Safeguarding and Child Protection Policy

Including online safety, live online lessons and Minecraft Education

Collaborative Computing Education Ltd

Document control

Item	Detail
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Applies to	All provision delivered by Collaborative Computing Education Ltd in England, online and in schools
Version	1.0
Date adopted	1 September 2026
Approved by	Jake Miles, Director
Next review due	1 September 2027

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1. Policy statement

Collaborative Computing Education Ltd teaches computing to primary aged children, both online and in schools. Children learn best when they feel safe, and keeping them safe is part of how the teaching is designed rather than something bolted on afterwards.

This policy sets out what we expect of the adults who work with children, what we expect of the children themselves, how our live online sessions are set up, and exactly what happens when something goes wrong.

We are a small provider. Jake Miles plans and delivers every session personally and is the Designated Safeguarding Lead (DSL). That means concerns go to one named person, are acted on quickly, and do not get lost between people or departments. It also means we have to be deliberate about the checks a larger organisation would get automatically, which is why sections 9 and 12.8 are written the way they are.

Under no circumstances will any adult working for Collaborative Computing Education Ltd inflict physical or psychological harm on a child.

We will:

- treat the welfare of the child as the most important consideration in any decision
- act on concerns straight away rather than waiting until we are certain
- listen to children and take seriously what they tell us
- work openly with parents, carers, schools and local authorities
- keep clear, factual and secure records
- make sure parents know how to raise a concern, including a concern about us
- review this policy every year and after any safeguarding incident

2. Scope

This policy applies to all activity delivered by Collaborative Computing Education Ltd, including:

- live online Minecraft Education lessons, whether one to one, small group or group directed challenge sessions
- free online introduction sessions
- after school Minecraft and computing clubs delivered in schools
- computing PPA cover and specialist teaching in schools
- curriculum advisory and collaboration visits where children are present
- staff training (CPD and INSET) where children are present
- any holiday clubs, workshops or courses we run in future

It applies to Jake Miles and to any employee, contractor, volunteer, student or trainee we engage in future. In this policy, “we” and “our” mean Collaborative Computing Education Ltd, and “adults” means anyone working for us in any capacity.

2.1 Which arrangements apply where

Two different sets of safeguarding arrangements apply to our work, and it matters which one you are in.

Where the session happens	Whose arrangements take the lead
In a school (PPA cover, clubs, advisory visits)	The school’s. We work under the safeguarding and child protection policy of the school we are in, and we report concerns to that school’s DSL. This policy applies alongside the school’s, not instead of it.
Online, in our own provision	Ours. Jake Miles is the DSL and concerns are reported to him, and onwards to the relevant local authority.

Section 15 explains how we work in schools in more detail.

3. Legal framework and guidance

Collaborative Computing Education Ltd is an out-of-school setting as defined by the Department for Education. Our practice is based on the following.

Source	How it applies to us
Working Together to Safeguard Children (HM Government, statutory guidance)	Sets out that every private sector, voluntary and community organisation working with children should have safeguarding policies in place and should work with local safeguarding partners.
After-school clubs, community activities and tuition: safeguarding guidance for providers (DfE, February 2026)	The main guidance for a provider of our type. It is non-statutory, so following it is voluntary, except where it identifies something the law requires. We have chosen to follow it in full.
Keeping Children Safe in Education (DfE), in force from 1 September 2026	Statutory for schools and colleges. It is not statutory for out-of-school settings. We follow it in full when we are working in a school, and we use it as a best practice benchmark for our own online provision.

Source	How it applies to us
Children Act 1989 and Children Act 2004	The underlying legal framework for child welfare and local authority duties.
Safeguarding Vulnerable Groups Act 2006, as amended	Defines regulated activity, barring, and the legal duty to refer to the Disclosure and Barring Service.
Sexual Offences Act 2003, including the position of trust provisions at section 22A	Makes certain sexual activity with a person under 18 an offence where an adult holds a position of trust. See section 11.3.
Equality Act 2010	We must not discriminate on the grounds of a protected characteristic, and we must make reasonable adjustments so that a disabled child is not put at a disadvantage.
UK GDPR and Data Protection Act 2018	Governs how we collect, store and share children's personal information. See section 16.
Health and Safety at Work etc. Act 1974	Our general duty of care for the safety of people attending our provision.

A note on wording. Where this policy says we **must** do something, that is a legal requirement. Where it says we **will** or **should** do something, that is guidance or good practice we have adopted. Where the law is not clear about whether something applies to a business like ours, we say so rather than guessing.

