

Safeguarding Policy

Clare Saunders, trading as Dr Clare Science Tutor

Key definition:

Child – a person under 18 years of age.

DBS – the Disclosure and Barring Service

DBS Checked:

I am fully DBS Checked.

A DBS check is a **background check on a person's criminal record**.

DBS checks are mandatory for any role that involves working with Children.

Contact details:

Registered Business Address: 9 Chislehurst Place, Great Denham, Bedford, MK40 4TT

Telephone: 07719 801049

E-mail: drclaresciencetutor@gmail.com

The content of this policy has been informed by the Keeping Children Safe in Education 2025 guidance, a full copy of which can be accessed here.

[Keeping children safe in education - GOV.UK](https://www.gov.uk/guidance/keeping-children-safe-in-education)

Clare Saunders reviews the changes to this guidance annually, in preparation for the start of each academic year in September.

www.drclaresciencetutor.co.uk

A child centred and co-ordinated approach to safeguarding:

1. Educators are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children – this can be accessed here:

[Working together to safeguard children 2023: statutory guidance](https://www.gov.uk/guidance/working-together-to-safeguard-children-2023) .

2. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Recognition and Definitions of Abuse:

I recognise that:

- the welfare of children is paramount in all of the work that I do;
- working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare;
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation have an equal right to protection from all types of harm or abuse;
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues;
- extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse

I am aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of school/college, inside and outside of home, and online.

Indicators of abuse and neglect:

Source: [Keeping children safe in education - GOV.UK](https://www.gov.uk/keeping-children-safe-in-education)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In the event of a safeguarding concern being identified by Clare Saunders:

1. All safeguarding concerns shall be referred to the parent in the first instance or, if this is not appropriate, to the Designated Safeguarding Lead(s) at the child's school. Where it is not possible to contact the school, the Police Child Protection Unit will be contacted in the first instance.

2. I shall support the parent and school with any action that the parent or school deems appropriate and shall undertake reasonable action to provide the parent and school with any assistance or documents, in line with my Privacy Policy and UK GDPR guidelines.

In the event that a young person discloses abuse to me, I shall:

1. Allow the young person to speak without interruption, encouraging them to tell me only what they feel comfortable telling. I will not ask investigative or leading questions of any kind.
2. Document the conversation, in the form of written notes, reporting the facts, including the pupil's name and the account given to me.
The notes must use the words that the child used.
The notes may also include any other information I feel is relevant.
3. Advise the young person that I MUST pass what I have been told and that I am not able to keep any information confidential. If a child refuses to tell me further information I will respect their decision but I will make it clear that I must report this incident.
4. Ensure that the young person is not immediately at risk of any further abuse.
5. Immediately after a disclosure, contact a representative of my teaching union (NASUWT).
6. Retain a copy of all such notifications in accordance with UK GDPR guidelines and my Privacy Policy.

In the event that I suspect abuse, but it has not been disclosed by the young person, I shall:

1. Not discuss my suspicions with the young person in question or conduct any form of investigative work.
2. Report the facts, including the child's name and the account given to me by the child using the words that they used as well as including any other information I feel is relevant.
3. Provide this detailed information to the Designated Safeguarding Lead(s) at the child's school. Where this is not possible, the Police Child Protection Unit will be contacted in the first instance.

All Personal Data will be handled in accordance with my Privacy Policy and UK GDPR guidelines.

Clare Saunders
31st August 2025