, mood, attendance, engagement or emotional regulation will be considered within the wider safeguarding context.

3.16 Professional Curiosity

Rachel Morgan recognises that safeguarding concerns often emerge gradually rather than through a single event.

Professional curiosity involves:

noticing small changes;

asking appropriate questions;

recording factual observations;

considering patterns over time;

seeking advice where necessary; and

never ignoring concerns because they appear minor in isolation.

If something "doesn't feel right", this will be explored appropriately and, where necessary, reported through the relevant safeguarding procedures.

4. Responding to Safeguarding Concerns and Disclosures

4.1 Introduction

Children may choose to share concerns with a trusted adult when they feel safe and supported. As a tutor, Rachel Morgan recognises that she may be the first person a child tells about abuse, neglect or another safeguarding concern.

A child may disclose information directly, indirectly, through play, writing, behaviour, artwork or conversation. Every concern will be taken seriously.

The primary responsibility of Read With Rachel Tutoring is **not to investigate**, but to **listen, record, report and protect**.

The welfare of the child will always be the paramount consideration.

4.2 If a Child Makes a Disclosure

If a child shares information that raises a safeguarding concern, Rachel Morgan will:

- remain calm and attentive;
 - listen carefully without interruption;
 - allow the child to speak freely;
 - reassure the child that they have done the right thing by telling someone;
 - explain that the information may need to be shared with people who can help keep them safe;
 - avoid expressing shock, disbelief or anger;
 - use open body language and an appropriate tone of voice;
 - give the child time to speak at their own pace.
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4.3 Rachel Morgan Will Not:

When responding to a disclosure, Rachel Morgan will **not**:

- promise to keep secrets;
- ask leading questions;
- investigate the matter herself;
- interview the child repeatedly;
- pressure the child for additional information;
- confront an alleged perpetrator;
- make assumptions;
- speculate about what may have happened.

The purpose of the conversation is to listen—not to gather evidence.

4.4 Appropriate Responses

Helpful phrases include:

- "Thank you for telling me."
- "You have done the right thing."
- "I believe you."
- "I'm glad you told me."
- "I will need to share this with people who can help keep you safe."
- "You are not in trouble."

These responses help reassure the child without making promises that cannot be kept.

4.5 Immediate Risk of Harm

If Rachel Morgan believes that a child is in immediate danger or requires urgent protection, she will:

Contact **999** immediately if emergency assistance is required.

Ensure the child is kept as safe as possible.

Contact Children's Social Care as soon as possible.

Record all actions taken.

The child's safety will always take priority over normal procedures.

4.6 Reporting Safeguarding Concerns

Where there are reasonable grounds to suspect that a child is suffering, or is likely to suffer, significant harm, Rachel Morgan will make a referral to the relevant Children's Social Care team.

This may include concerns relating to:

- physical abuse;
- emotional abuse;
- sexual abuse;
- neglect;
- domestic abuse;
- exploitation;
- online abuse;
- child criminal exploitation;
- child sexual exploitation;
- peer-on-peer abuse;
- radicalisation;
- forced marriage;
- female genital mutilation; or
- any other situation where a child's welfare is at risk.

Where appropriate, referrals will be made to the local authority responsible for the child.

4.7 Speaking with Parents

Parents and carers will usually be informed if a safeguarding referral is being made.

However, Rachel Morgan will **not** seek parental consent before making a referral where doing so may:

- increase the risk of harm;
- place the child in further danger;
- interfere with a police investigation;
- result in evidence being destroyed;
- place another person at risk.

Professional judgement will always be exercised in consultation with safeguarding guidance.

4.8 Recording Concerns

Following any safeguarding concern, Rachel Morgan will make a written record **as soon as possible**, preferably immediately after the tutoring session.

Records will include:

- the child's full name;
- date of birth (where known);
- date and time of the concern;
- location;
- who was present;
- factual observations;
- the child's exact words wherever possible;
- actions taken;
- referrals made;
- people spoken to;
- date and signature.

Records will be factual, objective and free from personal opinion.

4.9 Maintaining Evidence

Rachel Morgan understands the importance of preserving evidence.

She will:

- avoid altering original notes;
- retain handwritten notes where appropriate;
- record information accurately;
- preserve emails or electronic communications;
- avoid deleting relevant information.

Safeguarding records may become part of future investigations and must therefore be accurate and complete.

4.10 Confidentiality

Safeguarding information will be treated confidentially.

However, confidentiality cannot be guaranteed where a child is at risk.

Information will only be shared with those who have a legitimate safeguarding need to know.

Children will never be promised complete confidentiality.

4.11 Information Sharing

Read With Rachel Tutoring follows the principle that **fears about sharing information should never stand in the way of protecting a child.**

Information may be shared with:

- Children's Social Care;
- Police;
- schools;
- health professionals;
- the Local Authority Designated Officer (LADO);
- safeguarding partnerships;
- other statutory safeguarding agencies.

