

STEM DORADO TUTORIALS

SAFEGUARDING AND CHILD PROTECTION POLICY

For secondary science tutoring delivered through interactive, hands-on learning and practical activities

Organisation	STEM Dorado Tutorials
Policy owner	Directors of STEM Dorado Tutorials
Co-Designated Safeguarding Leads	Dr Alina Chakraborty , Dr Arka Mukhopadhyay and Dr Arindam Roy
Drafted	1 August 2026
Effective date	04.08.2026
Review date	Within 12 months of approval, and earlier after any significant incident, legal change or service change
Applies to	All directors, employees, tutors, contractors, volunteers, visitors and students under 18

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How to use this policy

All staff must read the full policy before working with children. Appendix A is the immediate-action guide. Appendix B must be completed for every venue and kept accessible during each session.

1. Policy statement

STEM Dorado Tutorials is committed to providing a safe, inclusive and respectful environment in which children can learn science, develop confidence and take part in practical activities without fear of abuse, neglect, exploitation, harassment, discrimination or avoidable harm.

Safeguarding and promoting the welfare of children is everyone's responsibility. The welfare and best interests of the child are paramount. All concerns will be taken seriously, responded to promptly and handled in a child-centred, proportionate and confidential manner.

No director, employee, tutor, contractor, volunteer or visitor may inflict physical or psychological harm on a child, use humiliating or degrading treatment, exploit a position of trust, or ignore behaviour that may place a child at risk.

STEM Dorado Tutorials will listen to children, respect their wishes and feelings, and take action even where a concern is uncertain, incomplete or does not yet meet a statutory threshold.

2. Scope and status

This policy applies to all STEM Dorado Tutorials activities involving anyone under the age of 18, including group tuition, one-to-one tuition, revision courses, enrichment sessions, practical science activities, workshops, educational visits, online communications connected with tuition, and any activity delivered in a hired school classroom, laboratory, community venue or other premises.

It applies to all adults working for or on behalf of STEM Dorado Tutorials, regardless of employment status or length of engagement. Compliance is a condition of employment, contracting, volunteering, visiting and venue use.

Where a hired school or venue has its own safeguarding arrangements, STEM Dorado Tutorials will follow both this policy and the venue's lawful requirements. Where requirements differ, the arrangement offering the stronger protection to children will normally be followed, subject to advice from the DSL, venue safeguarding lead or relevant statutory agency.

This policy does not replace activity-specific health and safety risk assessments. Safeguarding and safety concerns often overlap and must be considered together.

3. Legal and guidance framework

This policy is informed by the law and safeguarding guidance applicable in England, including:

- Children Act 1989 and Children Act 2004.
- Working Together to Safeguard Children 2026.
- Department for Education guidance: After-school clubs, community activities, and tuition - Safeguarding guidance for providers (February 2026).
- Keeping Children Safe in Education 2025 until 31 August 2026, and Keeping Children Safe in Education 2026 from 1 September 2026, used as best-practice guidance for this out-of-school tuition provider.
- Safeguarding Vulnerable Groups Act 2006, Protection of Freedoms Act 2012 and current Disclosure and Barring Service guidance.
- Sexual Offences Act 2003, including the abuse of positions of trust.
- Domestic Abuse Act 2021.
- Counter-Terrorism and Security Act 2015 and current Prevent guidance, where relevant.
- Equality Act 2010.
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.
- Health and Safety at Work etc. Act 1974, COSHH Regulations 2002 and other safety legislation relevant to practical science.
- Information Sharing: Advice for practitioners providing safeguarding services for children, young people, parents and carers (May 2024).
- What to do if you're worried a child is being abused: advice for practitioners.

The Company will update this policy when legislation or official guidance changes. Where specialist legal, safeguarding, HR or insurance advice is required, the Directors will obtain it.

