

Children and Young People Risk Assessment Policy

Status: Core

Date Approved: September 2026

Review Date: September 2027

Team Responsible: SLT Team

Policies are approved and ratified by the Senior Leadership Team and the approval of policies are recorded within the minutes of the meetings.

1. Policy Statement

Be My Tutor is committed to safeguarding and promoting the welfare, safety, and wellbeing of all children and young people who access our online alternative provision. This policy outlines our approach to identifying, assessing, mitigating, and reviewing risks that may affect learners in a virtual education environment.

1.1 Legal Framework

This policy is informed by key statutory guidance and legislation, including: Keeping Children Safe in Education (KCSIE) 2025, The Online Safety Act 2023, The Data Protection Act 2018 / UK GDPR, and Working Together to Safeguard Children.

Our digital model removes many traditional physical risks associated with in-person tuition; however, it introduces its own safeguarding, technological, wellbeing, and engagement challenges. This policy ensures that all staff understand their responsibilities in maintaining safe, high-quality provision for every learner.

This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Health and Safety Policy
- Online Safety Policy
- Data Protection (GDPR) Policy
- Tutor Code of Conduct

2. Scope

This policy applies to:

- All children and young people taught by Be My Tutor
- All tutors, staff, contractors, and volunteers
- All online platforms and digital tools used for teaching, mentoring, communication, and data handling

3. Principles

Be My Tutor commits to the following key principles:

1. **Safety First:** Proactive identification, control, and monitoring of risks.
2. **Early Intervention:** Concerns are identified and acted upon swiftly.
3. **Safeguarding by Design:** Our online model includes built-in safeguards such as session recording, verification of identity, and monitored communications.
4. **Child-Centred Practice:** The needs, voice, and wellbeing of the learner are prioritised.
5. **Collaboration:** We work closely with commissioning schools, parents/carers, and external professionals.
6. **Continuous Review:** Risks and controls are regularly assessed and improved.

4. Roles and Responsibilities

Designated Safeguarding Lead (DSL) and Deputy DSLs

- Oversees all safeguarding and risk management processes.
- Reviews risk assessments termly or following incidents.
- Ensures staff training is current and effective.
- Liaises with schools and external agencies.

Tutors

- Carry out ongoing dynamic risk assessment during sessions.
- Monitor student engagement, wellbeing, and behaviour.
- Report concerns immediately using the agreed safeguarding pathway.
- Follow professional boundaries and online safety expectations.

Operations Manager

- **Manages risks relating to technology, access, staffing, and continuity.**
- **Coordinates technical support and alternative learning routes.**

Quality Assurance Lead

- **Monitors teaching standards and risk reduction through observation and feedback cycles.**

Data Protection Officer

- **Oversees data security, GDPR compliance, and breach prevention.**

Schools/Commissioning Bodies

- **Provide essential background information, safeguarding files, and medical data.**
- **Collaborate on risk management strategies.**

5. Risk Assessment Process

Be My Tutor uses a systematic approach to risk management:

Step 1: Identify Risks

Tutors, staff, or partners identify risks across areas such as safeguarding, wellbeing, engagement, online safety, and medical needs.

Step 2: Assess Risk Levels

Severity and likelihood are assessed using Be My Tutor's risk matrix (Low/Medium/High). This process mirrors the structure used in our General Risk Assessment.

1. Be My Tutor - General Risk ...

Step 3: Implement Controls

Existing controls are applied and additional measures introduced if required.

Step 4: Record and Communicate

Risks and actions are recorded in the student's profile or safeguarding system.

Step 5: Review Regularly

- **High-risk cases: reviewed monthly**
- **Medium-risk: reviewed half-termly**
- **Low-risk: reviewed termly or as needed**

6. Key Risk Areas and Control Measures

The following areas reflect the specific online-learning risks already identified within Be My Tutor's existing General Risk Assessment, adapted into policy format.

1. Be My Tutor - General Risk ...

6.1 Safeguarding & Child Protection

Risks:

- **Inappropriate behaviour or disclosures during sessions**
- **Reduced visibility of physical signs of harm**
- **Learners experiencing hidden abuse or neglect at home**

Controls:

- **All tutors DBS-checked and trained in safeguarding**
- **Sessions monitored/recorded on secure platforms**
- **Clear reporting pathways to DSL and school**
- **Regular safeguarding updates and annual refresher training**
- **Immediate referral to school DSL or Deputy DSLs if concerns arise**

6.2 Online Safety & Data Security

Risks:

- **Cybersecurity breaches, identity risks**

- Exposure of learner personal information
- Risks associated with Artificial Intelligence (AI) tools, including data privacy and potential generation of inappropriate content.

