

Michael Fish – Creative Performance Tutor

Safeguarding and Child Protection Policy

Policy owner: Michael Fish

Designated Safeguarding Lead: Michael Fish

Business: Michael Fish - Creative Performance Tutor

Location: Banbury, Oxfordshire

Version: 1.0

Date adopted: 9 August 2026

Next scheduled review: 9 August 2027

1. Policy Purpose

Michael Fish – Creative Performance Tutor provides private tuition in:

- Beginner piano
- Acting
- Public speaking
- Music theory
- Composition

Tuition is offered to adults and to children and young people from the age of **5 years upwards**.

The purpose of this policy is to establish clear arrangements for protecting children and young people who attend tuition and to ensure that safeguarding remains central to the way lessons are conducted. I am committed to providing a safe, respectful, supportive and professional learning environment. The welfare of the child is paramount. Every child has the right to be treated with dignity and respect and to be protected from abuse, neglect, exploitation and other forms of harm.

For the purposes of this policy, a **child** means any person under the age of 18.

Current NSPCC guidance recommends that both organisations and independent tutors have safeguarding and child-protection policies and procedures in place before beginning work with children.

2. Scope

This policy applies to all tuition provided by *Michael Fish – Creative Performance Tutor* involving children under the age of 18.

It covers:

- Tuition conducted at my home

- Communication with pupils and their parents or carers
- Physical interaction arising legitimately from teaching
- Photographs, video and recordings
- Safeguarding disclosures and concerns
- Record keeping
- Professional boundaries
- Action to be taken where the welfare of a child may be at risk.

The policy should be read alongside any future policies relating to privacy and data protection, cancellations and lesson terms, health and safety, and photography or media consent.

3. Safeguarding responsibility

As a self-employed sole tutor, **I, Michael Fish, am responsible for safeguarding within my tutoring practice and act as the Designated Safeguarding Lead (DSL).**

My safeguarding responsibilities include:

- Maintaining appropriate professional boundaries
- Creating a safe teaching environment
- Remaining alert to signs that a child may be experiencing harm
- Responding appropriately when a child raises a concern
- Recording safeguarding concerns accurately
- Seeking advice or making referrals to the appropriate safeguarding authorities where necessary
- Maintaining appropriate safeguarding knowledge and training
- Reviewing safeguarding arrangements regularly

The current DfE guidance allows a sole or lone provider to take responsibility for safeguarding arrangements within their own setting.

I have successfully completed the NSPCC **Child protection for tutors** safeguarding course, awarded on **9 August 2026**.

Enhanced DBS status:

[To be completed once certificate has been received.]

4. Safeguarding principles

In all decisions involving children, I will seek to:

- Put the child's safety and welfare first
- Listen to and take children seriously
- Treat children with dignity and respect
- Maintain appropriate adult-child boundaries
- Act where I have a genuine safeguarding concern rather than assuming somebody else will deal with it

- Share safeguarding information with appropriate authorities where necessary to protect a child
- Ensure that children are not treated less favourably because of disability, background, race, religion, sex, identity, additional needs or personal circumstances

I recognise that some children may have additional vulnerabilities or may find it more difficult to communicate that something is wrong. Safeguarding arrangements will therefore take account of individual needs rather than assuming that every pupil can communicate or participate in the same way. NSPCC safeguarding guidance stresses both equal protection and awareness of additional vulnerabilities.

5. Age and suitability for tuition

Tuition is offered to pupils aged **5 years and above**.

The suitability and length of a lesson will be considered according to the age, maturity, abilities and individual needs of the pupil. Lessons for younger children will be structured appropriately for their stage of development and concentration span.

A parent or carer will be asked before tuition begins to provide any information reasonably necessary to enable lessons to take place safely and appropriately, including relevant additional educational needs, disabilities, allergies, medical conditions, communication needs and emergency contact information.

Where a pupil's needs require support beyond what I can safely and appropriately provide as a private tutor, this will be discussed with the parent or carer.

6. Professional conduct and boundaries

The relationship between tutor and pupil will remain professional at all times. I will:

- Treat pupils respectfully
- Use appropriate language and behaviour
- Maintain appropriate physical and emotional boundaries
- Avoid inappropriate or unnecessarily personal discussions
- Never engage in sexualised behaviour or communication with a child
- Never use threatening, humiliating, discriminatory or degrading behaviour
- Never use corporal punishment
- Never deliberately inflict physical or psychological harm
- Avoid favouritism or inappropriate gift-giving
- Not form secret relationships or communications with pupils
- Not encourage a pupil to conceal any aspect of our tutor-pupil relationship from their parent or carer
- Ensure that the authority and trust inherent in the tutor-pupil relationship are never exploited.