4. Safeguarding principles

- Child-centred practice: decisions are guided by the child's safety, welfare, needs, wishes and feelings.
- Early action: staff do not wait for proof before sharing a concern with a DSL.
- Professional curiosity: staff consider patterns, context, online and offline risks, and the possibility that a child's behaviour may communicate distress.
- Equality and inclusion: all children have an equal right to protection. Additional barriers to disclosure for children with SEND, communication needs, language differences, disabilities, caring responsibilities or previous trauma are recognised.
- Zero tolerance of abuse: harmful behaviour is never dismissed as banter, joking, part of growing up or normal teenage behaviour.
- Need-to-know information sharing: relevant information is shared securely, lawfully, proportionately and promptly to protect a child.
- Accountability: concerns, decisions, actions and reasons are recorded.
- Safe learning environment: practical science is planned so that educational challenge does not create avoidable physical, emotional or safeguarding risk.

5. Key definitions

Term	Meaning
Child	Anyone who has not reached their 18th birthday.
Safeguarding	Providing help and support as soon as problems emerge; protecting children from maltreatment within or outside the home, including online; preventing impairment of physical or mental health or development; ensuring safe and effective care; and taking action to enable the best outcomes.
Child protection	Action taken to protect a child who is suffering or is likely to suffer significant harm.
Abuse	A form of maltreatment, which may be physical, emotional or sexual, or may involve neglect. Abuse may occur online or offline and may be committed by adults or children.
DSL	Designated Safeguarding Lead. STEM Dorado Tutorials has two Co-DSLs. One will be identified as the On-Duty DSL for each session or course.
LADO	Local Authority Designated Officer, or designated officer/team, responsible for advice and oversight where an adult working with children may have harmed a child, committed an offence, posed a risk of harm or may be unsuitable to work with children.
Low-level concern	Any concern that an adult may have acted in a way inconsistent with the Staff Code of Conduct, including outside work, but the information does not appear to meet the harm threshold. Low-level does not mean insignificant.
Regulated activity	Work that a barred person must not do, as defined by safeguarding legislation. Eligibility for DBS and barred-list checks must be assessed by role and duties.

6. Safeguarding leadership and responsibilities

6.1 Co-Designated Safeguarding Leads

The Co-Designated Safeguarding Leads are:

- **Dr Alina Chakraborty**

- Dr Arka Mukhopadhyay
- Dr Arindam Roy

Safeguarding email: info@stemdoradotutorials.com

Urgent safeguarding telephone number: 07341196526

One Co-DSL must be identified as the On-Duty DSL for each session or course. The On-Duty DSL must be contactable throughout the activity. A session must not proceed unless staff know who the On-Duty DSL is and how to contact them.

The Co-DSLs will:

- take lead responsibility for safeguarding and child protection;
- receive, assess, record and act on concerns;
- make or support referrals to children's social care, police, LADO, Prevent or other agencies;
- maintain current knowledge of local referral thresholds and procedures;
- advise and support staff without taking over their personal duty to act;
- ensure venue safeguarding sheets are completed and available;
- manage safeguarding records and information sharing;
- coordinate allegations and low-level concerns in accordance with this policy;
- ensure staff training, induction and updates are completed;
- review patterns in attendance, behaviour, incidents, injuries and concerns;
- liaise with schools, parents and statutory agencies where appropriate;
- report safeguarding performance and serious concerns to the Directors.

6.2 Directors

The Directors have ultimate accountability for the Company's safeguarding arrangements. They will ensure sufficient time, authority, training and resources are available to the DSLs and that safeguarding is embedded in recruitment, contracting, venue hire, curriculum planning, practical work, complaints and quality assurance.

Where a Director is the subject of a concern, they must not manage or influence the decision-making about that concern.

6.3 All staff, contractors and volunteers

Every adult must:

- read and follow this policy, the Staff Code of Conduct and the venue safeguarding sheet;
- complete required safeguarding and practical-safety training before working with children;
- maintain professional boundaries and model respectful behaviour;
- remain alert to signs of abuse, neglect, exploitation, mental health difficulty and child-on-child harm;
- report concerns immediately to the On-Duty DSL and record them factually;
- call emergency services or children's social care directly when immediate action is needed and a DSL cannot be reached;
- never investigate, promise secrecy, confront an alleged perpetrator or ask leading questions;
- challenge unsafe, discriminatory, sexualised or abusive behaviour;
- report concerns about adults, including low-level concerns and self-referrals;
- cooperate with safeguarding enquiries and keep information confidential.