4. Key contacts

4.1 Us

Role	Contact
Designated Safeguarding Lead	Jake Miles, jake@collaborativecomputing.co.uk, +44 7754 898764
Deputy DSL	We are a lone provider and there is no deputy. If Jake Miles is unavailable, or if your concern is about Jake Miles, contact the organisations below directly. You do not need to speak to us first and you do not need our permission.
General	info@collaborativecomputing.co.uk

Role	Contact
enquiries	

4.2 Local authority and police

Service	Contact
Wiltshire Multi-Agency Safeguarding Hub (MASH), for concerns about a child	0300 456 0108. Monday to Friday, 8.45am to 4pm. Calls outside these hours are diverted to the Social Work Standby Service.
Wiltshire Local Authority Designated Officer (LADO), for concerns about an adult who works with children	LADO@wiltshire.gov.uk, or 0300 456 0108 and ask for the LADO
If the child lives outside Wiltshire	Contact the children's services team for the area the child lives in. You can find it at gov.uk/report-child-abuse-to-local-council
Police, emergency	999
Police, non-emergency	101

4.3 National organisations

Service	Contact
NSPCC Helpline, for adults worried about a child	0808 800 5000, help@nspcc.org.uk
NSPCC Whistleblowing Advice Line, for concerns about how an organisation is handling child protection	0800 028 0285
Childline, for children and young people	0800 1111, free and 24 hours a day
CEOP Safety Centre, for online sexual abuse or grooming	ceop.police.uk/safety-centre
Internet Watch Foundation, for reporting child sexual abuse imagery	iwf.org.uk
Report Remove (NSPCC and IWF), for a young person to get a nude image	childline.org.uk/report-

Service	Contact
of themselves removed	remove

These contacts are also published on our website so that parents can find them without having to ask us for them.

5. Roles and responsibilities

5.1 The Designated Safeguarding Lead

Jake Miles is the DSL. The DSL:

- takes lead responsibility for safeguarding across all our provision
- receives, records and acts on all concerns
- decides whether a concern should be referred to children's social care, the LADO or the police, and makes that referral
- knows the referral routes for Wiltshire and can find them for any other local authority a child lives in
- liaises with the DSL of any school we work in
- keeps safeguarding records securely and separately from ordinary business records
- keeps this policy, the parent agreement and the pupil code of conduct up to date
- maintains their own safeguarding and online safety training, and keeps the certificates

5.2 Being a lone provider

Most safeguarding systems assume more than one adult. Ours does not, so we are open about where that creates risk and what we do about it.

The risk	What we do about it
There is no colleague to notice if the DSL fails to act on a concern	Parents are given the LADO, MASH and NSPCC contact details at the point of booking and on our website, so they can escalate without going through us.
There is no second adult in the room during online teaching	A parent or carer must be at home and contactable throughout every session, is welcome to sit in at any time, and receives a written note after every session describing what was covered.
There is no line manager to receive an allegation	Any allegation about Jake Miles goes directly to the Wiltshire LADO and, where a crime may have been committed, to the police. We say this in

The risk	What we do about it
about the DSL	writing to every parent.
There is nobody to search if a child goes missing from a session	Because children are at home with a parent or carer present, responsibility for locating a child rests with the parent. We contact the parent immediately and stay on the line.

5.3 Anyone else working for us

If we engage another adult in future, they will read this policy, complete safeguarding training before working with children, and sign the adult code of conduct in section 11. They must raise any concern with the DSL the same day, and they may make their own referral to children's social care or the LADO if they are not satisfied with the DSL's response.

6. Recognising abuse, neglect and harm

Abuse is any form of maltreatment of a child. Somebody may abuse a child by inflicting harm, or by failing to act to prevent harm. It can happen in a family, in a community, in an institution, online, or in more than one of those at once.

6.1 The four categories of abuse

Category	What it can look like
Physical abuse	Hitting, shaking, throwing, burning, drowning, suffocating, or otherwise causing physical harm, including fabricating or inducing illness.
Emotional abuse	Persistent emotional maltreatment: conveying to a child that they are worthless or unloved, silencing them, age inappropriate expectations, seeing or hearing the ill treatment of another person, serious bullying including online bullying.

Category	What it can look like
Sexual abuse	Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening, including non-contact activities such as involving children in looking at or producing sexual images, grooming, and online sexual abuse.
Neglect	Persistent failure to meet a child's basic physical or psychological needs: food, clothing, shelter, supervision, medical care, or responsiveness to emotional needs.

6.2 Other specific issues we stay alert to

- **Child-on-child abuse**, including bullying and cyberbullying, physical abuse, initiation or hazing rituals, harmful sexual behaviour, sexual harassment, and the sharing of nude or semi-nude images. We never dismiss this as banter or as part of growing up.
- **Child sexual exploitation and child criminal exploitation**, including county lines.
- **Domestic abuse.** Under the Domestic Abuse Act 2021 a child who sees, hears or experiences the effects of domestic abuse is a victim in their own right.
- **Mental health and wellbeing**, including low mood, anxiety, self-harm and suicidal thoughts. We are not mental health professionals, but where a child's mental health raises a safeguarding concern we act on it.
- **Extremism and radicalisation.** We are alert to children being drawn towards extremist material online, and would contact the local authority Prevent lead if we were concerned.
- **Online risks**, usually grouped as content (seeing harmful material), contact (harmful interaction with others, including adults posing as children), conduct (a child's own behaviour online, including making or sharing explicit images and online bullying) and commerce (children being exploited for financial gain).

6.3 What we are and are not well placed to notice

This is worth being honest about, because it shapes where we put our attention.