Information will only be shared where it is lawful, necessary and proportionate.

4.12 Seeking Advice

Rachel Morgan recognises that safeguarding decisions can be complex.

Where uncertainty exists, advice may be sought from:

- Children's Social Care;
- the North Somerset Safeguarding Children Partnership (or the relevant local safeguarding partnership);

- the Local Authority Designated Officer (LADO), where appropriate;
- the NSPCC Helpline;
- other relevant safeguarding professionals.

Seeking advice does **not** remove the responsibility to make a referral if a child may be at risk of significant harm.

4.13 Allegations Against Adults

If an allegation is made against Rachel Morgan or another adult working with children in connection with tutoring, it will be treated seriously and managed in accordance with local safeguarding procedures.

Where appropriate, the Local Authority Designated Officer (LADO) will be contacted for advice before any internal investigation takes place.

Rachel Morgan will cooperate fully with any investigation undertaken by safeguarding agencies or the police.

4.14 Record Retention

Safeguarding records will:

be stored securely;

be kept separately from general tutoring records where appropriate;

only be accessible to Rachel Morgan;

be retained in accordance with data protection legislation and recognised safeguarding guidance;

be disposed of securely when no longer required.

4.15 Professional Reflection

Following any safeguarding incident, Rachel Morgan will reflect on:

- whether procedures were followed;

- whether additional support was required;
- whether policies should be updated;
- whether further safeguarding training would be beneficial.

This commitment to reflective practice helps ensure that safeguarding procedures continue to develop in line with current guidance and best practice.

4.16 Safeguarding Reporting Flowchart

To make the process clear, the final version of this policy will include a simple flowchart:

Concern identified

↓

Listen, reassure and do not investigate

↓

Make an immediate factual written record

↓

Is there an immediate risk of harm?

Yes → Call **999**, then contact Children's Social Care.

No → Seek advice or make a referral to the relevant Children's Social Care team.

↓

Record all actions and outcomes securely.

5. Professional Boundaries, Safer Working Practice, Lone Working and Home Visits

5.1 Introduction

Read With Rachel Tutoring is committed to always maintaining the highest standards of professional conduct.

Professional boundaries protect both children and adults by ensuring that relationships remain appropriate, transparent and focused solely on the child's educational needs.

Rachel Morgan recognises that maintaining clear professional boundaries helps to safeguard children, protect professional integrity and minimise the risk of misunderstandings or allegations.

Every interaction with a child, parent or carer should reflect the values of professionalism, respect, integrity and accountability.

5.2 Professional Conduct

Rachel Morgan will:

- act in the best interests of every child;
- demonstrate honesty, integrity and professionalism;
- treat every child with dignity and respect;
- promote children's wellbeing and emotional safety;
- maintain appropriate professional boundaries;
- act as a positive role model;
- always comply with safeguarding procedures.

Children will always be treated fairly, consistently and without discrimination.

5.3 Appropriate Relationships

Positive relationships are essential for effective learning.

However, Rachel Morgan recognises that the tutor–student relationship must always remain professional.

Rachel Morgan will:

- maintain appropriate emotional boundaries;
 - avoid favouritism;
 - avoid becoming involved in family disputes;
 - avoid sharing personal problems with pupils;
 - avoid forming friendships with children outside the tutoring relationship;
 - ensure all interactions remain educationally appropriate.
-

5.4 Physical Contact

Physical contact should always be kept to an absolute minimum.

Any physical contact must:

- be appropriate;
- be proportionate;
- be in the child's best interests;
- never be secretive;
- never be capable of being misinterpreted.

Rachel Morgan will never:

- use physical punishment;
 - use force unless required to prevent immediate injury;
 - initiate unnecessary physical contact;
 - engage in horseplay or rough play.
-

5.5 One-to-One Working

Most tuition sessions are delivered on a one-to-one basis.

Where tuition takes place within a family home:

- parents should know where tuition is taking place;
- parents should know the agreed lesson times;
- tutoring should normally take place in a communal area of the home wherever possible;
- parents should remain accessible during the lesson.

Rachel Morgan will never request that children accompany her to another location without prior parental agreement.

5.6 Lone Working

Rachel Morgan regularly works alone while delivering tuition.

To minimise risks, she will:

- inform a trusted person of her schedule where appropriate;
- carry a fully charged mobile phone;
- ensure someone knows her expected return time if appropriate;
- trust her professional judgement if a situation feels unsafe;
- leave immediately if personal safety becomes a concern;
- contact emergency services if necessary.

No tutoring session is more important than personal safety.