7. Safeguarding arrangements for hired venues

STEM Dorado Tutorials will retain its own safeguarding responsibility when using a school, college, community or local authority venue. Venue staff do not replace the Company's DSLs, policies or procedures.

Before the first session at every venue, the course lead and a DSL will complete Appendix B and confirm:

- the venue's named safeguarding contact and escalation route;
- the local authority children's social care/MASH, LADO, Prevent and emergency contact details;
- whether the venue's child protection policy applies to any part of the activity;
- safeguarding clauses in the hire agreement or memorandum of understanding;
- access control, sign-in, visitor management and arrangements for members of the public;
- rooms, observation panels, door visibility and areas that are out of bounds;

- toilet, changing, accessibility and prayer-space arrangements;
- fire evacuation, lockdown, first aid, accident reporting and emergency procedures;
- collection points, independent-travel permissions and late-collection arrangements;
- safe storage and disposal arrangements for chemicals, equipment, student data and medicines;
- who is responsible for laboratory preparation, technician support, cleaning and end-of-session security;
- how the Company and venue will share relevant safeguarding information and manage allegations arising on the premises.

The Company will not assume that school safeguarding arrangements automatically cover a separately run tutoring activity. Any allegation arising while the Company uses school premises will be reported through the Company's procedure and shared promptly with the school's designated safeguarding lead or nominated senior contact where appropriate.

Classes should be held in rooms that can be readily accessed by authorised adults and, wherever possible, have an observation panel, internal window or open-door arrangement. Isolated rooms, unsupervised access to unused parts of a building and unmanaged contact with members of the public must be avoided.

8. Safer recruitment, DBS checks and suitability

STEM Dorado Tutorials will use safer recruitment procedures for every role involving contact with children. No person will be allowed to undertake regulated activity or unsupervised work with children until all required checks are complete and judged satisfactory.

The recruitment and engagement process will include, as applicable:

- a role description stating safeguarding responsibilities;
- a structured application and full employment/education history, with gaps explored;
- identity and right-to-work checks;
- verification of relevant qualifications and professional status;
- at least two satisfactory references, including the current or most recent employer where possible, obtained directly from referees;
- a safeguarding-focused interview and assessment of professional boundaries;
- an Enhanced DBS check with Children's Barred List information where the role is eligible and involves regulated activity;
- appropriate overseas criminal-record or good-conduct checks where the person has lived or worked abroad;
- a proportionate search of publicly available online information for shortlisted candidates, where used, with candidates informed in advance;
- checks for relevant prohibitions, sanctions or restrictions where legally applicable;
- a declaration of criminal history, disqualification, conflicts and relationships relevant to the role;
- confirmation of fitness, competence and training for practical science duties;
- a secure recruitment record and ongoing suitability review.

Volunteers and contractors who engage in regulated activity will be subject to the applicable enhanced DBS and barred-list requirements. From 1 September 2026, the removal of the supervision exemption for volunteers must be reflected in role assessments and checking arrangements.

Visitors, venue staff and contractors who are not engaged by STEM Dorado Tutorials must not have unsupervised contact with students unless their role, checks and safeguarding responsibility have been confirmed. Visitors must sign in, display identification where required and be escorted.

Any concern arising after appointment, including criminal charges, disciplinary action, boundary concerns, inappropriate online conduct or a change in role, must be reported immediately and reassessed.

9. Training, induction and supervision

All adults working with children will complete safeguarding induction before their first session. Training will be role-appropriate, recorded and refreshed at least annually, with updates during the year when risks or guidance change.

Induction will cover:

- this policy, the Staff Code of Conduct and whistleblowing arrangements;
- types and indicators of abuse, neglect and exploitation;

- child-on-child abuse, sexual harassment, harmful sexual behaviour and bullying;
- online safety, image sharing, AI-generated sexual imagery and communication boundaries;
- SEND, communication barriers, equality, discrimination and trauma-informed practice;
- responding to disclosures and making accurate records;
- allegations, LADO referrals, low-level concerns and self-referral;
- Prevent, criminal exploitation, county lines and serious violence;
- venue procedures, missing children, late collection and emergency response;
- practical science safety, risk assessment, COSHH, supervision and emergency equipment.

The Co-DSLs will complete advanced DSL training appropriate to the role at least every two years and maintain knowledge through updates at least annually. Tutors will receive supervision, observation and performance review that includes safeguarding practice and professional boundaries.

