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1   Introduction

Each individual staff member at Tute has a responsibility to ensure that the principles and duties of safeguarding children are consistently applied, with the well-being of those children at the heart of what we do. Having a knowledgeable and well supported workforce is a fundamental element in achieving this. Part one: Safeguarding information for all staff of Keeping Children Safe in Education (2023) states that all staff should receive appropriate safeguarding and child protection training which is regularly updated.

This strategy has been developed to ensure that Tute has a clear and shared vision of the priorities for safeguarding training and how this will be achieved.

Records of completion of training will be held in a secure spreadsheet accessed by DSL, DDSL, and Head of People Culture and Social Responsibility.

2   Aim of the strategy

As a partner to schools, local authorities, and non-mainstream settings, they require assurance that Tute has effective arrangements to safeguard children and young people by partner agencies.

Effective training in key areas associated with safeguarding children is fundamental to achieving this.

This strategy aims to:

- Ensure that safeguarding training/learning activities meet statutory requirements
- Enable practitioners to recognise and respond to need and risk
- Ensure that training/learning activities are relevant to Tute and its online environment

- Embed learning from reviews, audits, and surveys into practice in order to continuously improve
- Communicate key safeguarding messages, research, lessons, and procedural expectations to staff and to schools
- Ensure a consistent approach to safeguarding children and continuous learning

3   Improved outcomes

Safeguarding training is effective in helping staff understand their respective roles and responsibilities and in developing a shared understanding of assessment and decision-making practices. Effective training promotes better outcomes for children and young people by fostering:

- A culture of safeguarding where everyone is vigilant and shares concerns
- A well-trained workforce with the skills and knowledge to identify harm and the confidence to report concerns
- A shared understanding of processes, principles, roles and responsibilities
- Improved communication and information sharing between professionals, including a common understanding of key terms, definitions, and thresholds for action
- Effective working relationships, including an ability to work with customers, groups or teams
- Sound child-focused assessments and decision making

4   Safeguarding training responsibilities

The overall responsibility for training lies with the Designated Safeguarding Lead. Duties will be delegated to Deputy DSL and to Head of People Culture and Social Responsibility.

The core duties of the DSL, DDSL, and Head of People Culture and Social Responsibility. are to:

- Co-ordinate safeguarding activity in promoting the welfare of children at Tute

- Set and raise standards in safeguarding

- Ensure that safeguarding training is provided which meets need

- Ensure that safeguarding training is completed by staff

- Ensure that a log is made for evidence of all safeguarding training completed

- Carry out the above function by having a view as to the priorities for safeguarding training based on safeguarding themes as directed government and customers

- Evaluate the quality of safeguarding training, ensuring it is reaching the right people and that the workforce is able to recognise and respond appropriately.

5 Training principles and values

All aspects of training are to be based on the following principles:

- Child centred

- Rooted in child development

- Focused on the outcomes for children

- Holistic approach

- Ensuring equality of opportunity

- Informed by evidence

- Based on the work and parameters of Tute

All safeguarding training should create the ethos that:

- Values working collaboratively with others

- Respects diversity

- Promotes equality

- Is child centred

- Promotes participation of in safeguarding processes

6 Training expectations

All safeguarding training should encompass the following:

- Trainers are knowledgeable in safeguarding children
  - o Training is delivered by trainers who have a sound knowledge of safeguarding and good facilitation skills
- Trainers understand Tute
  - o Training is delivered by trainers who understand the parameters of Tute's delivery and who adapt their training to meet the needs
- Training materials are accurate
  - o Resources and materials used within training are clear, accurate, current, up to date and relevant
- Training is contextualised
  - o Trainers and training is delivered with the online environment in mind
- Confidentiality framework
  - o Training events will be conducted within a confidentiality framework, unless concerns arise of a child protection nature
- The training environment is suitable
  - o Training will be delivered in an environment which is conducive to learning
  - o This could be face-to-face, online, or a blend of both (the latter needing attention to ensure that all are involved)

7 Engagement with the training process

- Engage with the process
  - o Participants are expected to actively engage with the learning process in its entirety

- Managers support
  - o Managers must support training by placing value on the importance of training for their team, and allowing sufficient time for them to undertake any pre-course preparation, and to attend the training event

- Recognise emotional challenge
  - o Subject matter can be challenging to process, particularly when discussing types of abuse. Trainers and participants should be respectful to others' reactions and consider that they may have personal experience
  - o Participants are allowed to leave if the content becomes too difficult to process. Materials will be provided later or an alternative training method such as online will be orgasnied

- Challenge respectfully
  - o Tute values the importance of debate and discussion to encourage learning in a safe environment. This should be done in a respectful manner, without oppression. Any issues arising will be dealt with in a professional manner, outside of the training environment.