5.7 Home Visits

Before commencing tuition, Rachel Morgan will:

- agree lesson times with parents;
- confirm the location of tuition;
- ensure emergency contact details are available;
- discuss any relevant medical or behavioural information.

During home visits Rachel Morgan will:

- always remain professional;
- avoid entering bedrooms wherever possible;
- avoid remaining in isolated areas unnecessarily;
- terminate the session if circumstances become unsafe or inappropriate.

Parents remain responsible for supervising their child before and after tuition.

5.8 Working in Different Venues

Where tuition takes place in schools, libraries, community venues or other agreed locations, Rachel Morgan will comply with the safeguarding procedures and visitor requirements of that organisation.

Where safeguarding procedures differ, the stricter standard will always be followed.

5.9 Communication with Children

Communication with pupils should always be professional, transparent and appropriate.

Rachel Morgan will:

- communicate in an age-appropriate manner;
- use respectful language;
- encourage positive relationships;
- maintain professional boundaries.

Direct communication with children outside agreed tutoring arrangements will be avoided wherever possible.

Routine communication regarding tuition will normally take place with parents or carers.

5.10 Electronic Communication

Communication may take place using:

- email;
- telephone;
- text message;
- agreed educational platforms.

Rachel Morgan will not:

communicate with children through personal social media accounts;

send inappropriate messages;

communicate late at night except in exceptional circumstances;
engage in private online conversations unrelated to tutoring.

5.11 Social Media

Professional boundaries also extend to online activity.

Rachel Morgan will not:

- accept friend requests from pupils;
- follow pupils on social media;
- communicate through personal social networking accounts;
- share personal information online with children.

Parents are encouraged to communicate using agreed professional contact methods only.

5.12 Photography and Recording

Photographs or recordings of children will only be taken:

with written parental consent;

where there is a legitimate educational purpose;

in accordance with the Photography and Media Consent Policy.

Parents will be informed if online tutoring platforms include recording functionality.

Sessions will **not** normally be recorded unless this has been agreed in advance by all relevant parties.

5.13 Gifts

Rachel Morgan recognises that gifts may occasionally be offered by families.

Small tokens of appreciation may be accepted where appropriate.

However:

- expensive gifts will not normally be accepted;
 - gifts must never influence professional judgement;
 - gifts will never be requested;
 - gifts given to pupils will always be appropriate, proportionate and educational where possible.
-

5.14 Personal Safety

Rachel Morgan will continually assess personal safety throughout tutoring sessions.

If she experiences:

- aggressive behaviour;
- threatening behaviour;
- unsafe home conditions;
- intoxicated adults;
- illegal activity;
- dangerous animals;
- domestic incidents;
- any situation placing herself or the child at risk, the session will end immediately.

Where necessary, emergency services will be contacted.

5.15 Transporting Children

Read With Rachel Tutoring does **not** routinely transport children.

Should transport ever be required as part of a separately agreed arrangement:

written parental consent must be obtained;

appropriate insurance must be in place;

safeguarding risks must be assessed in advance.

Children will never be transported without prior agreement.

5.16 Professional Dress

Rachel Morgan recognises that appearance contributes to professional standards.

Appropriate clothing should:

- be practical;
- be respectful;
- allow safe movement during educational activities;
- promote confidence and professionalism.

5.17 Personal Mobile Phones

Personal mobile phones may be carried for safety purposes.

However:

- they should not distract from tutoring;
- they will not normally be used during lessons except where educationally necessary or in an emergency;
- photographs of children will not be stored on personal devices.

5.18 Whistleblowing

Although Read With Rachel Tutoring is operated by a sole trader, Rachel Morgan recognises the importance of reporting concerns about the conduct of adults working with children.

Where concerns relate to another professional or organisation, these may be reported to:

the relevant organisation;

Children's Social Care;

the Local Authority Designated Officer (LADO);

the police, where appropriate.

Professional concerns should never be ignored.

5.19 Professional Development

Rachel Morgan is committed to maintaining and developing her safeguarding knowledge.

She will:

- undertake regular safeguarding training;
- monitor changes in safeguarding legislation;
- review guidance published by the Department for Education;
- engage with updates from local safeguarding partnerships;
- review this policy annually or sooner if legislation changes.

Continuous professional development helps ensure that safeguarding practice remains current, effective and responsive to emerging risks.

6. Online Safety and Digital Safeguarding

6.1 Introduction

Read With Rachel Tutoring recognises that technology plays an increasingly important role in children's education. Online learning provides many educational benefits but also presents safeguarding risks that must be carefully managed.

This policy aims to ensure that all online tutoring is delivered in a safe, secure and professional manner that protects children, parents and the tutor.

The same high standards of safeguarding apply to online tutoring as to face-to-face sessions.