10. Staff conduct and professional boundaries

All adults must behave in a way that protects children and protects adults from avoidable allegations or misunderstandings.

Adults must:

- treat children with dignity, patience and fairness;
- use age-appropriate, professional language;
- challenge discrimination, sexualised comments, harassment and bullying;
- avoid favouritism, gifts of significant value, secret arrangements or exclusive relationships;
- not share personal problems or seek emotional support from a child;
- not initiate or encourage romantic, sexual or otherwise inappropriate relationships;
- not use personal social-media accounts to connect with students;
- not communicate privately through disappearing-message services or personal accounts;
- not photograph, film or record a child without authorised consent and a legitimate educational purpose;
- not invite students to a private home, meet them socially or arrange contact outside approved activities;
- not consume alcohol, illegal drugs or be impaired while responsible for children;
- not use humiliation, threats, degrading treatment, physical punishment or collective punishment;
- not use physical contact except when necessary, proportionate and appropriate, such as emergency first aid or preventing immediate injury;
- report any accidental boundary crossing, misunderstood situation or concern about their own conduct.

Physical intervention must never be used as punishment or to force compliance. In an emergency, only the minimum reasonable action necessary to prevent immediate injury may be used. The incident must be reported to the DSL and recorded before the adult leaves the venue.

Staff must not enter a toilet cubicle, changing space or private area with a child except in a genuine emergency or under an agreed individual support plan. Another adult must be informed and the door should remain open where privacy and safety permit.

11. One-to-one tuition and lone working

The Company will normally organise tuition so that at least two suitably checked adults are present in the building and no tutor is isolated with a child. One-to-one tuition may take place only where the following safeguards are in place:

- written parent/carers consent and the child's agreement;
- a clear educational purpose, timetable, location and contact route;
- a room with an observation panel, internal window, open door or equivalent visibility;
- another authorised adult in the building who knows the session is taking place;
- arrival and departure times recorded;
- no locked door and no access to private or unapproved areas;
- communication through Company-approved systems, normally including the parent/carers;
- no transport in the tutor's private vehicle;
- immediate reporting of any unexpected lone-working situation.

For students aged 16 or 17, their wishes and competence will be respected, but they remain children for safeguarding purposes. The Company will still use transparent arrangements and involve parents/carers unless there is a lawful and child-centred reason not to.

A tutor who unexpectedly finds themselves alone with a child must move to a visible space, inform the On-Duty DSL or another responsible adult, keep the interaction brief and record the circumstances.

12. Safeguarding within practical science activities

Hands-on science is central to STEM Dorado Tutorials, but no practical activity will be delivered unless the educational benefit is proportionate to the risks and the activity can be supervised safely.

Every practical must have a written, current and activity-specific risk assessment. COSHH assessment is required where hazardous substances are used. The tutor must follow venue laboratory rules, manufacturer instructions and relevant professional guidance.

Practical safeguards include:

- only competent, trained adults prepare and supervise practical work;
- group size and adult supervision are determined by the activity risk, room layout and students' needs, not merely by commercial capacity;
- students receive a clear safety briefing and demonstrate safe behaviour before starting;
- appropriate PPE, ventilation, spill control, eyewash, first aid and fire precautions are available;
- chemicals, flames, electrical equipment, glassware, sharps and pressurised systems are controlled and never left accessible without supervision;
- substances are labelled, stored, transported and disposed of safely;
- students do not take chemicals, cultures, specimens or equipment away unless specifically approved;
- activities involving ingestion, tasting, allergens, body fluids, human sampling, microbiological culturing, high-intensity exercise, breath-holding, intimate measurements or medical-style testing require a separate enhanced review and explicit consent, and may be prohibited;
- no blood, saliva or other personal biological sample is collected from students for routine tuition;
- students with allergies, asthma, epilepsy, sensory needs, mobility needs or other relevant conditions receive reasonable adjustments and individual planning;
- a student who behaves unsafely may be removed from the practical and given a safe alternative activity;
- accidents, near misses, exposures, equipment failures and safety concerns are recorded and reviewed.

