



SAFEGUARDING POLICY & PROCEDURES

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The aim of this document is to (1) inform parents of Marvellous Minds Tuition LTD's policies and responsibilities in regard to safeguarding and (2) inform all Marvellous Minds Tuition LTD staff of their responsibilities when working with children.

Marvellous Minds Tuition LTD recognises that because of the day to day contact with children, centre staff are well placed to observe the outward signs of abuse. The setting will therefore:

- ✓ Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- ✓ Ensure that children know there are adults in the centre whom they can approach if they are worried.



Marvellous Minds Tuition LTD recognises that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The setting may be the only stable, secure and predictable element in the lives of children at risk. When at the setting their behaviour may be challenging and defiant or they may be withdrawn. The setting will endeavour to support the member through:

- ✓ The setting ethos which promotes a positive, supportive and secure environment and gives members a sense of being valued
- ✓ The setting has a behaviour policy. The centre will ensure that the students know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- ✓ Liaison with other agencies that support children such as **Social Services, Education Welfare Service and Educational Psychology Service.**



Introduction

A child is defined as a person under the age of 18 (The Children Act 1989). For the purpose of this policy document.

- The term 'child' will be used to describe all children and young people under the age of 18 years old participating as a member at Marvellous Minds Tuition Ltd.
- The term 'staff' will be used to describe those employed on a contract of employment at Marvellous Minds Tuition Ltd. including those working on a voluntary or temporary basis.

Staff should implement this policy using the following guidelines when conducting work that involves children. This will protect the safety and wellbeing of children engaging with Marvellous Minds Tuition and that of our own staff.

For all activities and events involving children at Marvellous Minds Tuition Ltd., at least one member of staff should lead on safeguarding, raising awareness of this policy and its guidelines among other staff and, where appropriate, children and parents.

Where staff are likely to engage with a child on a one-to-one basis, it is imperative that he/she is appropriately safeguarding trained.

How Children's Concerns And / Or Expressions Of Need Are Perceived And Responded To

At Marvellous Minds Tuition staff are taught and encouraged to appreciate that children communicate their worries and concerns in a multitude of ways – in fact, direct verbal expression is less likely than e.g. behaviour changes or activity giving cause for concern, perhaps a piece of artwork which gives rise to some thought of “inappropriate” activity or knowledge beyond a child’s years, flinching when a hand or arm is raised innocently as if scared of being struck, unusual depression, unexplained bruising, burns, injuries etc. Above all, children and young people who are in need or trouble always deserve and need:

- Someone who will listen
- Who will not make judgements
- Who will not make false promises about keeping a secret when that is not possible
- Who will not reject what they are saying as untrue

A troubled child or young person will need to be reassured that their needs are being put first, not being put second fiddle to other concerns. The staff member is in a unique position in terms of sympathetic environment and of TRUST.



Suitability And Nature Of Physical Environment

The layout of the activity, premises and sites have been considered in terms of a child’s safety, including from a safeguarding viewpoint. A Risk Assessment is conducted annually in consideration of physical and safeguarding risks and to maintain standards within the setting.





Marvellous Minds Tuition Safeguarding Policy

In our provision for children Marvellous Minds Tuition will ensure that:

- The welfare of the child is paramount.
- All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs, and/or sexual identity have the right to protection from abuse.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff have a responsibility to report concerns to the appropriate safeguarding lead member of staff.

Policy Statement

Marvellous Minds Tuition staff have a professional duty to take such steps that, in the circumstances of a care setting, are reasonable to see that the child is safe from harm while involved in Marvellous Minds Tuition activities. All children have a right to protection, and the needs of disabled children and others who may be particularly vulnerable must be taken into account. Marvellous Minds Tuition will ensure the safety and protection of all children involved in its activities through adherence to the Safeguarding guidelines it has adopted.

Policy Aims

The aim of the Marvellous Minds Tuition Safeguarding Policy is to promote good practice:

- Providing children and young people with appropriate safety and protection whilst visiting/ in the care of Marvellous Minds Tuition.
- Allow and enable all staff to make informed and confident responses.

Policy Implementation

The Marvellous Minds Tuition Safeguarding Policy will be implemented by adhering to the policy guidelines within this document. All staff who work with children must adhere to this policy. Our guidelines cover the following areas.