For most of our online pupils we see the child for one hour a week through a screen, often with the camera off. We are unlikely to see bruising, weight loss, poor hygiene or unsuitable clothing, and it would be misleading to suggest otherwise.

What we are well placed to notice is what a child says, how they behave, how that changes over time, what appears in chat, what they build, and what we can see and hear in the background of a call. Those are the signals we watch for, and we treat a change in a child we know well as significant.

In schools, where we see whole classes face to face every week, the full range of indicators applies and we report to the school's DSL.

6.4 Signs that would prompt us to act

- a child tells us, or hints, that something has happened to them
- a marked change in behaviour, mood or engagement with no obvious explanation
- sexual language, knowledge or behaviour that is not age appropriate
- a child appearing frightened of a particular adult, or reluctant to go home
- shouting, aggression or distress audible in the background of a session
- a child saying they are alone in the house when they should not be, or that there is nobody to look after them
- a child disclosing contact with an adult they have met online
- unexplained injuries visible on camera
- a child expressing hopelessness, or thoughts of harming themselves

6.5 Children with special educational needs and disabilities

Children with SEND can face additional barriers to being recognised as at risk. Behaviour, mood or injury may be wrongly assumed to relate to a child's disability. Communication differences may make it harder for a child to tell someone what is happening, or to be believed. Children with SEND can also be more prone to peer isolation and to being targeted by bullying without showing outward signs.

We ask parents and schools to tell us about a child's needs before the first session so we can plan properly, and we make reasonable adjustments as required by the Equality Act 2010. We do not treat a child's SEND as an explanation for a concern without exploring it.

7. If a child tells us something

7.1 What we do

1. **Listen.** We give the child our full attention and let them speak in their own words.
2. **Do not promise to keep it secret.** We say, gently and early, that we may need to tell someone whose job it is to help.
3. **Do not ask leading questions.** We use open prompts only, such as "can you tell me more about that?"
4. **Do not investigate.** We do not interview the child, contact the alleged abuser, or try to establish what really happened. That is for children's social care and the police, and getting it wrong can damage a later investigation or prosecution.
5. **Reassure** the child that they have done the right thing in telling us.

6. **Explain what will happen next**, in a way that suits the child's age.
7. **Record it in writing** as soon as possible, and on the same day. We record the child's own words, not our interpretation, and we date, time and sign the record.
8. **Refer without delay**, following section 8.

7.2 If a disclosure happens during a live online session

This needs handling differently from a disclosure in a classroom, because other children may be listening and because we cannot physically be with the child.

- In a group session, we do not let a child continue a disclosure in front of others. We acknowledge it calmly and briefly, move the group on, and speak to the child privately as soon as we can, normally by contacting the parent or carer straight after the session.
- If the concern is about someone in the household, we do not use the parent as the route to the child. We contact children's social care for advice first.
- If a disclosure is made in written chat, we do not delete it. We record it word for word.
- If a child appears to be at immediate risk, we call 999 and give the home address and emergency contact details from our registration form. We stay on the call with the child where it is safe to do so.
- We do not end a session abruptly and leave a distressed child on their own. We stay with them until an appropriate adult is with them, unless staying would increase the risk.

7.3 What we never do

- take a photograph or screenshot of an injury, or of a child
- ask to see, view, copy or forward a nude or semi-nude image of a person under 18, in any circumstances
- promise confidentiality
- delay because we are not sure, or because we hope it will resolve itself
- assume that somebody else will have already reported it

8. Reporting and referral procedure

8.1 Concerns about a child in our online provision

1. Make sure the child is safe now. If there is immediate risk of significant harm, call 999 first.
2. Record the concern in writing the same day, using the concern record form at Appendix A.
3. The DSL reviews the concern and decides on action within one working day.
4. Where the threshold is met, the DSL refers to children's social care in the local authority where the child lives. In Wiltshire this is the MASH on 0300 456 0108. If unsure whether the threshold is met,

the DSL rings the MASH for advice before deciding. A conversation costs nothing and is always better than sitting on a concern.

5. A referral made by telephone is confirmed in writing within 24 hours.
6. The DSL informs the parent or carer, unless doing so would put the child at greater risk, would interfere with a police investigation, or the parent is the subject of the concern. Where we do not inform a parent, the DSL records why.
7. The DSL records the decision, the reason for it, and what happened next.
8. The DSL follows up. If there is no response from children's social care within three working days, the DSL chases it. If the DSL disagrees with the outcome, the DSL escalates through the local authority's escalation or resolution procedure.

8.2 Concerns about a child while we are working in a school

1. Report to the school's DSL the same day, before we leave the site wherever possible.
2. Follow the school's recording procedure and use the school's system.
3. Keep our own short record that a concern was raised, the date, and who we reported it to. We do not keep a duplicate of the school's detailed record.
4. If the school's DSL is unavailable, report to the deputy DSL or the headteacher. If nobody is available and the child is at risk, we contact the local authority ourselves.
5. If we are not satisfied that the school has acted, we can and will refer to the local authority directly. Our duty is to the child, not to the contract.