Where a school laboratory is hired, the hire agreement must state who is responsible for technician support, chemical access, risk information, emergency equipment, waste disposal and securing the laboratory. Tutors must not assume that access to a room includes permission to use all equipment or substances.

13. Recognising abuse, neglect and exploitation

Staff must be alert to possible physical abuse, emotional abuse, sexual abuse and neglect, as well as overlapping and contextual risks. A child may not disclose directly. Indicators may include injury, fear, withdrawal, aggression, sexualised behaviour, sudden change in achievement or attendance, hunger, poor hygiene, fatigue, anxiety, self-harm, unexplained gifts or money, controlling relationships, frequent missing episodes, concerning online contact or repeated unsafe behaviour.

Specific issues may include:

- child sexual exploitation and child criminal exploitation, including county lines;
- domestic abuse, including a child seeing, hearing or experiencing its effects;
- bullying, cyberbullying and prejudice-based or discriminatory abuse;
- sexual harassment, sexual violence, harmful sexual behaviour and abuse in teenage relationships;
- sharing nude or semi-nude images, including manipulated or AI-generated imagery;
- online grooming, coercion, sextortion, radicalisation and exposure to harmful content;
- serious violence, gang association, weapons and threats;
- forced marriage, female genital mutilation and so-called honour-based abuse;
- modern slavery, trafficking and exploitation;
- substance misuse, mental health concerns, self-harm or suicidal ideation;
- homelessness, young caring responsibilities and family crisis;

- abuse linked to disability, SEND, race, religion, sex, sexual orientation, gender reassignment or other protected characteristics.

The presence of one indicator does not prove abuse, and the absence of visible signs does not mean a child is safe. Staff must report concerns rather than diagnose or investigate.

Where a member of staff is personally subject to a statutory mandatory reporting duty, including any applicable duty concerning a known case of female genital mutilation, that duty must be followed in addition to informing the DSL.

14. Responding to a concern or disclosure

If a child says or indicates that they are being harmed, or an adult observes something concerning, the adult must:

1. stay calm and listen carefully;
2. take the child seriously and acknowledge that they have done the right thing by speaking;
3. allow the child to use their own words and pace;
4. ask only open, minimal questions needed to clarify immediate safety, such as 'Tell me what happened';
5. not investigate, press for detail, challenge the account or ask leading questions;
6. not promise secrecy; explain that information must be shared with people who can help;
7. check whether the child is in immediate danger or needs urgent medical help;
8. make an accurate written record as soon as possible, using the child's exact words where relevant;
9. report immediately to the On-Duty DSL;
10. preserve evidence and avoid deleting messages, images or physical items;
11. continue to provide calm, appropriate support.

The record must distinguish fact, observation, allegation and professional opinion. It should include the date, time, location, people present, exact words, visible injuries or behaviour, action taken and the name/signature of the recorder. Body maps may be used to mark the location of injuries but staff must not photograph injuries or ask a child to remove clothing.

If the concern involves sexual imagery, staff must not view, copy, forward, print or save the image unless specifically directed by police. The device should be preserved and the DSL informed immediately.

15. Referrals, early help and emergencies

15.1 Immediate danger

Call 999 immediately where a child or another person is in immediate danger, a serious crime is in progress, urgent medical treatment is needed, or delay would increase risk. Then inform a DSL as soon as possible.

15.2 Children's social care and police

The DSL will use the referral route for the child's relevant local authority and follow local thresholds and procedures. Where the correct authority is uncertain, the DSL will seek advice without delaying protective action. Any staff member may contact children's social care or police directly if necessary, particularly if a DSL is unavailable or the concern is not being acted upon.

15.3 Early help

Where a child or family would benefit from support before a child-protection threshold is reached, the DSL may discuss early-help options with the family and relevant services. Early help must not be used to delay a child-protection referral.

15.4 Informing parents and carers

Parents/carers will usually be informed about concerns and referrals. They will not be informed before professional advice is obtained where doing so may place the child or another person at greater risk, lead to evidence being destroyed, cause a child to be removed, prejudice a police or social-care enquiry, or otherwise be contrary to the child's welfare.

15.5 Escalation

If the Company believes a statutory response is insufficient or delayed, the DSL will use the local safeguarding partnership's escalation or professional-disagreement procedure. The child's safety will remain the priority.