- Unacceptable behaviour on training will be proactively addressed
  - o Training should be a valuable learning experience for practitioners. In the event that a participant or a trainer is behaving inappropriately, to such an extent that this is disrupting the learning experiences of other participants, the participant will be asked to leave and the incident will be reported to their line manager

8 Training at Tute

The below table sets out the training required by all Tute staff, with varied requirements depending on roles.

Group		Roles	Mandatory training/periodic action
1.	Designated lead staff	• Designated Safeguarding Lead • Deputy Designated Safeguarding Lead	• Read and understand KCSIE (entire) (at each update) • Level 3 DSL training (every 2 years) • Prevent training (every year) • CSE training (every year) • Safer recruitment training (every 2/3 years) • DSL report to board (every month)
2.	Staff who have no contact with students and have no input into policy	• Cleaners	• Read and understand KCSIE (Part I and Annex A) (at each update)
3.	Staff who plan, teach, and evaluate lessons	• Teachers • Head of Teaching and Learning	• Read and understand KCSIE (Part I and Annex A) (at each update) • Level 2 Safeguarding training (every year) • Prevent training (every year) • CSE training (every year)

			• FGM training (every year) • Updates to KCSIE by DDSL (every year) • Discussions at team meetings e.g. Huddle – agenda item
4.	Staff who do not teach but access lessons, process bookings, and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child where there are safeguarding concerns.	• Admin and scheduling staff • IT staff • Business Manager • Client relationship team • Director of Sales	• Read and understand KCSIE (Part I and Annex A) (at each update) • Level 2 Safeguarding training (every year) • Prevent training (every year) • CSE training (every year) • FGM training (every year) • Updates to KCSIE by DDSL (every year) • Discussions at team meetings – agenda item
5.	Staff who input into policy and make financial decisions and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child where there are safeguarding concerns.	• Head of HR and Compliance • Finance Director	• Read and understand KCSIE (Part I and Annex A) (at each update) • Level 2 Safeguarding training (every year) • Prevent training (every year) • CSE training (every year) • FGM training (every year) • Updates to KCSIE by DDSL (every year) • Discussions at team meetings – agenda item

6.	Staff involved in interviewing potential employees and/or contractors	• Head of HR and Compliance • Head of Teaching and Learning • Other managers who are interviewing	• As above as will be member of Tute team • One interviewer must have safer recruitment training (every 2/3 years)
7.	Board members who have no contact with students or their provision	• Directors • Shareholders	• Read and understand KCSIE (Part I and Annex A) (at each update) • Level 2 Safeguarding training (every year)

In addition, every member of staff must:

- Read Tute's safeguarding policies and agree that they understand and will adhere to their content (at induction and every year)
- Complete Tute-specific assessment of processes and procedures (ad induction and every year)

9 Recording

Training completion is recorded in a secure OneDrive folder accessed by DSL, DDSL, and Head of People Culture and Social Responsibility..
It includes staff names, dates of completion against each training. The spreadsheet enables quick identification of gaps.

10 Additional updates

All staff will receive safeguarding and child protection updates through different channels as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Examples of sources are listed below, but this is not an exhaustive list and ad-hoc sharing of information is to be encouraged to contribute to the creation of a safeguarding culture and to upskill staff.

- Safeguarding Network (DSL subscription)
- NSPCC bulletin
- Safeguarding Essentials
- North Wales Safeguarding Board
- Safeguarding in Schools
- DfE
- Ofsted
- From partners/customers whose training and update meetings we attend e.g. Essex County Council, Warwickshire County Council, Bristol City Council, Norfolk County Council (Section 19 team)

Methods of sharing

The above updates will be shared in in-house training, by email, by newsletter, and in Tute's Safeguarding Channel in Microsoft Teams – accessed by all staff.

11 Teaching

Teachers will not be allowed to teach without having completed Level 2 safeguarding training.

12 Training providers

Tute will utilise external training providers as well as its own staff.

External providers must complement Tute's training principles and values, and must meet our training expectations. Tute has use, does, and will use NSPCC, Virtual College, UK Government, and Safeguarding Network to deliver training. The latter is a paid subscription that provides the DSL and DDSL with resources and training materials to support them in carrying out their duties effectively.

The DSL and DDSL will provide updates to staff and will deliver Tute-specific training and also training using materials provided by Safeguarding Network. Tute's DDSL will provide an annual training/update session in September which includes a refresher session on processes and information about KCSIE updates.

13 Annual review of training

All safeguarding children training courses are reviewed annually by the DSL and DDSL and take into consideration the following:

- Continues to meet statutory guidance
- Continues to meet need in the context of Tute
- Participant evaluations from courses held during the year
- Trainer evaluations from courses held during the year alongside informal discussions about the flow, structure and content of sessions
- Is value for money