6.2 Aims

Read With Rachel Tutoring is committed to:

- providing a safe online learning environment;
 - protecting children from online harm;
 - maintaining professional standards during virtual lessons;
 - safeguarding personal information;
 - promoting responsible digital behaviour;
 - working in partnership with parents to support online safety.
-

6.3 Online Tutoring Platforms

Where online tuition is provided, only reputable and secure platforms will be used.

These may include:

- Microsoft Teams
- Zoom
- Google Meet
- Other educational platforms agreed with parents

Platforms should:

- use secure passwords;
- support waiting rooms or controlled access where available;
- use encryption where possible;
- be kept up to date with the latest software versions.

Meeting links will only be shared with the parent or carer unless otherwise agreed.

6.4 Parental Responsibility

Parents and carers remain responsible for their child's welfare during online tutoring.

Parents are encouraged to:

- ensure children access lessons from an appropriate location;
- supervise younger children where appropriate;
- remain available throughout the lesson;
- ensure suitable internet access;

- notify Rachel Morgan of any safeguarding concerns.

For younger pupils (ages 5–11), it is recommended that a responsible adult remains nearby throughout online sessions.

6.5 Professional Standards During Online Tuition

Rachel Morgan will:

- conduct lessons from an appropriate professional environment;
- wear suitable professional clothing;
- use professional language;
- ensure the background is suitable;
- maintain the same safeguarding standards as during face-to-face tuition.

Lessons will begin and end at agreed times.

6.6 Cameras and Audio

Where cameras are used:

Rachel Morgan's camera will normally remain switched on.

Children will normally be encouraged to keep cameras on where appropriate to support learning and safeguarding.

If a child is uncomfortable using a camera, this will be discussed with the parent or carer.

Audio should remain respectful and appropriate throughout the lesson.

6.7 Recording Lessons

Lessons will **not normally be recorded**.

Where recording is requested:

- written agreement must be obtained from the parent or carer;
- the purpose of the recording must be clearly explained;

- recordings must be stored securely;
- recordings will only be retained for as long as necessary.

Children should never make recordings without parental knowledge.

6.8 Online Communication

Communication relating to tuition should normally take place with parents or carers.

Rachel Morgan will not:

- engage in private messaging with children outside educational purposes;
- communicate through personal social media;
- send inappropriate content;
- communicate late at night except where necessary.

Professional communication methods include:

- email;
 - telephone;
 - agreed messaging services with parents.
-

6.9 Appropriate Online Behaviour

Rachel Morgan will promote respectful online behaviour.

Children will be encouraged to:

- treat others respectfully;
 - use appropriate language;
 - avoid sharing personal information;
 - report anything online that makes them feel uncomfortable;
 - respect the privacy of others.
-

6.10 Cyberbullying

Cyberbullying is taken seriously.

Examples include:

- threatening messages;
- online harassment;
- sharing embarrassing material;
- excluding others online;
- fake accounts;
- repeated unwanted contact.

Where Rachel Morgan becomes aware of cyberbullying affecting a pupil, appropriate safeguarding procedures will be followed.

6.11 Online Grooming

Online grooming occurs when an adult builds a relationship with a child in order to exploit them.

Possible indicators include:

- secretive online relationships;
- unexplained gifts;
- requests to keep conversations secret;
- excessive online communication;
- requests for photographs or videos.

Any concerns will be treated as safeguarding concerns.

6.12 Sharing Images

Children should never be encouraged to send photographs or videos of themselves unless this is:

- educationally necessary;
- agreed with parents;
- appropriate to the learning activity.

Images should never be requested for personal reasons.

6.13 Artificial Intelligence (AI)

Read With Rachel Tutoring recognises that artificial intelligence tools are becoming increasingly common in education.

Where AI tools are used:

- they should support learning rather than replace it;
- pupils should understand that AI-generated content may not always be accurate;
- personal information should not be entered into AI tools unless appropriate privacy protections are in place;
- AI must never be used to undermine academic integrity.

Rachel Morgan will encourage children to think critically about information generated by AI and to use trusted educational sources where appropriate.

6.14 Acceptable Use of Technology

Rachel Morgan will ensure that all devices used for tutoring:

- are password protected;
- have up-to-date security software;
- are regularly updated;
- are protected against malware where possible.

Educational accounts will be kept separate from personal accounts wherever practicable.

6.15 Data Protection

Any personal information shared during online tutoring will be handled in accordance with:

- UK GDPR;

- the Data Protection Act 2018;
- Read With Rachel Tutoring's Data Protection and Privacy Policy.

Personal information will only be collected where necessary for the provision of tuition.

6.16 Safeguarding During Online Sessions

If Rachel Morgan observes:

- concerning behaviour;
- evidence of abuse;
- inappropriate adults entering the session;
- disclosures made online;
- signs of neglect or emotional distress,
- the normal safeguarding procedures contained within this policy will be followed.

