ASPIRING MINDS
TUITION

EDUCATION   WELLBEING   CREATIVE

SAFEGUARDING POLICY

Reviewed July 2025

Safeguarding Policy

Contents

1. Purpose

At Aspiring Minds Tuition (AMT), safeguarding is our highest priority. We aim to provide a safe, nurturing and inclusive environment for all learners, especially those with Special Educational Needs and Disabilities (SEND) so they can thrive academically and personally. This policy sets out how we protect our learners from harm, abuse and neglect and promote a culture of vigilance, support and transparency across all AMT operations.

2. Scope

This policy applies to:
- All staff (permanent, temporary, contractors and volunteers)
- All learners and parents/carers
- Any visitors, partners or service providers associated with our organisation

It covers safeguarding during:
- One-to-one and group tuition (in person or online)
- Educational support activities
- Assessment and exam sessions (including BCS certifications)
- Communication between learners and staff (including digital platforms)
- Any off-site events or enrichment sessions

3. Legal and Regulatory Framework

This policy is informed by the latest statutory guidance and best-practice recommendations for safeguarding in educational settings, including tuition businesses, online learning and SEND provision. AMT ensures full compliance with the following:
- **Keeping Children Safe in Education (KCSIE) 2024**
  Statutory guidance for all schools and education providers on safeguarding and promoting the welfare of children.
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- **Working Together to Safeguard Children (2018, updated 2023)**
  Statutory guidance for inter-agency working to safeguard and promote the welfare of children.
  https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- **Children Acts 1989 and 2004**
  Framework legislation outlining duties to safeguard and promote children's welfare.
  https://www.legislation.gov.uk/ukpga/1989/41/contents
  https://www.legislation.gov.uk/ukpga/2004/31/contents

- Education Act 2002 (Section 175)
  Requires educational providers to safeguard and promote the welfare of children.
  https://www.legislation.gov.uk/ukpga/2002/32/contents
- The Equality Act 2010
  Protects individuals from discrimination and outlines duty to make reasonable adjustments, particularly for SEND learners.
  https://www.legislation.gov.uk/ukpga/2010/15/contents
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
  Statutory guidance for supporting children and young people with SEND in education.
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- The Prevent Duty (Counter-Terrorism and Security Act 2015, Section 26)
  Duty to prevent children from being drawn into extremism and terrorism.
  https://www.gov.uk/government/publications/prevent-duty-guidance
- Data Protection Act 2018 / UK GDPR
  Ensures the secure handling and storage of personal data, including safeguarding information.
  https://www.legislation.gov.uk/ukpga/2018/12/contents
- BCS Safeguarding Statement and Exam Invigilation Guidance
  Guidance on safeguarding responsibilities and expectations during BCS assessments.
  https://www.bcs.org/
- Local Safeguarding Children Partnership (LSCP) Procedures
  Local arrangements for managing child protection concerns.
  https://www.wakefieldscp.org.uk/

4. Our Commitment to Learners

We commit to:
- Promoting the welfare of all learners in our care
  We actively promote the physical, emotional, social and mental well-being of every learner in our care. This means creating an environment where children and young people can thrive, feel secure and build positive relationships with staff and peers. We recognise that safeguarding is everyone's responsibility and embed it across all areas of our work.

- Responding swiftly to any signs of abuse, neglect, exploitation or bullying
  We maintain a vigilant and proactive approach to identifying any signs of abuse, neglect, exploitation or bullying. Our staff are trained to recognise indicators of concern, including less obvious signs and understand the importance of immediate and appropriate action. We have clear procedures in place to report and escalate concerns without delay, ensuring that every learner receives timely support and protection.

- Ensuring SEND learners receive tailored safeguarding consideration (e.g. communication needs, vulnerability to grooming)
  We acknowledge that learners with Special Educational Needs and Disabilities (SEND) may face additional safeguarding risks, including communication barriers and increased vulnerability to exploitation or grooming. We tailor our safeguarding approaches to meet these needs by:
  - Using accessible communication methods appropriate to the learner's abilities (e.g. visual aids, simplified language, sign language).
  - Training staff specifically on safeguarding issues relating to SEND learners.
  - Ensuring close monitoring and personalised support for vulnerable learners to reduce risk and promote inclusion.

- Educating learners about personal safety, healthy relationships and digital risks
  We believe that education is a key preventative tool in safeguarding. We provide learners with age-appropriate guidance and learning opportunities about:
  - Personal safety and boundaries
  - Recognising and reporting abuse or harmful situations
  - Healthy relationships, consent and respect for others
  - Understanding and managing digital risks, including cyberbullying, online grooming and safe internet use
    These lessons empower learners with the knowledge and confidence to protect themselves and seek help if needed.