7. Parent or carer presence during lessons

For every pupil under the age of 18, a parent, carer or other responsible adult must remain on the premises for the entire duration of the lesson.

A child will not be dropped off for tuition while their parent or responsible adult leaves the property. Parents and carers are welcome to sit in on lessons if they wish.

Where a parent or carer chooses not to remain in the teaching room, they must remain elsewhere on the premises, be readily contactable and accessible during the lesson and be available should their child require assistance.

Tuition will take place only in designated and appropriate teaching areas of the home. Lessons will not take place in bedrooms or other unsuitable private domestic spaces. Where practical, the teaching environment will be arranged so that appropriate openness and visibility are maintained.

This is a deliberately stronger rule for my own tutoring practice. NSPCC guidance on tutoring and lone working recommends measures to reduce safeguarding risks during one-to-one work with children.

8. Personal care and toileting

I provide **tuition, not childcare or personal care.**

Where a younger pupil requires significant assistance with toileting, changing clothes, personal hygiene, or another intimate or personal-care need, their parent or carer will be responsible for providing that assistance.

Because a parent or responsible adult remains on the premises throughout every child's lesson, they will be available to assist whenever necessary. I will not routinely provide intimate or personal care to pupils. In a genuine emergency, the immediate safety and welfare of the child will take priority.

9. Physical contact during tuition

Some aspects of the tuition I provide (particularly **acting, movement, posture and piano technique**) may occasionally make appropriate physical guidance educationally useful.

Physical contact will never be automatic. Wherever reasonably possible, I will first use verbal explanation, visual demonstration, modelling of the movement myself or instruction allowing the pupil to correct their own position.

If physical guidance would genuinely assist teaching, I will explain what I propose to do, explain why it may be helpful, ask the pupil whether they are comfortable with it, limit contact to what is necessary for the educational purpose and stop immediately if the pupil appears uncomfortable or asks me to stop.

All pupils have an absolute right to decline physical guidance. Refusal will never result in criticism, embarrassment or disadvantage.

Physical contact will always be appropriate, limited, non-secretive, non-sexual, related to a legitimate teaching purpose and respectful of the child's personal boundaries.

I will never use physical force as punishment or discipline. For younger pupils, expectations surrounding physical guidance may also be discussed with the parent or carer.

If a particular acting or movement exercise would require more substantial physical interaction than ordinary posture or technique guidance, this will be explained beforehand and an alternative will be available.

10. Communication with pupils

All routine communication concerning a pupil under the age of 18 will take place through their parent or carer.

This includes enquiries, bookings, cancellations, changes to lesson times, payments, homework or practice information, lesson materials and other administrative correspondence.

I will not establish private social-media relationships with child pupils. I will not use disappearing-message systems or secret communications with pupils.

Where there is a legitimate educational reason to communicate directly with an older teenage pupil, this will only take place with the knowledge and agreement of their parent or carer, for a legitimate tutoring purpose and in a professional manner.

Where reasonably practical, relevant communications or materials will continue to include or pass through the parent or carer.

Current DfE safeguarding guidance for out-of-school providers specifically addresses appropriate arrangements around electronic communication and social media.

11. Photography, filming and recordings

No photograph, video or audio recording of a child will be used for my website, advertising, social media, promotional materials or other public business purposes without appropriate prior consent.

For a pupil under 18, consent will be obtained from their parent or carer before promotional photography or recording takes place. Where relevant, I will explain what is being photographed or recorded, why, where the material may be used and the nature of the consent being requested.

Attendance at lessons will **not** in itself be treated as consent to photography or recording.

Images and recordings will be handled responsibly and unnecessary identifying information about a child will not be published alongside them. Separate consent arrangements will be created if pupil photography becomes part of the business's advertising or website material.

Both the DfE and the NSPCC guidance emphasise appropriate consent and risk management when photographing or filming children.

12. Recognising safeguarding concerns

Safeguarding concerns may arise because:

- A child says that something has happened to them
- A parent or another person raises a concern
- I observe behaviour, injuries or circumstances that concern me
- There is a significant change in a child's behaviour or presentation
- Inappropriate behaviour towards a child is observed
- Information received from another source indicates a possible risk
- A combination of smaller concerns creates a wider safeguarding picture.

I do not need to investigate or prove abuse myself before taking an appropriate safeguarding concern seriously. My role as a tutor is to **recognise, respond, record and refer where appropriate**, rather than to conduct my own investigation.

13. Responding to a disclosure from a child

If a child tells me that they have experienced abuse, neglect or another form of harm, or tells me something that gives rise to a safeguarding concern, I will:

- Remain calm
- Listen carefully
- Take what they say seriously
- Allow them time to speak
- Avoid showing shock or disbelief
- Avoid interrogating them
- Avoid asking unnecessary or leading questions
- Reassure them that speaking about the concern was the right thing to do
- Explain that I may need to share the information with somebody who can help keep them safe
- **Not promise secrecy or confidentiality that I cannot maintain**
- Make an accurate written record as soon as reasonably possible
- Take appropriate safeguarding action

Where possible, I will distinguish clearly in my written record between what the child actually said, what I observed and my own interpretation or concern.

