

# Safeguarding

It is everyone's responsibility to safeguard and promote the welfare of children and young people

## GOOD PRACTICE GUIDE

### TREAT

all children and young people with respect

### AVOID

inappropriate conduct in speech or action

### RESPECT

the rights of individuals to privacy and dignity

### CHALLENGE

unacceptable behaviour

### BE CAUTIOUS

when discussing sensitive issues with children and young people

### ENSURE

that you have read all policies and procedures and ask questions if you are unsure about anything

## SAFEGUARDING CONTACTS

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Designated Safeguarding Lead and Managing Director

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Head of Human Resources and Compliance

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## USEFUL LINKS

[Safeguarding folder in OneDrive Tute Team folder](#)

[Keeping Children Safe in Education \(2023\)](#)

[The Children Act \(1989\) \(2004\)](#)

[Working Together to Safeguard Children \(2018\)](#)

[www.nspcc.org.uk/](http://www.nspcc.org.uk/)

[www.nspcc.org.uk/preventing-abuse/child-protection-system/wales/legislation-policy-guidance/](http://www.nspcc.org.uk/preventing-abuse/child-protection-system/wales/legislation-policy-guidance/)

[www.nspcc.org.uk/preventing-abuse/child-protection-system/england/legislation-policy-guidance/](http://www.nspcc.org.uk/preventing-abuse/child-protection-system/england/legislation-policy-guidance/)

## RESPONDING TO DISCLOSURE



DO

Listen and continue to listen

Explain what will happen next

Report all allegations/suspicions to Tute's DSL

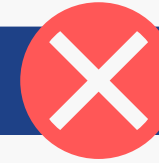
Record details accurately on the incident log within the hour

Keep yourself safe

Log out of the platform and lock laptops when not in use

Always believe that children and young people are telling the truth

Make yourself aware of the indicators of the four categories of abuse: physical, emotional, sexual, neglect. Also FGM, child sexual exploitation, drug abuse and the PREVENT duty



DO NOT

Question or investigate

Pass judgement or draw conclusions

Promise confidentiality

Communicate privately with children or young people

Inform by insecure email

Keep concerns about other adults to yourself

Discourage children or young people who want to talk to you about attitudes or behaviour of others

Look shocked or show distastaste about what a child or young person is telling you