Safeguarding and Child Protection Policy

Evening Owls Tuition

Version 2.0 | Prepared 13 November 2026 | Owner Brenda Moore
Next scheduled review November 2027 or sooner following a change in guidance or practice

Prepared for owner review and adoption before publication and circulation.

This policy explains how Evening Owls Tuition protects children and responds to concerns during classroom, online and commissioned tuition. The welfare of the child comes first. Everyone must act on concerns without delay; certainty or proof is not required before reporting.

Safeguarding contacts

Role or concern	Contact
Designated Safeguarding Lead	Brenda Moore | bmoore@eveningowls.co.uk | 07753 263664
Deputy Safeguarding Lead	Hayley Hume | misshume@eveningowls.co.uk
Immediate danger or emergency	Police or ambulance | 999
Cornwall children safeguarding referrals	0300 123 1116 | Cornwall Council children safeguarding referral service
Cornwall out of hours social work	01208 251300
Allegations about adults working with children	Cornwall LADO | 01872 326536 | lado@cornwall.gov.uk

These email accounts are not emergency services. If an urgent concern is not acknowledged promptly, telephone the DSL or contact children's social care or the police directly. Do not wait for an email reply where a child may be at risk.

1 Purpose and scope

This policy applies to the owner, employees, contracted tutors, volunteers and anyone acting on behalf of Evening Owls. It covers both Callington classrooms, online tuition and activities delivered elsewhere. A child is anyone under 18. Where an adult learner may be at risk, staff must also seek advice from the relevant adult safeguarding service; child procedures do not replace adult safeguarding arrangements.

We use the DfE guidance for out-of-school settings as the guidance specifically addressing private tuition. Working Together to Safeguard Children and local safeguarding procedures inform our partnership work. KCSIE is statutory guidance for schools and colleges; Evening Owls draws on relevant principles as good practice, and follows agreed reporting arrangements when delivering services for a school or college. This does not represent Evening Owls as a school, college or Ofsted-registered provider.

2 Responsibilities and training

Brenda Moore is the Designated Safeguarding Lead and policy owner. Hayley Hume is the deputy and acts when Brenda is unavailable or a concern relates to Brenda. The DSL maintains referral arrangements, secure records, staff

guidance and oversight of concerns. If both leads are unavailable, or a conflict exists, any person must contact the appropriate external agency directly.

All tutors must complete safeguarding training before beginning work and receive updates at least annually. Induction covers this policy, the Code of Conduct, safe online working, local referrals and allegations. The DSL and deputy must have role-appropriate training, refreshed at least every two years, with knowledge updated between courses. The owner keeps training and policy acknowledgement records and checks that procedures are understood in practice.

Tutors must read KCSIE Part One in full as an Evening Owls organisational expectation, together with role-relevant guidance. A summary does not replace the full section. All staff must know how to act when the DSL is absent and how to raise concerns about leadership.

3 Recognising harm and barriers to disclosure

Concerns may involve physical, emotional or sexual abuse, neglect, exploitation, bullying, sexual harassment or violence, abuse between children, domestic abuse, coercive control, grooming, criminal exploitation or trafficking. Harm may happen within families, communities, relationships, the setting or online. Children can be affected by seeing or hearing abuse of others, as well as by abuse directed at them.

Pay attention to injuries, changes in presentation, distress, fear of collection, inappropriate sexualised behaviour, concerning online contact, repeated absence, changes in relationships or disclosures in speech, writing, artwork or messages. No single sign proves abuse and no checklist should be used to rule it out. Record observations factually and seek advice.

Children with SEND, communication differences, limited English, health needs or previous adverse experiences may face additional barriers to being heard. Do not assume a concern is explained by disability or behaviour. Offer accessible communication, time and appropriate support; listen to the child's own account and preferences. Avoid assumptions based on ethnicity, gender, family circumstances, religion or attainment.

Treat concerns about radicalisation, forced marriage, honour-based abuse, female genital mutilation and online sexual exploitation as safeguarding matters. Seek specialist and police advice where relevant and comply with any role-specific legal reporting duty. Do not assume every tutor is personally subject to the statutory Prevent duty; all tutors nevertheless follow this policy's reporting expectation.