- Working in partnership with parents/carers and professionals
  We recognise that safeguarding is most effective when working collaboratively. We commit to:
  - Building strong, trusting relationships with parents and carers, keeping them informed about safeguarding matters and supporting them to promote their child's welfare.
  - Engaging constructively with external agencies, such as social services, health professionals, the police and voluntary organisations, to provide coordinated support for learners.
  - Sharing information appropriately and lawfully to protect learners and prevent harm, while respecting privacy and confidentiality.

By upholding these commitments, we strive to create an environment where all learners are safe, supported and able to achieve their full potential.

5. Designated Safeguarding Lead (DSL)

The DSL holds responsibility for all safeguarding matters and is trained to level 3. Their duties include:
- Managing safeguarding concerns and liaising with statutory agencies
- Providing staff guidance and supervision
- Recording and reviewing safeguarding cases
- Ensuring safer recruitment procedures are followed

Designated Safeguarding Lead (DSL): Lucy Stephenson
Contact Email: info@aspiringmindstuition.co.uk

6. Recognising Abuse and Vulnerability

Staff must be aware of indicators of:
- Physical, emotional, or sexual abuse
- Neglect or deprivation
- Domestic abuse exposure
- Peer-on-peer abuse (including harmful sexual behaviour)
- Online risks, including grooming, sextortion, radicalisation
- Exploitation (CSE/CCE)
- Bullying and cyberbullying

SEND learners may express concerns differently. Staff are trained to use accessible communication and trauma-informed approaches. We use additional vigilance where learners have communication challenges, are non-verbal or rely on others for intimate care.

7. Learners Who May Be Particularly Vulnerable

At AMT, we recognise that some children and young people are at greater risk of abuse and harm due to their circumstances, characteristics or additional needs. Safeguarding procedures are adapted to reflect the specific vulnerabilities of these learners.

7.1 SEND Learners

Children and young people with SEND may face additional safeguarding challenges.

These can include:
- Communication difficulties which can hinder disclosure or understanding of abusive behaviour.
- Reliance on others for personal care, increasing risk of abuse by those in positions of trust.
- Social isolation, leading to increased exposure to exploitation or online grooming.

- Difficulty recognising inappropriate behaviour, especially if they have learning or cognitive differences.
- A higher likelihood of experiencing bullying, cyberbullying or discrimination.

AMT takes proactive steps to safeguard SEND learners by:
- Ensuring all staff (permanent, temporary, contractors and volunteers) receive specialised safeguarding training that includes a focus on SEND vulnerabilities.
- Providing appropriate communication support and accessible resources for SEND learners.
- Working closely with parents/carers and external professionals to create individual safeguarding strategies where necessary.
- Embedding safeguarding considerations into individual support plans and reasonable adjustment arrangements.
- Promoting inclusive practice and recognising safeguarding risks in the delivery of online or 1:1 tuition.

7.2 Other Vulnerable Learner Groups

In addition to SEND learners, AMT identifies the following groups as potentially more vulnerable:
- Learners with mental health needs or emotional wellbeing concerns.
- Looked After Children (LAC) or previously looked after children.
- Learners with a history of trauma or abuse.
- Learners who identify as LGBTQ+ or are exploring their gender or sexual identity.
- Learners from minority ethnic backgrounds, including those with limited English proficiency.
- Children with caring responsibilities (Young Carers).
- Learners at risk of radicalisation, county lines exploitation or online harm.

7.3 Our Commitment

AMT ensures:
- All concerns about vulnerable learners are taken seriously and acted upon in line with KCSIE and Working Together to Safeguard Children.
- Additional support, monitoring and safeguarding measures are implemented for those identified as vulnerable.
- Multi-agency working is prioritised when necessary, including liaising with Local Authorities, BCS (where applicable) and safeguarding boards.

8. Procedures for Reporting Concerns

1. Any concerns must be immediately reported to the DSL.
2. Records should be clear, accurate and factual (not opinion).
3. Where a child is in immediate danger, staff may contact emergency services (999).
4. DSLs liaise with social care or Local Authority Designated Officer (LADO) if needed.

9. Safer Recruitment and Staff Conduct

AMT follows robust safer recruitment procedures, including:
- Enhanced DBS checks for all staff, including invigilators
- Verification of identity and references
- A comprehensive induction covering safeguarding and SEND
- Clear guidance on boundaries, behaviour and reporting

All staff sign a Code of Conduct and complete safeguarding training.