The NSPCC guidance for tutors specifically advises listening appropriately, not promising secrecy, recording concerns and following safeguarding procedures.

14. Recording safeguarding concerns

Safeguarding concerns will be recorded promptly and factually.

Where relevant, the record will include the pupil's name, the date and time, the nature of the concern, what I observed, what the pupil or another person said, using their own words where reasonably possible, relevant circumstances, any action taken, anyone contacted, advice received, decisions made and the reasons for those decisions. Records will avoid unnecessary speculation. Safeguarding records will be treated as sensitive information and stored securely.

Current DfE guidance strongly advises providers to keep appropriate records of safeguarding concerns and the actions and decisions arising from them.

15. Confidentiality and information sharing

Information relating to safeguarding will be treated sensitively and will not be disclosed unnecessarily. However, **confidentiality will never be used as a reason not to share information where sharing is necessary to protect a child.**

Information will be shared only with people or organisations who have a legitimate safeguarding reason to receive it.

Parents and carers will ordinarily be involved appropriately, but information will not automatically be shared with a parent when doing so could reasonably place the child at increased risk or interfere with appropriate safeguarding action.

Where I am uncertain about the appropriate course of action, I will seek advice from the relevant safeguarding authority rather than attempting to resolve serious safeguarding concerns alone.

16. Reporting a safeguarding concern

When I believe that a child may be at risk of significant harm, I will take appropriate action and seek advice or make a referral without unnecessary delay.

Immediate danger

If I believe a child is in immediate danger, I will contact the emergency services by calling 999.

This is in line with the recommendation from Oxfordshire County Council, which gives 999 as the route when a child is in immediate danger.

Safeguarding concern in Oxfordshire

For an immediate safeguarding or child-protection concern, the current Oxfordshire route into Children's Social Care is the:

Multi-Agency Safeguarding Hub (MASH)

Telephone: 01865 519800

Current office hours are **Monday - Thursday: 8:30am–5:00pm, Friday: 8:30am–4:00pm.**
Outside office hours, the **Oxfordshire Emergency Duty Team** can be contacted by calling **0800 833 408.**

These contact details will be checked periodically, rather than assumed to remain unchanged indefinitely.

17. Concerns or allegations regarding my own conduct

Because I am an independent sole tutor, there is no separate manager within the business to whom a parent can report an allegation about me. Parents and carers will therefore be made aware that serious safeguarding concerns relating to my behaviour or suitability to work with children may be reported directly to the appropriate external authorities.

Oxfordshire County Council's **Local Authority Designated Officer (LADO)** deals with allegations concerning adults who work or volunteer with children.

Current contact number: **Oxfordshire LADO: 01865 810603.**

I will cooperate fully with any legitimate safeguarding investigation concerning my conduct. I will not attempt to discourage a child, parent or other person from raising a safeguarding concern or complaint.

18. Emergencies, illness and accidents

Parents and carers will be asked to provide appropriate emergency contact details before a child begins tuition. When a child becomes unwell or has a minor accident during a lesson, their parent or responsible adult is already on the premises and will be informed immediately.

When there is a serious or life-threatening emergency, emergency services will be contacted immediately. Any significant accident or incident involving a pupil will be recorded.

Relevant information supplied by parents concerning allergies, medical conditions or additional needs will be treated sensitively and used only as reasonably required for the child's safe participation in tuition.

19. Safe teaching environment

I will take reasonable steps to ensure that teaching spaces are suitable and safe for pupils.

This includes:

- Keeping routes into and through teaching spaces reasonably clear
- Keeping obviously hazardous items away from children
- Ensuring teaching furniture and equipment are appropriate for their intended use
- Maintaining reasonable cleanliness and order

- Making parents aware of where lessons take place
- Ensuring parents remain on the premises
- Preventing pupils from entering unsuitable private areas of the home
- Responding promptly to any safety hazard identified.

This safeguarding policy does not replace a separate assessment of ordinary health-and-safety risks associated with running lessons from the home.

20. Respectful learning environment

Pupils will be encouraged to express discomfort, concerns, preferences, boundaries and questions without fear of ridicule or punishment.

No pupil will be required to participate in an acting exercise, physical activity or other teaching exercise that they reasonably find unsafe, distressing or inappropriate. Suitable alternatives will be used where necessary.

Lessons should challenge pupils educationally without disregarding their welfare or personal boundaries.