1. Staff recruitment, support, and training
2. Staff conduct
3. Safeguarding procedures

Staff Recruitment, Support And Training

For staff working with children at Marvellous Minds Tuition LTD safer recruitment will be ensured by following Keeping Children Safe in Education (2023) statutory guidance. Marvellous Minds will check candidates' suitability to work with children under the following criteria:

1. Suitability questions at interview including qualifications, responsibilities, and safeguarding requirements.
2. Online checks carried out on shortlisted candidates.
3. Identity and proof of address of staff member.
4. Eligibility to work in the UK.
5. All staff have an Enhanced DBS check with barred list check and these are undertaken annually or staff member is on the update service. Update service checks conducted annually.
6. Oversea police check/certificate of good conduct for staff that have resided outside of the UK in the last five years
7. A minimum of two references requesting details of their previous experience and suitability to work with children. If available, one must be from their most recent employer.
8. A record of staff's current and history of physical and mental health.
9. Prohibition from teaching checks conducted.
10. Verification of a candidate's 10 year work history, any gaps in employment accounted for.

Staff training covers:

1. Induction training in health and safety, fire safety, safeguarding, behaviour management and the 'common core skills and knowledge of the children's workforce'
2. All staff will read the Marvellous Minds Tuition staff induction pack including the Safeguarding Policy & Procedure.
3. Awareness of safeguarding issues will continue to be addressed through all on-going training and workshops.

The company Senior Designated Safeguarding Lead and the Deputy Safeguarding Leads have undertaken **CPD Certified Advanced Safeguarding Training and Prevent awareness training**, and are able to provide advice and support to other members of staff on protecting children from the risk of abuse or radicalisation.

Staff Conduct

All staff should demonstrate exemplary behaviour in order to protect themselves from allegations of misconduct. Staff should maintain their standards of behaviour therefore acting as a role model. The following are common sense examples of how to create a positive culture and climate within the centre. The Staff Code of Conduct Policy should be read by all staff members. At Marvellous Minds Tuition LTD good practice means:

- Staff Conduct All staff should demonstrate exemplary behaviour in order to protect themselves from allegations of misconduct. Staff should maintain their standards of behaviour therefore acting as a role model. The following are common sense examples of how to create a positive culture and climate within the centre. Good practice means:
- Always work in an open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets). There may be rare occasions when a confidential one-to-one meeting is necessary and in such circumstances, the meeting should be conducted in a room with an open door or visual access. Where this is not possible, the member of staff should ensure that there is another adult nearby.
- Avoid all physical contact with a member at all times. There may be occasions where a distressed member needs comfort which may include physical comforting; staff should use their discretion to ensure that it is appropriate and not unnecessary or unjustified contact.
- Treat all children equally, and with respect and dignity. Marvellous Minds Tuition Ltd. will take positive action to eliminate discrimination against any person or group of people. Staff should ensure that children are protected from discrimination on any grounds, including ability and challenge discriminating comments and behaviour. Staff should promote positive attitudes towards differences.
- Never contradict an instruction given by a tutor/manager or other member of staff.
- Maintain a safe and appropriate distance from children e.g. it is not appropriate for staff to have an intimate relationship with a child i.e. do not pick them up, cuddle or allow them to sit on your lap).

- Building balanced relationships based on mutual trust which empowers children to share in the decision making process.
- Conducting yourself in a manner that sets a good example to the participants. Be an excellent role model – this includes not smoking or drinking alcohol or the discussion of in the company of /whilst responsible for children.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Never using physical force against a member, unless it constitutes reasonable restraint to protect him/her or another person or to protect property. If it is necessary to restrain a participant because they are in immediate danger to themselves or others or property the minimum force should be used for the shortest amount of time. Remain calm and get the attention of another member of staff. The incident should be recorded in writing, with a witness statement (where possible), immediately afterwards. The parent/carer should also be notified as soon as they come to collect the child.
- Never use physical punishment or threat of physical punishment.
- Secure parental consent in writing if the need arises to administer emergency first aid and/or other medical treatment where the participant is under 16. First aid given should be recorded in writing and reported to the lead member of staff who will inform the parent or carer.
- Keep a written record of any injury that occurs, along with the details of any treatment given.
- Always refer any problems to the safeguarding lead member of staff and complete the safeguarding report document immediately in as much detail as possible.
- Question any unknown adult who enters the premises and/or who attempts to engage with the children.