8.3 Anyone can refer

A concern is never held back because the DSL is unavailable. Any adult working for us, and any parent, can contact children's social care, the LADO, the NSPCC or the police directly at any time.

9. Allegations and concerns about an adult, including about Jake Miles

This section applies where an adult working for us, including Jake Miles, may have:

- harmed a child, or may have done so
- committed a criminal offence against or related to a child
- behaved towards a child in a way that indicates they may pose a risk of harm
- behaved or may have behaved in a way that indicates they may not be suitable to work with children, including in their personal life

9.1 What happens

1. The allegation is reported to the Wiltshire LADO within one working day, on LADO@wiltshire.gov.uk or 0300 456 0108. We do not wait to decide whether we think it has substance.
2. Where a crime may have been committed, we contact the police at the same time.
3. If the allegation arises in a school, we also inform the headteacher immediately, and the school will follow its own procedures under Keeping Children Safe in Education.
4. We do not investigate the allegation ourselves and we do not interview the child.
5. We follow the advice of the LADO and the police about what to tell the parents and when, and about whether the person continues to work with children while the matter is looked at.
6. We keep a written record throughout.

9.2 If the allegation is about Jake Miles

Parents should contact the Wiltshire LADO or the police directly. You do not need to raise it with us first, you do not need our permission, and we will never ask you to come to us before going to the local authority. The contact details in section 4 are on our website for exactly this reason.

If we are told about such an allegation, we will pass it to the LADO and, where relevant, to the police and to any school we are working in, and we will cooperate fully with whatever they decide.

9.3 Duty to refer to the Disclosure and Barring Service

Where we engage a person in regulated activity and we remove them from that work, or would have removed them, because they have harmed a child or pose a risk of harm, we must make a referral to the Disclosure and Barring Service. This duty applies even if the person resigns, retires or leaves first. Failure to make the referral is a criminal offence.

9.4 Low-level concerns

A low-level concern is any concern that an adult has behaved in a way that is inconsistent with the code of conduct in section 11, but which is not serious enough to meet the threshold for a referral to the LADO. “Low-level” does not mean unimportant. Examples might be using an over-familiar tone with a child, being slow to end a session, or messaging a parent from a personal account.

We record low-level concerns in writing with the date and the action taken, and we review them together. A pattern of small things can matter more than any one of them on its own. If we are in any doubt about whether something is a low-level concern or meets the LADO threshold, we ring the LADO and ask.

10. Safer recruitment and suitability

10.1 Our current position

- Jake Miles holds an Enhanced Disclosure and Barring Service certificate with a check of the children's barred list. Following regulatory changes in 2026, self-employed people undertaking regulated activity can apply for an Enhanced with Barred Lists check on their own behalf, and where a school or agency engages us they may also submit or countersign a check and make their own suitability decision.
- The certificate can be shown to any parent or school on request.
- Jake Miles is a qualified teacher and holds an MSc in Education (Learning Technology and Society). Schools can verify teacher status and check for any prohibition order through the Teaching Regulation Agency.
- We hold public liability and professional indemnity insurance, and the certificate can be shown on request.
- A DBS certificate is a snapshot on the day it was issued. We do not treat it as permanent assurance, and we renew our check at least every three years. We also subscribe to the DBS Update Service, which means a school or a parent can carry out an online status check, with our consent, to confirm that the certificate is still current.
- We are not registered with Ofsted, and we are not required to be. Ofsted's guidance on registration exemptions states that providers offering online education or online tuition cannot register, because registration requires caring for children in person. Our in-school computing and Minecraft clubs fall within the exemption for tutoring, coaching and activity-based clubs, which Ofsted's guidance illustrates using the example of tuition clubs focused on computer coding. Parents and schools sometimes ask about this, so we set out the position plainly rather than leaving it unsaid.

10.2 If we recruit in future

Before any new adult works with children we will:

- advertise the role openly rather than relying on a personal recommendation
- verify identity and right to work in the UK
- take up at least two references directly from the referee, never from a friend or family member, and never rely on an open "to whom it may concern" reference
- ask for a full employment history and follow up any gaps
- interview, and ask directly about safeguarding
- obtain the correct level of DBS check, which for unsupervised teaching of children will be an Enhanced check with a children's barred list check
- check the Teaching Regulation Agency prohibition list where relevant to the role
- not allow the person to work unsupervised with children until all checks are complete

- require them to read this policy and sign the code of conduct at section 11 before they start

We will not rely on any single check, including a DBS check, to decide that someone is suitable.

11. Code of conduct for adults

These are the rules every adult working for us follows. They protect children, and they also protect the adult by making it clear what is and is not appropriate.

11.1 Contact and communication

- All contact with a child takes place inside a booked, scheduled session.
- We do not contact children through personal email, personal phone, text, WhatsApp, personal social media, Discord, gaming accounts or any other private channel.
- All arrangements, messages, feedback and invoices go to the parent or carer, not to the child.
- Children are not given a personal telephone number or any personal account. The telephone number published in this policy is a business contact for parents, carers and schools. Children are not given it and are not invited to use it.
- We communicate from business accounts only: jake@collaborativecomputing.co.uk, info@collaborativecomputing.co.uk and our business account on Microsoft Teams.
- We do not accept friend, follow or contact requests from children.
- We do not add children as friends on Minecraft, Xbox Live or any other gaming platform, and we do not play with them outside lessons.
- If a child contacts us outside a session by any route, we do not reply privately. We tell the parent, and we record it.