4 Responding to a disclosure or immediate concern

- Ensure immediate safety. Call 999 if a child is in immediate danger or urgent medical help is needed. Give the child's location and do not leave them without appropriate support.
- Listen calmly, take the child seriously and explain that the information must be shared with people who can help. Do not promise secrecy or promise a particular outcome.
- Allow the child to speak in their own words. Ask only minimal open questions needed to understand immediate safety; do not lead, interrogate, ask them to repeat their account to several people or confront anyone alleged to be involved.
- Report to the DSL or deputy immediately and make a written record as soon as possible, normally the same day. If the lead cannot be reached, make the external referral yourself when required. Do not let an internal form delay protection.
- Keep messages or other evidence securely without changing or distributing it. Never ask to see, download, copy or forward a sexual image of a child. Seek DSL and police advice on handling devices or digital evidence.

5 Decisions referrals and follow up

The DSL assesses immediate risk and consults or refers to the relevant children's social care service, police or other safeguarding agency. For Cornwall use the contacts above; for a child elsewhere, use the relevant local service and

emergency services where the child is located. Anyone may make a referral, and must do so if delay or disagreement would leave a child at risk.

Record the decision, reasons, advice received, action, named person responsible and timescale. Provide relevant information promptly using the receiving agency's procedure and follow any telephone referral with the required written information. Do not impose an internal investigation as a condition of referral. Follow up if acknowledgement or action is absent and escalate continuing concern through local procedures.

Work with parents and carers where safe and appropriate, explaining concerns and proposed support. Seek safeguarding advice before informing them if this could increase danger, prejudice enquiries or place a child or another person at risk. A lack of parental permission must not prevent necessary lawful safeguarding information sharing.

For school-commissioned tuition, inform the commissioning school's DSL promptly alongside Evening Owls reporting, unless agency advice indicates otherwise. Agree attendance, emergency and information-sharing arrangements. A tutor must not assume the school or another professional has acted. Unexplained absence and failure to collect a child require proportionate follow up and safeguarding assessment.

6 Concerns and allegations about adults

Report concerns about an adult's behaviour immediately, including conduct outside work that may affect suitability to work with children. Where Brenda is the subject, contact Hayley directly. Where Hayley is the subject, contact Brenda. Where both are involved, independence is compromised, or internal reporting feels unsafe or ineffective, contact the Cornwall LADO, children's social care or police directly. No person handles the allegation against themselves.

The case manager seeks LADO advice without delay and informs the LADO within one working day where an allegation may meet the harm or suitability threshold. This includes possible harm to a child, a possible offence involving a child, behaviour suggesting risk of harm, or possible unsuitability to work with children. Call police immediately where required. Record basic facts and preserve evidence; do not interview all parties or decide whether an allegation is substantiated before obtaining external advice.

Safeguarding action is risk assessed. Suspension or temporary removal from child contact is not automatic and is not a finding of guilt. Consider the child's safety, alternatives and advice from the LADO or police; record the reasons for the decision. Maintain appropriate confidentiality and support for the child and the adult, without obstructing enquiries. Coordinate internal employment or contractual action with external investigations.

Report lower-level concerns, boundary breaches and apparently minor incidents too. Record the concern, context and action; review patterns and seek LADO advice if uncertain whether the threshold is met. A concern described as low-level is not unimportant. Tutors should self-report incidents that may be misunderstood or fall below expectations.

Make a DBS referral where the legal referral conditions are met, including relevant cases where an individual leaves or resigns before removal could occur. A LADO or police referral does not replace a DBS referral. Consider any other applicable professional reporting duty. Settlement, resignation or a private agreement must not prevent required referrals.

7 Safe classroom and online tuition

Use approved locations and agreed attendance arrangements. Keep one-to-one teaching observable where practicable and avoid isolated or unplanned private contact. Maintain safe exits, visitor controls, emergency contacts, first aid arrangements and proportionate risk assessments. Agree collection or independent travel arrangements with parents. Do not transport pupils privately or arrange meetings outside authorised tuition without the owner's prior agreement and a recorded safeguarding assessment.