21. Parents and carers

Before a child begins regular tuition, parents or carers will be made aware of important practical and safeguarding arrangements, including:

- The location of lessons
- The requirement for a responsible adult to remain on the premises
- How communication will take place
- How to raise a concern
- Relevant payment and cancellation arrangements
- Any use of physical guidance appropriate to the type of tuition
- Photography and recording arrangements where applicable
- The need to provide relevant emergency, medical or additional-needs information

Parents and carers are encouraged to raise questions about safeguarding arrangements at any time.

The current NSPCC tutor guidance recommends establishing clear expectations with families concerning the practical arrangements and boundaries surrounding tuition.

22. Training and continuing safeguarding awareness

I will maintain safeguarding knowledge appropriate to my work as a private tutor.

Safeguarding guidance, local referral information and my own working procedures will be reviewed periodically.

Further training will be undertaken when reasonably necessary, particularly where guidance changes substantially, the nature of my tuition changes, new safeguarding responsibilities arise, or experience identifies an area in which additional knowledge would be useful.

My current safeguarding qualification is:

NSPCC - Child protection for tutors
Completed: 9 August 2026

23. Review of this policy

This policy will be formally reviewed **at least once every 12 months**.

It will also be reviewed earlier where:

- Safeguarding guidance changes materially
- Local safeguarding arrangements or contact details change
- The nature of the tutoring business changes
- Tuition begins to be offered in substantially different circumstances
- Another tutor, employee or volunteer joins the business
- A safeguarding incident or significant concern occurs
- Practical experience indicates that an amendment would improve children's safety

24. Key safeguarding contacts

Emergency services – immediate danger
999

Oxfordshire Multi-Agency Safeguarding Hub (MASH)
01865 519800

Oxfordshire Emergency Duty Team – outside office hours
0800 833 408

Oxfordshire Local Authority Designated Officer (LADO)
01865 810603

Policy declaration

I am committed to maintaining a tutoring environment in which the welfare, safety, dignity and boundaries of children and young people are respected.

I will follow this policy whenever I work with a pupil under the age of 18 and will take safeguarding concerns seriously.

Approved and adopted by: Michael Fish

Date: 9 August 2026

Policy version: 1.0

Next scheduled review: 9 August 2027

Appendix – Guidance and Sources

This safeguarding and child protection policy has been informed by the following national guidance, safeguarding resources and local authority procedures current at the date of adoption.

Department for Education – *Out-of-school settings: safeguarding guidance for providers*

Department for Education, applicable in England. Last updated **9 February 2026**. This is the main government guidance relevant to private tutors, music teachers and other out-of-school providers, covering safeguarding and child protection, health and safety, suitability of adults and governance.

Department for Education – *Working Together to Safeguard Children 2026*

National multi-agency safeguarding guidance providing the wider framework for safeguarding children in England. The 2026 edition also refers providers to the out-of-school settings safeguarding guidance.

NSPCC Learning – *Safeguarding and child protection for tutors*

Guidance specifically for independent tutors and tutoring organisations. It addresses safeguarding policies and procedures, professional boundaries, safe one-to-one sessions, recognising concerns, disclosures and responding when worried about a child.

NSPCC Learning – *Writing safeguarding policies and procedures*

Guidance on the content and structure of safeguarding policies and child-protection procedures, including responsibilities, equality, responding to concerns, contact details, review arrangements and policy approval. Last updated **12 May 2026**.

Oxfordshire County Council – *Report child abuse*

Local guidance concerning the referral of child-protection concerns in Oxfordshire, including the Multi-Agency Safeguarding Hub (MASH) and Emergency Duty Team. At the date of this policy, MASH can be contacted on **01865 519800**, with the Emergency Duty Team available outside office hours on **0800 833 408**.

Oxfordshire County Council – *Local Authority Designated Officer (LADO)*

Local arrangements for concerns or allegations regarding adults who work or volunteer with children. At the date of this policy, the Oxfordshire LADO can be contacted on **01865 810603**.

Ofsted – *Registration exemptions*

Guidance concerning when childcare providers must register with Ofsted and when exemptions apply, including activity-based provision. This is relevant to the operation of tuition for younger pupils and should be reviewed if the nature, duration or structure of the provision changes.

Children Act 1989

Primary legislation forming a central part of the legal framework for the welfare and protection of children in England and Wales.

Children Act 2004

Legislation providing further provisions relating to children's services, safeguarding and cooperation between organisations concerned with children's welfare.

Safeguarding Vulnerable Groups Act 2006

Legislation establishing important elements of the framework for safeguarding children and vulnerable adults, including regulated activity and the vetting and barring system.

Data Protection Act 2018

Relevant to the secure handling and processing of personal information, including sensitive pupil, family and safeguarding records.

Sources accessed and checked: 9 August 2026.