11.2 Conduct

- We do not meet children alone in person, and we do not give children lifts.
- We use language appropriate to primary aged children, and we do not swear or use sarcasm that could be misread.
- We do not discuss our own personal life, relationships or problems with children.
- We do not give personal gifts to children, or accept anything beyond a token gift such as a thank you card, and we tell the parent if we do.
- In schools, physical contact follows the school's policy. We do not initiate physical contact beyond what is necessary, appropriate and public.
- We do not photograph or film children, and we do not use personal devices to capture anything in a session.
- We do not single a child out for special treatment, private sessions, or contact outside the agreed arrangements.

- We are punctual, we start and finish sessions at the agreed times, and we do not extend a session without the parent knowing.

11.3 Positions of trust

The position of trust provisions in section 22A of the Sexual Offences Act 2003 make it an offence for a person aged 18 or over to engage in sexual activity with a person under 18 where they coach, teach, train, supervise or instruct them on a regular basis in a sport or a religious setting. Whether those specific provisions extend to a private computing tutor is not something we would want to rely on either way, and we do not need to.

Our position is simple. Any sexual or romantic contact, communication or behaviour between an adult working for us and a child would be a gross breach of this policy. It would be reported to the police and the LADO immediately, and the person would be removed from all work with children and referred to the Disclosure and Barring Service.

11.4 Devices and accounts

- Teaching is delivered from a password protected device that is kept up to date, with a firewall and anti-virus software in use.
- Children's personal information is never stored on a shared or family device.
- We do not leave a session logged in and unattended.
- Laptops we provide for school clubs are set up for education use only, with age appropriate filtering, no personal accounts signed in, and no unsupervised general web browsing. They are checked between sessions.

12. Online safety and live online sessions

This section covers our live online Minecraft Education lessons and any other online teaching we deliver. It is the longest part of this policy because it is where most of our risk sits.

12.1 Before a child joins

- Every family starts with a free 20 minute introduction session with the parent or carer present. We use it to check the technology, meet the child, and talk through how sessions run.
- Before the first paid session the parent or carer completes our registration and consent form. It records the child's name, date of birth, year group, home address, school, at least two emergency contact numbers, any medical needs, allergies or SEND, and consent for the type of teaching booked.
- The parent receives this policy, the parent and carer agreement, and the pupil code of conduct, and confirms they have read them.
- Written parental consent is required before any one to one teaching takes place. See section 12.8.

- We ask parents to confirm their contact details are still correct at least once a year.
- We keep a register of every session, showing who attended and for how long.

12.2 The platforms we use

Video calls

- Sessions run on Microsoft Teams, using our business account within Microsoft 365.
- Every booking has its own meeting link. Links are sent to the parent, never published publicly, and never posted on social media.
- The Teams lobby is enabled, so nobody joins automatically. We admit each child individually and by name.
- Once everyone expected has arrived, the meeting is locked so nobody else can join.
- The teacher is the host and retains host controls throughout.

Minecraft Education

- Minecraft Education is a separate, purpose built education version of the game. It is not the consumer version, and it does not have open matchmaking, public servers or contact with strangers.
- Worlds are private and hosted by us.
- Children join using a picture join code that we share directly with booked families at the start of the session. Multiplayer is limited to accounts within the same organisation, so a member of the public cannot find or join our worlds.
- Join codes are never posted publicly, never shared in a group that includes anyone outside the session, and never reused between different groups.
- Children must not share a join code with anyone, including friends and siblings who are not booked. Doing so ends the session.
- We do not use mods, add-ons, external links or third party servers in lessons.

12.3 Checking who is in the session

- Only named, booked children are admitted. We admit each one individually from the Teams lobby and greet them by name.
- Display names and in-game names must be the child's first name and last initial. No gamertags carried over from personal accounts, and nothing that gives away a school, an address, an age, a birthday or a social media handle.
- We check the in-game player list against our register at the start of every session, and again if anyone joins late.
- If an account we do not recognise appears, we remove it immediately, end the session if we need to, and contact all affected parents the same day to explain what happened and what we have done.

12.4 Cameras, microphones and screen sharing

- Cameras are optional. No child is ever required to be on camera, and many are not.
- Where a camera is on, we ask that the child is in a shared family space rather than a bedroom or bathroom, and is dressed as they would be for school.
- Our camera is on at the start of the session and during teaching input, so that children and parents can see who is teaching. We teach from a room in our home that is set up for teaching, using a plain or blurred background. We make sure that no other member of the household appears on camera, and that sessions are not held where other people are passing through or within earshot.
- Microphones are managed by the teacher. Children mute while others are speaking and unmute to contribute.
- By default only the teacher shares a screen. Where a child shares a screen to show their work, we ask them to close other tabs and applications first, and we end the share as soon as the point has been made.
- If anything inappropriate appears on any shared screen, we stop the share immediately and follow section 12.9.