Practices Never To Be Sanctioned:

- Engaging in rough, physical or sexually provocative games, including horseplay.
- Engaging in any form of inappropriate touching including pinching or slapping.
- Children's inappropriate use of language and/or behaviour. This should always be challenged.
- Sexually suggestive comments to a child.
- Reducing a child to tears as a form of control.
- Allegations made by a child to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children or disabled adults that they can do for themselves.

Challenging Behaviour:

At Marvellous Minds Tuition we use the following guidelines to deal constructively and effectively with challenging behaviour.

- Tutors are made distinctly aware of what unacceptable behaviour is by managers and senior members of Marvellous Minds Tuition Staff.
- Explain to children why certain behaviour is unacceptable. This makes children feel responsible for their behaviour and thus less likely to repeat it. Model good behaviour.
- Always make sure it is the behaviour that is punished and not the person. Always avoid labelling someone as 'bad'.
- Tutors should speak to students in a calm, collected and polite manner and remind students of their expectations and what constitutes acceptable/non-acceptable behaviour.
- At times it may be necessary to speak to students individually to address challenging behaviour.
- Tutors should seek help from line manager if they encounter difficulties in dealing with challenging behaviour in their students.

Use Of Photographic / Filming Equipment

Written consent to take and use images of children are obtained from parents when registering their child on the parents information form.

Parents will be made aware of when, where and how the images may be used in order to give their informed consent. This includes information regarding use of images e.g. in print, multimedia, broadcast; for what purpose e.g. promotion, publicity, evaluation, audit, review; and where possible an indication of who the audience will be e.g. the general public, the participating children and their families, other organisations and institutions.

Parents are not permitted to take photos/videos unless it is of their own child and no other children feature in the background.

Remote / Online Learning

At Marvellous Minds we offer in person tuition, however there may be times when remote tuition delivered online is necessary. In these instances keeping pupils, students and teachers safe is essential. Teachers delivering remote education online should be aware that the same principles set out in the school or college staff behaviour policy (sometimes known as a code of conduct) will apply.

In conversations with parents, carers, pupils, and students, tutors should emphasise the importance of a safe online environment, which amongst other things, means keeping any log-in credentials and passwords safe. They should offer support and advice on how to do this. It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- ✓ sites they will be asked to use
- ✓ school staff their child will interact with



Reporting Concerns

All staff should continue to act immediately if they have any concerns about a child or young person's welfare, whether the child or young person is physically in school or learning from home.

Pupils and students should be encouraged to speak up if they come across something worrying online.

It is essential to have and communicate clear reporting routes so that pupils, students, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education.

Harmful Or Upsetting Content

Get support on:

- ✓ reporting online abuse from the National Crime Agency's Child Exploitation and Online Protection command.
- ✓ reporting harmful online content to the UK Safer Internet Centre
- ✓ safeguarding from radicalisation, building resilience to extremism, and promoting shared values at Educate Against Hate
- ✓ your approach to dealing with harmful online challenges and online hoaxes.
- ✓ handling the sharing of nudes and semi-nudes

Online Safety Advice For Parents and Carers

Marvellous Minds Tuition should encourage parents and carers to provide age-appropriate supervision for the internet use of the children and young people in their care. Amongst other things, this should include:

- ✓ talking to their children about not accessing age-inappropriate material on devices.
- ✓ knowing who their children are talking to online.
- ✓ setting up age-appropriate parental controls on digital devices.
- ✓ Internet filters should be used to block malicious websites. These are usually free, but often need to be turned on.



Virtual Lessons And Live Streaming

Remote teaching will include both recorded or live direct teaching time, and time for pupils and students to complete tasks and assignments independently. When running an online session, tutors will ensure they do the following (this is not an exhaustive list):

- ✔ use neutral or plain backgrounds
- ✔ ensure appropriate privacy settings are in place
- ✔ ensure staff understand and know how to set up and apply controls relating to pupil and student interactions, including microphones and cameras.
- ✔ set up lessons with password protection and ensure passwords are kept securely and not shared.
- ✔ ensure all pupils, students, parents and carers have a clear understanding of expectations around behaviour and participation.

Providing Pastoral Care Remotely

Where pupils and students are required to remain at home following government guidance, helping parents, carers, pupils and students to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety. As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty. Marvellous Minds Tuition will consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils and students who are vulnerable or have special educational needs and disabilities (SEND). This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Filtering and monitoring

At Marvellous Minds settings students do not use computers in their learning. The centre owned devices used by staff members have relevant internet filters enabled to block malicious websites, harmful sites and inappropriate content. Computers used for learning at schools where Marvellous Minds tutors work are set up in accordance with the school's filtering and monitoring processes and reviewed annually.