The fact that a lesson is taking place online will not alter safeguarding responsibilities.

6.17 Online Incidents

Any safeguarding incidents occurring during online tutoring will be:

- recorded factually;
- reported where appropriate;
- stored securely;
- reviewed to identify any lessons learned.

6.18 Digital Wellbeing

Read With Rachel Tutoring promotes healthy technology use.

Children will be encouraged to:

- take regular screen breaks;
- balance online and offline activities;

- maintain healthy sleep routines;
 - seek help if something online worries them;
 - speak to a trusted adult if they feel unsafe online.
-

6.19 Partnership with Parents

Parents play a vital role in online safeguarding.

Read With Rachel Tutoring encourages parents to:

- supervise younger children during online learning;
 - use parental controls where appropriate;
 - discuss online safety regularly with their child;
 - report safeguarding concerns promptly;
 - maintain open communication regarding digital wellbeing.
-

6.20 Monitoring and Review

Online safeguarding practices will be reviewed regularly to reflect:

- developments in technology;
- emerging online risks;
- updates to statutory guidance;
- changes to educational platforms;
- feedback from parents and pupils.

Read With Rachel Tutoring is committed to maintaining high standards of digital safeguarding in an ever-evolving online environment.

7. Record Keeping, Confidentiality and Information Sharing

7.1 Introduction

Accurate, timely and secure record keeping is an essential part of effective safeguarding.

Read With Rachel Tutoring recognises that safeguarding records may become important evidence during child protection enquiries, police investigations or court proceedings.

All safeguarding records will therefore be factual, objective, confidential and stored securely.

Rachel Morgan will ensure that records are created promptly, retained appropriately and only shared where necessary to protect a child.

7.2 Principles of Good Record Keeping

Safeguarding records should always be:

- factual;
- accurate;
- objective;
- legible;
- dated;
- signed;
- completed as soon as possible after the concern arises.

Records should distinguish clearly between:

- observed facts;
- direct quotations from the child;
- actions taken;
- professional opinion (where appropriate).

Professional opinions should always be identified as such.

7.3 Recording Safeguarding Concerns

Whenever a safeguarding concern arises, Rachel Morgan will record:

- the child's full name;
- date of birth (where known);
- date and time of the incident or disclosure;
- location;

- who was present;
- factual observations;
- the child's exact words wherever possible;
- any questions asked;
- actions taken;
- referrals made;
- advice received;
- follow-up actions;
- date and signature.

Records will be completed as soon as reasonably practicable after the event.

7.4 Chronology

Where multiple safeguarding concerns arise regarding the same child, a chronology will be maintained.

The chronology should include:

Date	Concern	Action Taken	Outcome
------	---------	--------------	---------

Maintaining a chronology allows patterns of concern to be identified more easily.

7.5 Child's Own Words

Wherever possible, the child's exact words should be recorded.

For example:

"Daddy gets angry when I make mistakes."

rather than

Child reported domestic abuse.

Recording direct quotations helps preserve the original meaning of what the child has shared.

7.6 Body Maps

Where appropriate and where injuries are observed, a body map may be completed.

Body maps should:

- record only visible injuries;
- never involve physical examination;
- never require a child to remove clothing unnecessarily;
- be completed factually;
- accompany written safeguarding records.

Rachel Morgan will not diagnose injuries or speculate regarding their cause.

7.7 Storage of Records

Safeguarding records will be stored securely.

Where records are electronic they will:

- be password protected;
- use encrypted devices where possible;
- be backed up securely where appropriate;
- only be accessible to Rachel Morgan.

Where paper records exist they will be:

- stored in a locked cabinet;
 - kept separately from general tutoring records where appropriate;
 - protected against unauthorised access.
-

7.8 Confidentiality

Safeguarding information is confidential.

Information will only be shared with individuals who have a legitimate safeguarding need to know.

Rachel Morgan understands that safeguarding concerns override normal expectations of confidentiality where a child may be at risk of significant harm.

Children will never be promised absolute confidentiality.

7.9 Information Sharing

Effective safeguarding depends upon appropriate information sharing.

Read With Rachel Tutoring follows the principle that:

"Fears about sharing information must never stand in the way of protecting a child."

Information may be shared with:

- Children's Social Care;
- Police;
- schools;
- health professionals;
- Local Authority Designated Officer (LADO);
- safeguarding partnerships;
- other statutory safeguarding agencies.

Information sharing will always be:

- lawful;
 - necessary;
 - proportionate;
 - relevant;
 - accurate;
 - timely;
 - secure.
-

7.10 Sharing Information with Schools

Where a child attends school, Rachel Morgan may share safeguarding information with the school's Designated Safeguarding Lead where appropriate and lawful.