12.5 Chat and messaging

- In-game chat and video call chat are used for the lesson only, are visible to the teacher at all times, and go to the whole group.
- Private or direct messaging between children is turned off where the platform allows it, and is not permitted in any case.
- We do not use chat at all in one to one lessons, because it serves no teaching purpose there.
- Children must not put personal information in chat: no surname, address, school name, telephone number, email address, social media handle, gamertag for other games, or photographs.
- Children must not ask each other for contact details, arrange to meet, or arrange to play together outside the session. If we see this we stop it, tell the parents of both children, and record it.
- If chat is misused we mute it for the rest of the session and explain why.
- The teacher has the ability to mute chat for individual children or for the whole world.

12.6 Behaviour in the world

- Children build in their own agreed area unless the task is a collaborative one.
- Destroying, defacing or taking another child's work, sometimes called griefing, is not acceptable. Where we can, we restore the world from a save, and we deal with it as a behaviour matter with the children and their parents.
- Everything children make must be school appropriate. That includes builds, signs, books, quills, chalkboards and code comments. No offensive words, symbols, images or structures.
- The teacher holds operator rights in every world and can mute chat, restrict building, teleport a child away from a problem, and remove a player from the world.

- Worlds are saved by the teacher and stored securely. Where a world is reused with a different group, we check it first and remove anything from the previous group that identifies a child.

12.7 Parents and carers during online sessions

A parent or carer must be at home, awake, contactable and able to reach the child throughout every session. This is a condition of booking rather than a suggestion. It is the single most important safeguard in our online provision, because we cannot physically reach a child and the adult in the house can.

- Parents are welcome to sit in on any session at any time, and we encourage it for the first one.
- Parents are given our contact details before the first session.
- We agree at the point of booking what happens if the connection drops, so a child is never left waiting and uncertain.
- Parents should not sit a younger sibling in front of the session or add a child who has not been booked.

12.8 One to one online lessons

We teach children one to one online, and we are clear that this is the highest risk activity we run. One adult and one child, alone, on a video call, is precisely the arrangement safeguarding systems are usually designed to avoid. We think it is justified, because for some children it is the only format that works, but it has to be managed deliberately.

For every one to one lesson:

- We obtain written parental consent before the first session. Consent is recorded on the registration form and is specific to one to one teaching.
- A parent or carer must be at home and, wherever practical, within earshot or line of sight.
- The lesson takes place in a family living space, not in a bedroom.
- The lesson takes place at a scheduled time, from the business account, using a link sent to the parent, and is logged in the register with start and finish times.
- The parent receives a written note after every session setting out what was covered and what comes next. This gives every family a continuous, contemporaneous record of what happened in their child's lessons.
- We do not extend a session, add an unscheduled session, or carry on a conversation after the lesson has finished, without the parent's knowledge and agreement.
- We do not use private chat, and we do not send the child anything directly.
- The parent is welcome to sit in at any time, without notice.

12.9 If something goes wrong during a session

What happens	What we do
Inappropriate material appears on a shared screen, in a world, or on camera	Stop the screen share or close the view immediately. Stay calm, do not repeat or describe the content to the group, and move the session on or end it. Record what happened as soon as the session finishes. Contact the parents of every child who may have seen it, the same day. Where the material may be illegal, report it to the police, the Internet Watch Foundation or the CEOP Safety Centre as appropriate.
A child says or types something abusive, discriminatory or sexualised	Stop it immediately and make clear it is not acceptable. Record the exact words. Contact the parents of the child who said it and of any child it was directed at, the same day. Where it is directed at another child, treat it as child-on-child abuse and follow section 8.
Nude or semi-nude images involving anyone under 18 are mentioned or appear	Do not view, copy, forward, save or ask to see the image. Report to the DSL immediately, and to the police and children's social care. Follow the DfE guidance Sharing nudes and semi-nudes: advice for education settings.
A child seems distressed, frightened, or unsafe at home	Keep the child talking if it is safe to do so. Contact the parent or carer, unless the concern is about them. Where there is immediate risk, call 999 and give the home address and emergency contacts from our records. Record and refer under section 8.
A child discloses abuse	Follow section 7, including the guidance at 7.2 on disclosures during a live session.
An account we do not recognise joins	Remove the account immediately. End the session if there is any doubt. Contact all affected parents the same day. Change the meeting link and issue a new join code before the next session. Record the incident.

What happens	What we do
A child's behaviour means they cannot stay in the session	Remove the child from the session calmly and without a scene in front of the group. Contact the parent the same day, explain what happened, what needs to change, and what will happen next time. Record it. We would only ever end a booking after a conversation with the parent.
The teacher's connection drops	The teacher rejoins as quickly as possible. If more than 15 minutes is lost, the session is rearranged free of charge. Children are told at the start of every block what to do if this happens, which is to leave the call and tell the adult at home.