16. Child-on-child abuse, bullying and harmful behaviour

Children can abuse other children inside or outside classes and online. All reports will be taken seriously. Abuse will never be dismissed as banter, joking, boys being boys, part of growing up or a normal relationship.

Child-on-child abuse may include bullying, discriminatory abuse, physical assault, sexual harassment, sexual violence, coercion, abuse in intimate relationships, initiation or hazing, online abuse, image-based abuse, upskirting, threats involving weapons, or encouraging another child to harm themselves.

When a concern arises, the DSL will:

- consider the immediate safety and wishes of every child involved;
- separate children where needed without presenting this as punishment;
- make referrals to children's social care or police when indicated;
- inform parents/carers where safe and appropriate;
- complete a written risk and needs assessment for serious or repeated concerns;
- consider venue layout, class grouping, arrival/departure and online contact;
- provide support to the child harmed and appropriate intervention for the child whose behaviour caused harm;
- avoid mediation where there is abuse, coercion, a power imbalance or sexual harm;
- record actions and review the plan.

A behaviour or disciplinary response does not replace a safeguarding response. Both may be needed.

17. Allegations and concerns about adults

An allegation may meet the harm threshold where an adult working with children has:

- behaved in a way that harmed a child or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way indicating they may pose a risk of harm; or
- behaved, or may have behaved, in a way indicating they may not be suitable to work with children.

Any such concern must be reported immediately. The person receiving the allegation must not investigate, question the alleged adult in detail, promise confidentiality, or inform parents before advice is obtained.

Reporting route:

- Concern about a tutor, employee, contractor, volunteer or visitor: report to either Co-DSL immediately.
- Concern about Dr Alina Chakraborty: report to Dr Arka Mukhopadhyay and Dr Arindam Roy.
- Concern about Dr Arka Mukhopadhyay: report to Dr Alina Chakraborty and Dr Arindam Roy.
- Concern about Dr Arindam Roy : report to Dr Alina Chakraborty and Dr Arka Mukhopadhyay.
- Concern involving both Co-DSLs, or where impartial action cannot be assured: contact the relevant LADO and, where indicated, children's social care or police directly.
- Concern arising on hired school premises: notify the venue's DSL or nominated senior contact as soon as appropriate, without transferring the Company's responsibility.

The case manager will consult the relevant LADO without delay and normally within one working day, follow LADO/police/social-care advice, protect the child, preserve evidence, manage communication and consider proportionate risk-control measures. Suspension will not be automatic, but no adult will continue unsupervised contact where this would create an unmanaged risk.

The Company will make a referral to the Disclosure and Barring Service where the legal conditions are met, including where a person is removed from regulated activity, or would have been removed had they not resigned, because they harmed or posed a risk of harm to a child. Other regulatory or professional referrals will be made where required.

Confidentiality will be maintained as far as lawfully possible. Records will be factual, secure and separate from routine personnel records where appropriate.

18. Low-level concerns

A low-level concern is any concern, however small, that an adult may have acted in a way inconsistent with the Staff Code of Conduct but the information does not appear to meet the harm threshold. Examples may include being over-friendly, favouritism, unnecessary one-to-one contact in a secluded area, inappropriate communication, photographing students without authority, humiliating comments, sharing personal information, or boundary-blurring outside work.

All low-level concerns must be reported promptly to a Co-DSL. Adults are encouraged to self-refer where they recognise that a situation could be misinterpreted or fell below expected standards.

The Co-DSL will:

- record the concern, context, source and action taken;
- speak proportionately with the reporter, the adult concerned and witnesses;
- consider whether the harm threshold may in fact be met and consult the LADO if in doubt;
- take proportionate management, training, supervision or disciplinary action;
- notify an external employer or agency where the adult is supplied by another organisation;
- review records for patterns, cultural weaknesses or repeated behaviour;
- keep records confidential and secure.

Low-level concerns are not insignificant. Prompt reporting protects children, supports fair treatment of adults and helps prevent patterns from escalating.

19. Online safety, devices and communications

Even where tuition is delivered in person, online contact, devices and digital learning can create safeguarding risks. The Company will use proportionate filtering, supervision, access controls and clear communication rules.