Use only approved accounts, learning platforms and communication channels. Verify the intended participants, use access controls and prevent unauthorised entry or screen sharing. Tutor backgrounds, clothing, language and shared content must be professional. Agree the learner's location and a parent or emergency contact route before remote tuition. Record attendance and report online incidents through the same safeguarding route as classroom concerns.

Do not use personal social media or private messages to develop relationships with pupils. Communicate through authorised routes, including the parent or carer as appropriate. Do not record sessions or use photographs, recordings or student work publicly without prior organisational authorisation and the required permissions and data protection basis. Do not upload identifiable child information or safeguarding records to unapproved AI tools.

Check risks of online content and use suitable filtering, monitoring or supervised access for devices and networks under our control. Explain to families the limits of control over home devices and networks. A learning platform is not a confidential safeguarding reporting system. Children and families must know how to contact a safeguarding lead outside it.

8 Records confidentiality and information sharing

Keep safeguarding records separate from routine learning notes with access limited to those who need it. Record dates, times, the child's words, factual observations, people present, actions, decisions and reasons, agency contacts and outcomes. Distinguish fact, opinion and third-party information. Record who received the concern and confirm handover. Do not keep the only record on a personal phone or informal chat.

Share relevant, accurate and proportionate information securely and promptly with those able to protect the child. Identify and record the appropriate UK GDPR lawful basis and, for special category information, the additional processing condition. Follow the current information-sharing guidance and any statutory information-sharing duty applicable to the arrangement. Consent is not the default basis for safeguarding and withholding it does not automatically prevent lawful sharing. Explain sharing where safe; record why a person was not informed.

The DSL sets and records retention and secure disposal arrangements using applicable guidance and the nature of each record. Do not destroy records relevant to an allegation, investigation, claim or anticipated proceedings. Use distinct retention rules for child protection records, staff allegations and DBS certificate information, and review them regularly rather than applying a single blanket period.

9 Speaking up complaints and review

Children can speak to any tutor or either safeguarding lead, with communication support if needed. Parents and carers can use the published contacts. Ordinary service complaints follow the complaints route, but any safeguarding element is acted on immediately under this policy. No learner should be disadvantaged for raising a concern.

Staff must raise unsafe practice and failures to act, including concerns about leadership. Where internal action is unsafe or ineffective, use the LADO, children's social care or police as appropriate. Support lawful reporting in good faith; confidentiality is handled carefully but anonymity cannot always be guaranteed.

The owner reviews this policy at least annually, after significant incidents and when guidance or services change. Reviews consider referral learning, attendance concerns, low-level patterns, online risks, staff understanding and feedback. Make the current policy available on the website, circulate changes and retain prior versions securely.

Safeguarding concern record

Use the following headings when making a record. Immediate reporting must not wait for completion of this record.

- Child name age and location; parent or emergency contact details where relevant
- Date time place and nature of concern; person making the record

- Exact words of disclosure; factual observations; source of other information
- Immediate risks and safety action; who was contacted and when
- Referral details and advice; decisions and reasons including information sharing
- Follow up owner and deadline; acknowledgement and outcomes; date and signature

Guidance and related documents

Guidance checked on 13 November 2026. Use the official publication pages below for current editions. Evening Owls procedures should be read with the Safeguarding and Child Protection Policy, Tutor and Staff Code of Conduct and Safer Recruitment Policy.

Keeping children safe in education 2026
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Out of school settings safeguarding guidance for providers
https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice

Working together to safeguard children 2026
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Information sharing to safeguard children and young people
https://www.gov.uk/government/publications/information-sharing-to-safeguard-children-and-young-people

Cornwall safeguarding contacts
https://www.cornwall.gov.uk/health-and-social-care/adult-social-care/safeguarding-homepage/

Cornwall allegations against people who work with children
https://www.cornwall.gov.uk/LADO

ICO safeguarding information sharing
https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/data-sharing/a-10-step-guide-to-sharing-information-to-safeguard-children