12.10 Recording, photographs and images

- We do not record lessons. We do not video or photograph children, and we do not screenshot the video call.
- The only images we capture are in-game screenshots of children's builds and code, taken with the Minecraft Education camera and portfolio. These show the world the child has made, not the child.
- Children must not record, screenshot or photograph sessions, the teacher, or other children. We explain this to children, and we ask parents to reinforce it at home.
- Parents should not record sessions. A recording that includes other people's children would make the person recording responsible for it under data protection law, and we would ask for it to be deleted.
- If we want to use an in-game screenshot on our website, in a brochure or on social media, we ask for separate written parental consent. We explain where the image will be used and for how long, we do not name the child, and we remove it on request.
- In schools we use the school's own photography and consent arrangements rather than ours, and we follow whatever the school tells us about individual children.
- Images and screenshots are stored securely and deleted when they are no longer needed.

13. What we expect from children

This is the version we go through with children, and it can be shared with them at home. Parents are welcome to read it with their child before the first session.

- Be kind. Talk to other people the way you would like to be talked to.
- Use school words. If you would not say it to your teacher, do not say it here.
- Look after other people's builds. Do not break, take or change someone else's work unless they have said you can.

- Keep your information private. No surname, address, school, phone number, email or social media in chat or on signs.
- Do not ask anyone for their contact details, and do not give out yours.
- Do not share the join code or the meeting link with anyone, not even a friend who would love it.
- Do not arrange to meet or play with anyone from the session outside the lesson.
- Do not record, screenshot or photograph the session or the other children.
- If something makes you feel uncomfortable, worried or upset, tell Mr Miles or a grown up at home straight away. You will never be in trouble for telling someone.

14. What we ask of parents and carers

- Be at home, awake and contactable for the whole session, and able to reach your child.
- Set your child up in a shared family space rather than a bedroom.
- Help with the first log in, and tell us straight away if something is not working.
- Do not share the meeting link or the Minecraft join code with anyone outside the booking.
- Tell us about anything that affects your child's learning, health or wellbeing, including SEND, medical needs and anything happening at home that we should know about.
- Keep your contact details and emergency contacts up to date.
- Read the pupil code of conduct in section 13 with your child before the first session.
- Tell us if you have any concern at all, however small, about a session, about another child, or about us.
- Contact the local authority, the LADO, the NSPCC or the police directly if you are worried about a child's safety. You never need our permission, and you never need to come to us first.

15. Working in schools

When we work in a school we are a visiting professional on someone else's site, and the school's arrangements take the lead.

- Before the first session we ask the school for a copy of its safeguarding and child protection policy, and for the name and contact details of its DSL and deputy DSL.
- We report any concern about a child to the school's DSL the same day, using the school's system.
- We follow the school's rules on behaviour management, physical contact, intimate care, photography, mobile phones and device use.
- We sign in and out, wear the identification the school provides, and work within the supervision arrangements the school sets.
- We ask that safeguarding responsibilities are set out in the hire agreement, contract or memorandum of understanding, so that everyone is clear who is responsible for what.

- We keep our own brief record that a concern was raised, when, and to whom, but we do not duplicate the school's detailed records.
- Where we bring laptops for a club, they are configured for education use with appropriate filtering, no personal accounts signed in and no unsupervised general browsing, and they are checked between sessions.
- Where a club runs after the school day, we agree in advance with the school who is responsible for the children between the end of the school day and the start of the club, and how children are handed over to parents at the end.
- If we are ever not satisfied that a concern has been acted on, we will refer to the local authority ourselves.

16. Records, data protection and confidentiality

16.1 Safeguarding records

- Safeguarding records are written on the same day, in factual language, using the child's own words where they have said something.
- Every record is dated, timed and signed.
- Records are stored separately from ordinary business records, encrypted and password protected, and are accessible only to the DSL.
- Records are never stored on a shared or family device, and never in an unsecured cloud folder.
- We keep safeguarding records until the child's 25th birthday, and then review and securely destroy them. This follows the retention period used by schools under the Information and Records Management Society toolkit, which is referenced in the Department for Education's data protection guidance.
- Records of an allegation about an adult working with children are kept until that person reaches normal pension age, or for 10 years from the date of the allegation, whichever is longer. This follows the approach set out in Keeping Children Safe in Education.
- Records of low-level concerns are kept for as long as the person works with children for us, and then for 6 years.

16.2 Other personal information

- Registration and consent forms are kept securely for as long as a child attends, and are then disposed of securely.
- We collect only what we need, and we do not use children's personal information for marketing.
- Our full privacy notice explains what we collect, why, how long we keep it and what rights you have. It is available on request from jake@collaborativecomputing.co.uk, and is published on our website.

16.3 Sharing information

- We share information when it is necessary in order to protect a child.
- Data protection law does not prevent the sharing of information for safeguarding purposes. Where we are unsure whether to share, we share, and we record why.
- We do not promise confidentiality to a child.
- We do not share information about a child with anyone else without a lawful reason, and we do not discuss one family's circumstances with another.