This may include concerns regarding:

- wellbeing;
- attendance;
- disclosures;
- behaviour;
- welfare.

The purpose of sharing information is always to safeguard the child.

7.11 Sharing Information with Parents

Parents will usually be informed where safeguarding concerns arise.

However, Rachel Morgan will not inform parents before making a referral if doing so may:

- place a child at greater risk;
- increase the likelihood of harm;
- prejudice a police investigation;
- place another individual at risk.

Professional judgement will always be exercised in line with statutory guidance.

7.12 Retention of Records

Safeguarding records will be retained only for as long as necessary.

Retention periods will take account of:

- safeguarding guidance;
- legal obligations;
- insurance requirements;
- data protection legislation.

When records are no longer required they will be destroyed securely.

7.13 Secure Disposal

Paper records will be:

- cross-shredded; or
- disposed of using confidential waste services.

Electronic records will be permanently deleted using secure deletion methods where appropriate.

7.14 Subject Access Requests

Rachel Morgan recognises that safeguarding records may be requested under data protection legislation.

However, information may be withheld where disclosure:

- would place a child at risk;
- would prejudice safeguarding enquiries;
- would breach another person's rights;
- is otherwise exempt under data protection legislation.

Legal or professional advice will be sought where appropriate.

7.15 Data Protection

Read With Rachel Tutoring complies with:

- UK GDPR;
- Data Protection Act 2018;
- Privacy and Electronic Communications Regulations (where applicable).

Safeguarding information is processed lawfully to protect children and fulfil safeguarding responsibilities.

7.16 Monitoring Safeguarding Records

Rachel Morgan will periodically review safeguarding records to ensure:

- actions have been completed;
- referrals have been followed up;

- records remain accurate;
- appropriate confidentiality has been maintained.

Regular review supports effective safeguarding practice.

7.17 Learning from Safeguarding Cases

Following any safeguarding incident, Rachel Morgan will reflect upon:

- what went well;
- lessons learned;
- whether procedures require improvement;
- whether additional safeguarding training would be beneficial.

Continuous improvement forms part of Read With Rachel Tutoring's commitment to safeguarding excellence.

8. Local Safeguarding Procedures, Referral Pathways and Key Contacts

8.1 Introduction

Read With Rachel Tutoring recognises that safeguarding concerns must be acted upon promptly and appropriately.

Where Rachel Morgan believes that a child is suffering, or is likely to suffer, significant harm, she will make a referral to the Children's Social Care department responsible for the child.

If a child is in immediate danger, emergency services will be contacted by dialling **999**.

The safety and welfare of the child will always take precedence over all other considerations.

8.2 Emergency Situations

If there is reason to believe a child is at immediate risk of serious harm:

Rachel Morgan will:

- ✓ Call **999** immediately.
 - ✓ Request Police and/or Ambulance assistance if required.
 - ✓ Keep the child as safe as reasonably possible.
 - ✓ Follow any instructions given by emergency services.
 - ✓ Record all actions taken.
-

8.3 If the Risk Is Not Immediate

Where concerns do not require an emergency response but indicate that a child may be suffering, or is likely to suffer, significant harm:

Rachel Morgan will:

- make a referral to Children's Social Care;
 - seek advice where necessary;
 - record the concern;
 - retain all safeguarding records securely.
-

8.4 North Somerset Children's Social Care

Where a child lives within North Somerset, referrals should be made to:

North Somerset Children's Social Care – Front Door (Referral and Assessment)

- **Telephone: 01275 888 808**
- **Email: childrens.frontdoor@n-somerset.gov.uk**
- **General Council Switchboard: 01934 888 888** (ask for Children's Social Care if needed)

Out of Hours Emergency:

If your concern is outside office hours, contact the **Emergency Duty Team** via the council's emergency social care service. If a child is in immediate danger, always call **999**.

8.5 North Somerset Safeguarding Children Partnership (NSSCP)

The North Somerset Safeguarding Children Partnership provides safeguarding procedures, guidance and multi-agency arrangements.

Rachel Morgan will refer to NSSCP procedures when responding to safeguarding concerns involving children living within North Somerset.

Website: <https://www.nspcc.org.uk/>

8.6 Local Authority Designated Officer (LADO)

The LADO manages allegations made against adults who work with children.

The LADO should be contacted if an allegation suggests that an adult working with children has:

- behaved in a way that harmed or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved in a way that indicates they may pose a risk to children.

For North Somerset, the published LADO is:

Name: James McMillan

Telephone: 07795 092 692

Office telephone: 01275 888 211

Email: lado@n-somerset.gov.uk

Role: Local Authority Designated Officer (LADO)

Rachel Morgan will seek advice from the LADO before undertaking any internal investigation into allegations where appropriate.