Staff must:

- use Company-approved accounts, platforms and devices where provided;
- normally communicate about a child through the parent/carer or a transparent group channel;
- not use disappearing messages, private social-media messaging or personal accounts for student contact;
- keep educational communication professional, necessary and at reasonable times;
- not exchange personal photographs, location data or private contact details;
- not invite or accept students as personal social-media contacts;
- report grooming, threats, harmful content, extremist material, sexual imagery, sextortion or cyberbullying;
- not search a child's device unless authorised by the DSL and lawful venue procedure;
- not view or copy sexual images of a child;
- ensure presentations, links and AI tools are age-appropriate and do not expose students to harmful or discriminatory material.

Any online tutoring introduced in future must have a separate risk assessment and procedure covering platform security, recording, backgrounds, parental consent, one-to-one visibility, messaging, screen sharing, data storage and emergency response.

20. Attendance, arrival, collection and missing children

An accurate attendance register must be maintained for every session, with arrival, departure and the responsible adult recorded. Emergency contacts, medical information, collection permissions and independent-travel consent must be available to authorised staff.

Students may leave independently only where written permission is held and the arrangement is appropriate to their age, needs, time and location.

If a child is absent unexpectedly, the Company will follow the agreed course procedure, which may include contacting the parent/carer and considering whether repeated or unexplained absence is a safeguarding concern.

If a child is missing during a session:

1. confirm when and where the child was last seen;
2. maintain supervision of the remaining students;

3. check the immediate safe area and alert venue staff;
4. contact the parent/carer and emergency contacts;
5. call police immediately if the child is at high risk, cannot be located promptly, may have left the premises, or circumstances are suspicious;
6. inform the DSL and record actions and timings.

For late collection, two adults should remain where practicable. Staff will contact parents/carers and emergency contacts, keep the child in a safe visible area and follow local advice if no responsible adult can be reached. Staff must not take the child home, invite them to a private home or transport them in a private vehicle except under a documented emergency arrangement authorised by a Director/DSL.

STEM Dorado Tutorials does not routinely transport children. Any planned transport or educational visit requires a separate risk assessment, consent, insurance and supervision plan.

21. Medical needs, first aid and intimate/personal care

The Company will obtain relevant medical, allergy and emergency information before attendance and will make reasonable adjustments. Medication will be managed only under a written procedure and parental authorisation.

Appropriately trained first aid provision and a suitable first aid kit must be available. Staff will call emergency services where needed and notify parents/carers promptly unless doing so would increase safeguarding risk.

First aid should be given in a visible area where possible, with another adult aware. The child should be told what will happen and consent sought where they are able to give it. Treatment, injury and action taken must be recorded.

Routine intimate or personal care is not part of the service. Where a student requires assistance because of disability or medical need, an individual plan must be agreed with the parent/carer, child and relevant professionals before attendance. Staff must not provide intimate care without training, authorisation and appropriate safeguards.

22. Photography, video and student work

Images, recordings and identifiable student work may be created or shared only for a defined educational or promotional purpose, with appropriate consent and in accordance with the Company's privacy information.

The Company will:

- obtain specific consent and respect a child's objection even where parental consent exists;
- use Company-controlled equipment wherever possible;
- avoid names, school details, precise locations or other unnecessary identifiers;
- not photograph children in toilets, changing areas, first aid situations or states of distress;
- not permit staff to retain student images on personal devices;
- store, transfer and delete images securely according to the retention schedule;
- review consent before public use and remove material where appropriate.

23. Information sharing, confidentiality and records

Safeguarding information is confidential but not secret. Staff must never promise a child that information will not be shared.

Information may be shared without consent where there is a lawful basis and sharing is necessary, proportionate and justified to safeguard a child. Wherever practicable and safe, the child and parent/carer should be told what will be shared, with whom and why. They need not be informed where doing so may increase risk or prejudice protective action.

Records will:

- be made promptly, dated, timed, signed and written in clear factual language;
- include the concern, source, child's words, observations, action, decisions and reasons;
- be stored securely with access limited to the DSLs and authorised senior personnel;
- be kept separately from routine teaching notes;
- be shared securely with statutory agencies and relevant schools or providers where necessary;

- be retained according to the Company's safeguarding retention schedule, legal requirements, agency directions and insurance advice, and securely destroyed when no longer required;
- be transferred securely where responsibility for an active safeguarding matter passes to another provider, with receipt confirmed.