17. Concerns, complaints and whistleblowing

17.1 If you are worried about a child's safety

Contact the DSL, Jake Miles, on jake@collaborativecomputing.co.uk. If your concern is about Jake Miles, or if you would simply rather not come to us, contact the Wiltshire LADO, your own local authority children's services, the NSPCC or the police using the details in section 4.

17.2 If you want to complain about the service

1. Tell us. Most things are sorted out quickly by talking. Email info@collaborativecomputing.co.uk or ring us.
2. If that does not resolve it, put your complaint in writing to jake@collaborativecomputing.co.uk. We acknowledge written complaints within 5 working days.
3. We respond in full within 20 working days, in writing, setting out what we found and what we will do.
4. We keep a record of complaints and what we did about them, and we use them to improve.

A safeguarding concern is never treated as a complaint to be handled internally. It goes straight to section 8 or section 9.

17.3 Whistleblowing

Any adult working for us, now or in future, can raise concerns about how the setting is run, about the conduct of another adult, about the treatment of a child, or about our safeguarding practice, without fear of any adverse consequence.

- Raise it with the DSL in the first instance.
- If that is not appropriate, or if you are not satisfied with the response, contact the Wiltshire LADO on LADO@wiltshire.gov.uk.
- The NSPCC Whistleblowing Advice Line on 0800 028 0285 gives free, confidential advice to anyone worried about how child protection concerns are being handled in an organisation.
- Where a child may be at risk, contact children's social care or the police directly. Do not wait.

18. Training and review

18.1 Training

- The DSL completes safeguarding and child protection training, including online safety, and refreshes it at least every two years. This follows the benchmark set for designated safeguarding leads in schools.
- The DSL reads Part One of Keeping Children Safe in Education and the DfE out-of-school settings guidance at the start of each academic year, and after any update.
- The DSL completes Prevent awareness training.
- The DSL holds current first aid training appropriate to the age of the children taught.
- We keep copies of all training certificates and can show them to schools and parents on request.
- Any future staff or volunteers complete safeguarding training before they work with children, and read this policy at induction.

18.2 Review

This policy is reviewed:

- at least once a year
- immediately after any safeguarding incident, whether or not a referral was made
- when national guidance changes, including annual updates to Keeping Children Safe in Education and to the DfE out-of-school settings guidance
- when we change the platforms we use, add a new type of provision, or start working with a new age group

18.3 Version control

Version	Date	Author	Changes
1.0	1 Sept 2026	Jake Miles	First version. Covers online Minecraft Education lessons, in-school provision and clubs.

Appendix A: Safeguarding concern record form

Complete this on the same day. Record facts and the child's own words, not opinion or interpretation. Store securely with safeguarding records.

Field	Entry
Child's full name	
Date of birth and year group	
Date and time of the concern	
Session or setting (online one to one, small group, school name)	
Who raised the concern, and their role	
What was seen, heard or reported. Use the child's exact words in quotation marks.	
Anyone else present, or who may have seen or heard it	
Action taken immediately	
Parent or carer informed? Yes or no. If no, why not.	
Referral made? To whom, by whom, date and time.	
Reference number given by children's social care or the LADO	
Decision, and the reason for it	
Follow up action and review date	
Signed and dated	

Appendix B: Sources and areas of uncertainty

This policy was written with reference to the following. Guidance is updated regularly, so check for the current version at each annual review.

- Department for Education, *After-school clubs, community activities and tuition: safeguarding guidance for providers*, last updated 9 February 2026. Non-statutory guidance. gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice
- Department for Education, *Keeping Children Safe in Education*, statutory guidance for schools and colleges, in force from 1 September 2026. gov.uk/government/publications/keeping-children-safe-in-education–2
- HM Government, *Working Together to Safeguard Children*, statutory guidance. gov.uk/government/publications/working-together-to-safeguard-children–2
- Department for Education, *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.
- Wiltshire Council, *Worried about a child* and *Local Authority Designated Officer (LADO)*. wiltshire.gov.uk
- NSPCC, safeguarding guidance for organisations, the NSPCC Helpline and the Whistleblowing Advice Line. nspcc.org.uk
- UK Safer Internet Centre, appropriate filtering and monitoring guidance for education settings. saferinternet.org.uk
- Information Commissioner's Office, guidance on data protection and children's data. ico.org.uk
- Minecraft Education support documentation on multiplayer, join codes, chat settings and teacher permissions. edusupport.minecraft.net
- Ofsted, Registration exemptions, last updated 1 November 2024. gov.uk/guidance/registration-exemptions
- Sexual Offences Act 2003; Safeguarding Vulnerable Groups Act 2006; Children Act 1989 and 2004; Equality Act 2010; Data Protection Act 2018.

Where the position is not clear cut

Three points are worth flagging honestly rather than glossing over.

Keeping Children Safe in Education is statutory for schools and colleges, not for out-of-school settings. The parts of this policy that follow it in our own online provision are best practice we have chosen to adopt, not a legal obligation on us.

The position of trust provisions at section 22A of the Sexual Offences Act 2003 name sport and religious settings. Whether they extend to private computing tuition is not settled in the guidance relied on here, which is why section 11.3 states our own position rather than resting on the statute.

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