8.7 Somerset Council Children's Social Care

Where a child resides within Somerset Council's area, safeguarding referrals will be made using Somerset Council procedures.

Telephone: 0300 123 2224

Email: childrens@somerset.gov.uk

Out of Hours Emergency Duty Team (EDT):

Telephone: 0300 123 23 27

Website: <https://www.somerset.gov.uk/children-families-and-education/report-a-child-at-risk/>

8.8 Somerset Safeguarding Children Partnership

Where applicable, Rachel Morgan will refer to the procedures published by the Somerset Safeguarding Children Partnership.

These procedures provide guidance regarding:

- referrals;
 - thresholds;
 - information sharing;
 - multi-agency working.
-

8.9 Police

Emergency

999

Where a child is at immediate risk.

Non-Emergency

101

Where police advice or attendance is required but there is no immediate danger.

8.10 NSPCC

The NSPCC provides safeguarding advice and guidance for professionals and members of the public.

Rachel Morgan may seek advice from the NSPCC where appropriate.

NSPCC Helpline

0808 800 5000

Email

help@nspcc.org.uk

8.11 Childline

Children may also obtain confidential support directly from Childline.

Telephone

0800 1111

Website

www.childline.org.uk

8.12 Information Sharing

Where referrals are made, Rachel Morgan will ensure that information shared is:

- accurate;
- relevant;
- proportionate;
- timely;
- factual.

Where possible, information should include:

- child's name;

- date of birth;
 - address;
 - parent/carer details;
 - nature of concern;
 - observations;
 - disclosure (where applicable);
 - actions already taken.
-

8.13 Consent

Parents will normally be informed before a referral is made.

However, consent will **not** be sought where doing so would:

- increase the risk of harm;
- prejudice a criminal investigation;
- place another person at risk;
- delay urgent safeguarding action.

Protecting the child always takes priority.

8.14 Escalation

If Rachel Morgan believes that appropriate safeguarding action has not been taken following a referral, she will:

- seek further advice;
 - escalate concerns using local safeguarding procedures;
 - continue to advocate for the child's welfare where appropriate.
-

8.15 Safeguarding Decision Tree

I have a concern...



Is the child in immediate danger?

YES



Call **999**



Contact Children's Social Care



Record actions

NO



Record concern



Seek advice if necessary



Refer to Children's Social Care



Record outcome

8.16 Professional Advice

Rachel Morgan recognises that safeguarding decisions can be challenging.

Where uncertainty exists, advice will always be sought from:

- Children's Social Care;
- Local Authority Designated Officer (LADO);
- North Somerset Safeguarding Children Partnership;
- Somerset Council (where relevant);
- NSPCC;
- Police.

Seeking advice should never delay emergency action where a child is at immediate risk.

8.17 Duty of Care

Read With Rachel Tutoring recognises that safeguarding is everyone's responsibility.

No safeguarding concern is too small to record or discuss.

Where there is uncertainty, the principle of "**if in doubt, check it out**" will apply.

The welfare of the child will always remain the paramount consideration.

9. Training, DBS, Quality Assurance and Policy Review

9.1 Commitment to Continuous Improvement

Read With Rachel Tutoring is committed to maintaining the highest standards of safeguarding practice.

Rachel Morgan recognises that safeguarding guidance, legislation and best practice continue to evolve. She is therefore committed to regularly reviewing her knowledge, skills and procedures to ensure that every child receives a safe, supportive and protective learning environment.

Safeguarding is viewed as an ongoing responsibility rather than a one-time requirement.

9.2 Safer Recruitment Principles

Although Read With Rachel Tutoring is currently operated by Rachel Morgan as a sole trader with no employees, volunteers or subcontractors, the business is committed to the principles of safer recruitment.

If the business expands in the future, any individual working with children on behalf of Read With Rachel Tutoring will be expected to:

- undergo appropriate identity checks;
- provide satisfactory references;
- hold an appropriate Enhanced DBS check before commencing work (where required by law);
- complete safeguarding training appropriate to their role;
- read and understand the Safeguarding and Child Protection Policy;
- demonstrate suitable professional conduct.

These principles help ensure that children are protected from unsuitable individuals.

9.3 Enhanced DBS

Rachel Morgan is committed to maintaining an appropriate **Enhanced Disclosure and Barring Service (DBS) certificate** for her work with children.

Where appropriate, Rachel Morgan will:

- keep DBS status under review;
- subscribe to the DBS Update Service if applicable;
- provide evidence of DBS clearance to parents or schools upon reasonable request;
- inform relevant organisations of any changes affecting suitability to work with children where legally required.

Maintaining an appropriate DBS check forms one part of a wider safeguarding culture and does not replace professional vigilance.

9.4 Safeguarding Training

Rachel Morgan will undertake safeguarding training on a regular basis to ensure her knowledge remains current.