Low-level concern records will be reviewed for patterns and retained at least until the person's engagement ends, subject to any longer legal, safeguarding or insurance requirement.

Safeguarding records must never be stored in personal email, messaging applications, unapproved cloud storage or an individual's private device.

24. Complaints, whistleblowing and escalation

Children and parents/carers may raise a safeguarding concern or complaint directly with any Co-DSL. Contact details will be provided at registration and displayed at venues.

General safeguarding contact for parents/students: info@stemdoradotutorials.com

A complaint about service quality will be managed under the Complaints Procedure. A concern that an adult may pose a risk to children will be managed under Sections 17 and 18 and must not be treated only as a routine complaint.

Staff may use the Whistleblowing Policy where they believe safeguarding practice is unsafe, concerns are being ignored, records are being altered, or senior leaders are implicated. They may contact the LADO, children's social care, police, NSPCC Whistleblowing Advice Line or a relevant regulator directly. No person will suffer retaliation for raising a genuine concern in good faith.

Where there is immediate risk, staff must bypass internal processes and contact emergency or statutory services.

25. Monitoring and review

The Directors and Co-DSLs will review safeguarding at least annually and after any serious incident, allegation, significant complaint, change of venue model, introduction of online tuition, new age group, new practical activity or change in law or guidance.

The review will consider:

- concerns, referrals, allegations, low-level concerns and outcomes;
- attendance, missing-child incidents, accidents and near misses;
- student and parent feedback;
- staff training, supervision and safer recruitment compliance;
- venue checks and hire agreements;
- online safety and communication records;
- practical risk assessments and patterns of unsafe behaviour;
- equality impacts and barriers faced by children with SEND or other vulnerabilities;
- lessons learned and required policy, training or operational changes.

The current approved version will be available to staff, parents/carers, students and venue partners. Superseded versions will be archived.

Appendix A: Staff safeguarding response guide

If a child is in immediate danger

Call 999. Give first aid if trained and safe. Then contact the On-Duty DSL.

Action	What to do
1. Listen	Stay calm. Take the child seriously. Let them speak in their own words.
2. Reassure	Say they did the right thing by telling you. Do not promise secrecy.
3. Clarify only what is necessary	Use minimal open questions. Do not investigate or ask leading questions.
4. Protect	Check immediate safety and urgent medical needs. Preserve evidence.
5. Report	Tell the On-Duty DSL immediately. If unavailable and action is urgent, contact children's social care or police yourself.
6. Record	Write the facts, exact words, date, time, place, people present and action taken. Sign and submit securely.
7. Continue support	Remain calm and appropriate. Do not confront the alleged person or discuss the matter with others.

Do not photograph injuries. Do not view or copy sexual images. Do not promise confidentiality. Do not delay because you are unsure.

Essential contacts for each session

On-Duty DSL	[Name and mobile]
Other Co-DSL	[Name and mobile]
Venue safeguarding contact	[Name and mobile]
Children's social care/MASH	[Local number]
LADO	[Local number/email]
Emergency	999 Police non-emergency: 101

Appendix B: Student safeguarding statement

STEM Dorado Tutorials wants every student to feel safe, respected and able to learn.

- You have the right to be treated kindly and fairly.
- No adult or student should frighten, hurt, humiliate, pressure or harass you.
- No one should ask you to keep a secret about behaviour that makes you uncomfortable.
- You can speak to Dr Alina Chakraborty, Dr Arka Mukhopadhyay, your tutor or another trusted adult.
- We will listen and take you seriously.
- We cannot always keep information secret, because we may need to tell people who can help keep you safe.
- You will not be in trouble for reporting a genuine concern.
- Unsafe behaviour online counts too, including messages, images, threats, bullying and pressure to share personal or sexual content.
- During practical work, follow safety instructions and tell an adult immediately if equipment, chemicals or another person's behaviour feels unsafe.

How to contact the safeguarding team: info@stemdoradotutorials.com or call 07341196526

In an emergency, call 999 or ask a trusted adult to do so.