Controls:

- Encrypted and password-protected platforms
- No sharing of personal contact details
- GDPR-compliant data systems
- Cyber Essentials accreditation
- Two-factor authentication for staff
- Annual penetration testing
- Strict protocols for AI usage; prohibition of inputting sensitive personal student data into non-approved AI platforms.

6.3 Attendance & Engagement

Risks:

- Disengagement, persistent absence, avoidance
- Long-term impact on outcomes

Controls:

- Live attendance logs and monitoring
- Early communication with school and parents
- Personalised support plans
- Motivational mentoring and student voice opportunities

6.4 Mental Health & Wellbeing

Risks:

- Emotional distress, anxiety, or crisis
- Reduced ability to identify non-verbal cues online

Controls:

- Tutors trained in mental health awareness
- Emotional check-ins and reflective prompts
- Signposting and mentoring support
- Clear escalation routes for concerns
- Use of grounding and regulation strategies

6.5 Quality of Education & Delivery Risks

Risks:

- Variability in teaching quality
- Curriculum misalignment

Controls:

- Tutor CPD and QA observations
- Lesson plan reviews
- Subject specialist support
- Feedback cycles

6.6 Technology & Access

Risks:

- Poor internet, device issues, platform failure

Controls:

- Technical support available
- Alternative access methods
- Pre-session checks
- Guidance for schools on digital access

6.7 Medical Needs & Emergencies

Risks:

- Seizures, fainting, panic attacks, or medical episodes during online sessions
- Limited ability for staff to physically intervene

Controls:

- Medical information collected from school
- Emergency response pathway and communication protocol
- Tutors briefed on individual healthcare needs
- Encouragement of appropriate home supervision

6.8 Home Environment & External Context

Risks:

- Unsafe or unsuitable home learning environment
- Distractions or safeguarding concerns hidden from view

Controls:

- Environment suitability assessed during onboarding
- Tutors trained to recognise contextual safeguarding concerns
- Close monitoring and escalation to school if changes arise

- Application of Professional Curiosity to observe and explore subtle changes in a student's environment or demeanor.

6.9 Social Isolation and Reduced Peer Interaction

Risks:

- Students feeling isolated due to online format

Controls:

- Interactive and collaborative learning activities
- Mentoring to build confidence
- Optional peer enrichment sessions (where appropriate)

7. Individual Risk Assessments

Some learners require a more detailed personalised risk assessment due to:

- Behaviour concerns
- Medical needs
- Trauma or safeguarding history
- SEN/SEMH needs
- Home environment instability

These assessments include:

- Identified risks
- Triggers and protective factors
- Agreed mitigation strategies
- Roles and responsibilities

- Review frequency

8. Training and Awareness

All staff complete:

- Annual safeguarding training
- Induction on online safety, GDPR, and digital safeguarding
- Ongoing CPD including micro-training on communication cues, mental health, and escalation pathways (as reflected in the uploaded risk assessment).
- Staff are briefed on the Whistleblowing Policy and are empowered to raise concerns regarding colleagues without fear of reprisal.

9. Incident Reporting and Escalation

All concerns must be:

1. Reported immediately to the DSL or Deputy DSLs
2. Immediate danger: Call 999.
3. Recorded on the safeguarding system
4. Urgent safeguarding concern: Contact the DSL or Deputy DSL immediately.
5. Communicated with the commissioning school
6. Low-level concern: Record on the safeguarding system.
7. Escalated to external agencies if required

Concerns about colleagues should be raised via our Whistleblowing Procedure.

Emergency scenarios (self-harm, medical crisis, threats of harm) follow Be My Tutor's urgent response protocol.

10. Monitoring and Review

This policy and associated risk assessments are reviewed:

- Annually as standard
- After any serious incident or safeguarding concern
- When changes occur in legislation, technology, or organisational structure

Feedback from staff, learners, and schools is incorporated into ongoing improvement.