We appreciate that no filtering system can be 100% effective and as such any use of computers by students is monitored by staff and students are taught about internet safety and managing risk when online.

Personal Data And GDPR

Marvellous Minds Tuition will continue to follow guidance on data protection and GDPR.

When managing personal data, Marvellous Minds Tuition may need to consider:

- taking care not to share contact details when emailing multiple people.
- being careful when sharing usernames and other personal data for access to online resources.
- providing access to school data systems safely.
- providing or making available sufficient information to data subjects, pupils, student, parents and carers to raise awareness about the personal data captured during lesson recordings, particularly where cameras are switched on.

Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include:

- increased absence from school
- a change in friendships or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

The likelihood of involvement in serious violence may be increased by factors such as:

- being male
- having been frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

A fuller list of risk factors can be found in the Home Office's Serious Violence Strategy. Staff should also be aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Staff should follow Marvellous Minds' safeguarding incident process by reporting any safeguarding concern relating to serious violence to the Designated Safeguarding Lead immediately and fill out an incident record form. If working in a school, report it directly to the school's designated safeguarding lead and follow the school's safeguarding policy. Ensure Marvellous Minds safeguarding lead is also aware of the incident and the process that was followed.

Female Genital Mutilation

The Serious Crime Act 2015 amended the FGM Act 2003 to introduce a mandatory duty on all teachers and registered health and social care professionals (in England and Wales) to notify the police of any “known” cases (those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out) where FGM has taken place on a child (i.e. anyone under the age of 18). If you fall into one of these categories it is therefore your duty to report it directly to the Police, as well as notifying your designated safeguarding lead. The duty does not apply where there are concerns that a child may be at risk of FGM. With regards to the “observing of physical signs”, the guidance notes that it will be rare for most professionals to see visual evidence (other than when, for example, they provide intimate care for a child such as nappy changing or assistance with toileting) and they should not be examining children. All Marvellous Minds staff need to be aware of their duty to report known cases directly to the police. I.e. the process for reporting a concern about a child to the Designated Safeguarding Lead who will then review and/or report the concern further does not apply here. Staff members who are aware of FGM cases will **need to report it directly to the police**. Marvellous Minds DSL and/or Deputy DSL will support you in this process.

FGM is abuse. Courts may make FGM Protection Orders which aim to protect specific children from being harmed. Where there is concern that the girl is at risk of FGM, staff should inform your Designated Safeguarding Lead, and a referral should be made to children’s social care. If the girl is in imminent danger, the police should be called on 999 immediately. Under the mandatory reporting legislation, **teachers are required to report known cases of FGM in under 18s to the police**. A known case is where there has been visual identification (which, usually, applies to healthcare professionals) or direct verbal disclosure that she has already undergone FGM. Staff should also inform their Designated Safeguarding Lead. The girl should be offered medical help and counselling. Action should also be taken to protect any other girls in the family and to investigate possible risk to others in the community.

We should not rely on young people to identify their own abuse – often they don’t know they are being abused or are unable to tell us for whatever reason. In the case of FGM they may not even remember it being done if it took place when they were an infant. Staff should follow Marvellous Minds’ safeguarding incident process by reporting any incident or suspected incident of female genital mutilation to your safeguarding lead immediately and fill out an incident record form. If working in a school, report it directly to the school’s designated safeguarding lead and follow the school’s safeguarding policy. Ensure Marvellous Minds safeguarding lead is also aware of the incident and the process that was followed.

Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (Department for Education, 2017; Nldirect, 2021; Scottish Government, 2018; Wales Safeguarding Procedures Project Board, 2020a).

Children and young people in sexually exploitative situations and relationships are persuaded or forced to perform sexual activities or have sexual activities performed on them in return for gifts, drugs, money or affection.

CSE can take place in person, online, or using a combination of both. Perpetrators of CSE use a power imbalance to exploit children and young people. This may arise from a range of factors including:

- age
- gender
- sexual identity
- cognitive ability
- physical strength
- status
- access to economic or other resources (Department of Education, 2017).