Training may include:

- Child Protection and Safeguarding
- Keeping Children Safe in Education (KCSIE) updates
- Prevent Duty awareness
- Online Safety
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- County Lines
- Domestic Abuse
- Mental Health and Wellbeing
- Information Sharing
- Professional Boundaries
- Record Keeping

Where significant legislative or procedural changes occur, additional training will be completed as appropriate.

9.5 Prevent Duty Awareness

Read With Rachel Tutoring recognises the importance of protecting children from radicalisation and extremist influences.

Rachel Morgan will:

- maintain awareness of Prevent guidance;
- recognise potential indicators of radicalisation;
- follow safeguarding procedures where concerns arise;
- seek advice from appropriate agencies where required.

Safeguarding children from radicalisation forms part of wider child protection responsibilities.

9.6 First Aid

Where tutoring takes place in the child's own home, the first aid responsibility lies with the parent in the first instance. If at any time Rachel Morgan holds tutoring inside a community establishment, she will ensure the relevant first aider is identified and procedures are followed.

Rachel Morgan will ensure first aid is adhered to, and any training or certificates will be made available.

9.7 Continuing Professional Development (CPD)

Rachel Morgan is committed to ongoing professional development.

This may include:

- safeguarding webinars;
- Department for Education updates;
- local safeguarding partnership briefings;
- educational conferences;
- online professional learning;
- relevant reading and research.

Continuous learning helps ensure that tutoring practice remains informed by current evidence and best practice.

9.8 Quality Assurance

Read With Rachel Tutoring regularly reviews its safeguarding arrangements to ensure they remain effective.

Quality assurance activities may include:

- reviewing safeguarding records;
- evaluating policies and procedures;
- monitoring legislative updates;
- reviewing learning from safeguarding cases;
- updating documentation where required.

This process supports continuous improvement and accountability.

9.9 Annual Policy Review

This Safeguarding and Child Protection Policy will be reviewed:

- at least annually;
- following significant legislative changes;
- following updated statutory guidance;
- after any serious safeguarding incident;
- where improvements are identified through reflective practice.

Updated versions will replace previous editions and be issued with a new version number.

9.10 Monitoring Compliance

Rachel Morgan will monitor compliance with this policy by:

- reviewing safeguarding records;
- checking that procedures have been followed;
- monitoring training requirements;
- reviewing risk assessments;
- ensuring documentation remains current.

Where improvements are identified, appropriate action will be taken without unnecessary delay.

9.11 Self-Audit

To support good safeguarding practice, Rachel Morgan will complete an annual safeguarding self-audit.

The audit will consider:

- Is safeguarding training up to date?
- Has the policy been reviewed?
- Are emergency contact details current?
- Are safeguarding records stored securely?

- Are referral procedures still accurate?
- Are local authority contact details up to date?
- Has any new statutory guidance been published?
- Are online safety procedures still effective?
- Are risk assessments current?
- Have any lessons been learned during the past year?

The findings of the self-audit will inform future improvements.

9.12 Learning from Practice

Read With Rachel Tutoring values reflective practice.

Following any safeguarding concern, Rachel Morgan will consider:

- what worked well;
- whether procedures were followed appropriately;
- whether additional advice should have been sought;
- whether policy updates are required;
- whether further training would improve future practice.

Learning from experience helps strengthen safeguarding arrangements over time.

9.13 Equality, Diversity and Inclusion

Read With Rachel Tutoring is committed to ensuring that safeguarding arrangements are inclusive and accessible to all children.

Safeguarding decisions will never be influenced by a child's:

- age;
- disability;
- race;
- ethnicity;
- religion or belief;
- sex;
- gender identity;
- sexual orientation;
- family background;

- socioeconomic circumstances.

Every child has an equal right to be protected from harm.

9.14 Policy Distribution

Copies of this policy will be made available:

- to parents and carers upon request;
- to schools where required;
- to relevant professionals when appropriate;
- as part of business documentation.

The current version will always replace previous editions.

9.15 Declaration of Commitment

Rachel Morgan is committed to creating a safe, nurturing and respectful environment in which every child can thrive.

Safeguarding is central to every aspect of Read With Rachel Tutoring's work, and every decision made will place the welfare of the child first.

By implementing this policy, Read With Rachel Tutoring demonstrates its commitment to safeguarding, professionalism, accountability and continuous improvement.

Policy Approval

Policy Title: Safeguarding and Child Protection Policy

Organisation: Read With Rachel Tutoring

Policy Owner: Rachel Morgan

Approved by: Rachel Morgan

Version: 2.0

Effective Date: 31.07.2026

Review Date: 31.07.2027

Signature:

A handwritten signature in black ink that reads "R Morgan". The signature is written in a cursive style with a large, stylized 'R'.

Rachel Morgan