10. Online Safety and Remote Learning

Many of AMT's services operate online. We ensure:
- Use of secure, GDPR-compliant platforms (e.g. MS TEAMS with passwords)
- All sessions are supervised or recorded (as appropriate)
- Learners and parents/carers receive guidance on online safety
- All staff uphold professional boundaries (e.g. no private messaging)
- Monitoring of inappropriate behaviour, e-safety breaches or online abuse

11. Cyberbullying and Digital Harm

Cyberbullying includes threats, humiliation or harassment through digital channels. AMT will:
- Investigate all reported incidents
- Support affected learners with tailored interventions
- Work with parents/carers to educate on digital behaviour
- Report serious concerns to external authorities (police, CEOP, social services)

Online safety is an integral part of our tuition and is embedded within our Learner Agreement – Code of Conduct.

12. Exam Invigilation and External Assessments

We work with awarding bodies like BCS and follow their safeguarding and invigilation protocols. All invigilators:

- Are DBS checked
- Receive safeguarding and SEND awareness training
- Follow adapted procedures for learners with access arrangements or reasonable adjustments
- Report any safeguarding concerns immediately to the DSL

13. Working with Parents/Carers and External Providers

We collaborate with:
- Parents/carers to build trusting, transparent relationships
- Learners' educational providers, especially SENCOs or DSLs, when shared care is involved
- Local safeguarding partnerships
- BCS and other qualification bodies when exams or assessments are conducted

Consent is obtained when information sharing is required unless there is a safeguarding risk.

14. Record Keeping and Confidentiality

- Records are stored securely using password-protected systems
- Information is only shared with authorised individuals
- Files are retained in line with our data protection policy and reviewed termly

15. Training and Continuing Professional Development

- All staff complete safeguarding refreshers
- DSLs receive enhanced training every 2 years
- Staff working with SEND learners receive additional training
- Invigilators and temporary staff receive safeguarding briefings and policy guidance

16. Linked Policies

This policy should be used in conjunction with the following AMT policies, which together help ensure the safety, protection, and wellbeing of all learners and staff:

- **E-Safety and IT Acceptable Use Policy**
  Outlines expectations for safe and appropriate use of technology to protect learners and staff from online risks

- **Equality, Diversity and Inclusion Policy**
  Ensures all learners are treated fairly and protected from discrimination, which is central to safeguarding practice
- **Reasonable Adjustments Policy**
  Supports learners with SEND to access learning safely and equitably, reducing risks of exclusion or harm
- **Complaints Policy**
  Provides a clear route for raising safeguarding concerns that may fall outside immediate child protection procedures
- **Staff Agreement: Code of Conduct**
  Sets behavioural standards for staff, helping to prevent abuse of power or misconduct
- **Learner Agreement: Code of Conduct**
  Promotes respectful, safe behaviour among learners and helps prevent bullying, harassment, or peer-on-peer abuse

17. Monitoring, Evaluation and Review

- This policy is reviewed annually by the DSL and senior leadership
- Incident logs and response data are evaluated to improve procedures
- Stakeholder feedback (learners, staff, parents) informs improvements
- Lessons learned from safeguarding cases are shared (anonymously) for CPD

18. Safeguarding Contact Details

The following contacts must be used for reporting or escalating any safeguarding concerns involving children, young people or vulnerable adults involved with AMT:

1. Designated Safeguarding Lead (DSL) – Aspiring Minds Tuition (AMT)
Name: Lucy Stephenson
Role: Designated Safeguarding Lead (DSL)
Email: info@aspiringmindstuition.co.uk
Phone: 07764501214

2. Wakefield Local Authority Designated Officer (LADO)
LADO Contact Name: Claire Pritchard
Phone: 01924 302155
Email: lado@wakefield.gov.uk
Further Information:
LADO information on Wakefield Council's website
For allegations against adults working with children.

3. Wakefield Multi-Agency Safeguarding Hub (MASH)
For reporting new safeguarding concerns:
- Phone (Mon–Fri 8:30–5:00): 0345 8 503 503
- Out of Hours Emergency Duty Team: 0345 8 503 503
- Email (Professionals): social_care_direct@wakefield.gov.uk

- Secure Email: social_care_direct@wakefield.gov.uk.cjsm.net
- https://www.wakefieldscp.org.uk/

4. NSPCC Helpline (for advice and anonymous reporting)
Phone: 0808 800 5000
Website: www.nspcc.org.uk
Free and confidential advice for anyone worried about a child.

5. Police – Emergency and Non-Emergency
- In an emergency: Call 999
- Non-emergency (to report a concern): Call 101

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