Sexual exploitation is a hidden crime. Young people have often been groomed into trusting their abuser and may not understand that they're being abused. They may depend on their abuser and be too scared to tell anyone what's happening because they don't want to get them in trouble or risk losing them. They may be tricked into believing they're in a loving, consensual relationship.

Some children and young people are trafficked into or within the UK for sexual exploitation. When sexual exploitation happens online, young people may be persuaded or forced to:

- have sexual conversations by text or online
- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone (Hamilton-Giachritsis et al, 2017).

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in further sexual activity. Images or videos may continue to be shared long after the sexual abuse has stopped.

Recognising Child Sexual Exploitation

Child sexual exploitation (CSE) can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Behavioural Indicators

Children and young people who are being sexually exploited may display certain behaviours:

- displaying **inappropriate sexualised behaviour** for their age.
- being fearful of certain people and/or situations.
- displaying significant changes in emotional wellbeing.
- being isolated from peers/usual social networks.
- being increasingly secretive.
- having money or new things (such as clothes or a mobile phone) that they can't explain.
- spending time with older individuals or groups.
- being involved with gangs and/or gang fights.
- having older boyfriends or girlfriends.
- missing school and/or falling behind with schoolwork.
- persistently returning home late.
- returning home under the influence of drugs/alcohol.
- going missing from home or care.
- being involved in petty crime such as shoplifting.
- spending a lot of time at hotels or places of concern, such as known brothels.
- not knowing where they are, because they have been **trafficked** around the country (Department for Education, 2017).

Physical Signs Include:

- unexplained physical injuries and other signs of **physical abuse**.
- changed physical appearance - for example, weight loss.
- scars from self-harm (Department for Education, 2017).

Repeat sexually transmitted infections, pregnancy and terminations can also be a sign of CSE (Coffey and Lloyd, 2014).

Reporting

If you think a child is in immediate danger, contact the police on **999**. If you're worried about a child but they are not in immediate danger, you should share your concerns.

- **Follow Marvellous Minds' organisational child protection procedures** ie. record concerns on the company incident form and tell the relevant Safeguarding Lead about the concerns.
- **Contact the NSPCC Helpline** on **0808 800 5000** or by emailing **help@nspcc.org.uk**. Our trained professionals will talk through your concerns with you and give you expert advice.
- **Contact your local child protection services**. Their contact details can be found on the website for the local authority the child lives in.
- **Contact the police**.

Child Criminal Exploitation

Child criminal exploitation (CCE) is a form of child abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity.

- In exchange for something the victim needs or wants
- For the financial or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence.

Victims may have been criminally exploited even if the activity appears consensual. Whilst such exploitation may involve physical contact e.g. being forced to shoplift, pickpocket or take part in 'county lines' activity, it can also occur through the use of technology. Recent evidence shows an increase in children being targeted to act as money mules by fraudsters who wish to hide money from the authorities. Targeted through adverts on social media, video sharing sites and in some cases outside schools, children are offered money in exchange for 'squaring', that is moving the fraudster's money through their bank accounts. The fraud prevention service Cifas reported there were 5,819 cases of young people aged 14-18 using their bank accounts for money muling. Most are unaware that allowing their bank account to be used in this way is unlawful and carries a maximum sentence of 14 years in prison.

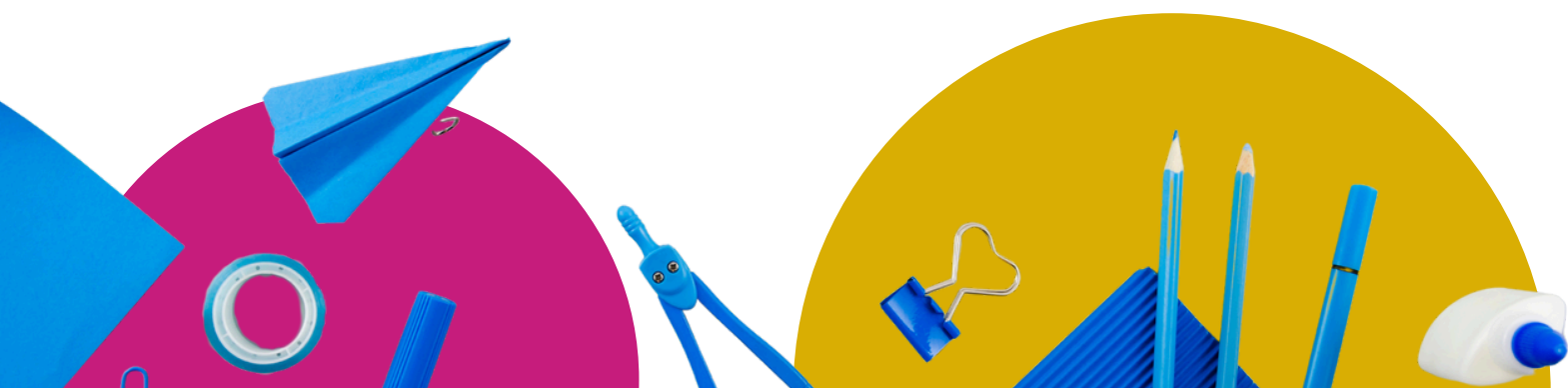
Spotting The Signs And Indicators:

Whilst not an exhaustive list, indicators of CCE include:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

Child-on-child abuse including child-on-child sexual violence and sexual harassment

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. It can happen both inside and outside of school/college and online. It is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children/young people; physical abuse; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment; non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent; upskirting; and initiation/hazing type violence and rituals.



This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers.

At Marvellous Minds Tuition we have a zero tolerance approach to sexual violence and sexual harassment. It is never tolerated and will never be accepted and all staff are aware of what constitutes acceptable and non-acceptable behaviour from students. Students are reminded of our organisation’s expectations of them, including our policies around bullying and sexual harassment. At Marvellous Minds Tuition we foster a culture of kindness, care and respect and we expect all of our students and staff to adhere to these core values. This is discussed with students directly in our lessons and is also encouraged through lesson-based activities as well as the reward systems we use, including star of the week and our ‘star cards’.

Stopping harm and ensuring immediate safety is an education setting’s first priority with regards to child-on-child abuse. Staff members at Marvellous Minds are taught to spot the signs and indicators of child-on-child abuse and react effectively and appropriately.

Spotting The Signs And Indicators

- absence from school or disengagement from school activities.
- physical injuries.
- mental or emotional health issues.
- becoming withdrawn – lack of self esteem.
- lack of sleep.
- alcohol or substance misuse.
- changes in behaviour.
- inappropriate behaviour for age.
- harmful towards others.

Marvellous Minds tutors and staff spotting the signs of child-on-child abuse should intervene immediately and follow the internal safeguarding processes as outlined in reporting the reporting a safeguarding concern document, reporting the concern to the Designated Safeguarding Lead. If staff need clarification or guidance on spotting the signs of child-on-child abuse or the appropriate action when concerned about child-on-child abuse staff should speak to the Designated Safeguarding Lead or the Deputy Safeguarding Lead. Depending on the nature of the incident or concern, the Designated Safeguarding Lead may investigate further by seeking information from those involved or witnesses, speak to those children involved and their parents/carers where relevant to discuss, explain and, in some cases, educate the perpetrator on unacceptable behaviour, refer the victims/children involved to Early Help or other relevant agencies such as Social Services for intervention, liaise with other agencies for appropriate support, carry out a risk assessment for managing other similar behaviour at our centre and in some cases, refer the case to the police.

Prevent Duty

Events in the UK and Europe has resulted in an elevated focus on the prevention of people being drawn into terrorism. KCSIE defines terrorism as:

“an action that endangers or causes serious violence to a person/ people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.”

Prevent duty is a multi-agency responsibility, and as such schools and other educational settings, such as our organisation, have a role to play, and must work effectively within local area safeguarding partnership procedures. Critical to fulfilling this role is ensuring all staff and volunteers have a clear understanding of the duty and what is expected of them.



The Prevent strategy was further revised by the Home Office as part of the overall counterterrorism strategy called **CONTEST**. **CONTEST** has 4 key areas of work:

- ✓ **PREVENT** – stopping people becoming terrorists or supporting terrorism;
- ✓ **PURSUE** – stop terrorist attacks and prosecute wherever possible;
- ✓ **PROTECT** – strengthen protection against terrorist attack in the UK and overseas interests;
- ✓ **PREPARE** – mitigate terrorist attack when it cannot be stopped.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Counter-Terrorism and Security Act 2015 this is described as the need to:

“Prevent people from being drawn into terrorism”.

Government Office defines radicalisation as:

“the support of terrorism and extremist ideologies associated with terrorist groups”.

Radicalisation is a gradual process therefore early intervention offers the possibility to steer someone away from being drawn into terrorist activity. There are a range of factors, combinations of which may contribute to making someone vulnerable to being drawn into terrorism. These are:

1. Peer pressure;
2. Influence from other people;
3. The Internet;
4. Bullying;
5. Crime;
6. Anti-social behaviour;
7. Family tension;
8. Lack of self-esteem;
9. Personal political grievances.

Similar to Child Protection assessment of risk, it is the combination of circumstantial factors which may elevate a professional's concern that a person presents as vulnerable. Robust information sharing is essential to enable an accurate assessment of potential vulnerability and concerns.

Marvellous Minds staff are trained in government Prevent Duty guidance as part of their safeguarding training. Any concerns of radicalisation or extremism should be referred to the Designated Safeguarding Lead immediately and the concern should be recorded in line with our general recording processes.

Domestic Abuse

The term domestic abuse applies to any type of controlling, bullying, threatening or violent behaviour between people in a relationship. Whilst the majority of cases feature abuse by a partner or ex-partner, domestic abuse can also be perpetrated by a family member or carer. Such abuse may occur on a one-off incident or as a pattern of incidents which may include:

- Coercive and controlling behaviour;
- Threatening behaviour;
- Violent behaviour;
- Sexual violence;
- Degrading behaviour where the victim is made to feel worthless;
- Harassment;
- Stalking;
- Teenage relationship abuse, experiencing domestic abuse within their own intimate relationships;
- Financial or economic abuse;
- Online/digital abuse.

Witnessing any form of domestic abuse can seriously harm children and young people, this is recognised as a form of child abuse.



Controlling And Coercive Behaviour

Coercive control is a key feature of domestic abuse. Whilst this may include assaults, the focus of such behaviour involves the perpetrator using threats, humiliation and intimidation to control, harm, punish or frighten their victim. This behaviour is carried out and maintained with the aim of making victims dependent on the perpetrator through actions such as isolating them from support, depriving them of independence, regulating/controlling their everyday behaviour and by exploiting them. Coercively controlling behaviour creates a real sense of fear, where victims can feel trapped, confused and unable to take action to protect themselves and their dependents. Under section 76 of The Serious Crime Act (2015), coercive control is a criminal offence. The Domestic Abuse Act The Domestic Abuse Bill passed both Houses of Parliament and was signed into law on 29 April 2021. As such The Domestic Abuse Act is now in place and provides further protections for people who experience domestic abuse, as well as strengthened measures to tackle perpetrators.

Prevalence Of Domestic Abuse

Due to the nature of this type of abuse, it is difficult to collate accurate statistics on the prevalence of domestic abuse. The Crime Survey for England and Wales estimated that 2.4 million adults experienced domestic abuse in the year ending March 2021. During this period, the police recorded 844,955 offences as domestic abuse-related crimes, a 6% increase on the previous year. This included 672,383 violence-against-the-person offences flagged as domestic abuse-related. These figures do not include domestic abuse-related incidents, when a report is made but where, after initial investigation, the police have concluded that no notifiable crime was committed. The survey recorded that, during this period, 1.6 million women and 757,000 men experienced domestic abuse. There are many factors that can stop a victim leaving an abusive relationship. This includes:

- Gaining access to safe housing;
- Being economically dependent on the abuser and having insufficient financial resources to live independently;
- Being emotionally involved with their abuser;
- Guilt that they are breaking up the family;
- Embarrassment or shame;
- Religious beliefs

How well adults and children react to surviving domestic violence or abuse will be influenced by the support they receive. Increasing their ability to be resilient will enable them to move forward after such adversities. *In line with safeguarding legislation, we have a duty to identify those who may be experiencing or witnessing domestic violence and abuse and appropriately refer them on to other services to ensure they are safe and properly protected.*

Impact On Children

Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse.

Children may experience domestic abuse directly, but they can also experience it indirectly by:

- hearing the abuse from another room
- seeing someone they care about being injured and/or distressed
- finding damage to their home environment like broken furniture
- being hurt from being caught up in or trying to stop the abuse
- not getting the care and support they need from their parents or carers as a result of the abuse

If an adult or a child discloses domestic violence or abuse it is important not to confront the alleged abuser.

As with all other safeguarding disclosures, it is important that staff reassure them that they are taking what they have said seriously and that they were right to disclose. Such disclosures should be reported immediately to the Designated Safeguarding Lead (DSL) or the deputy, as delayed reporting could place them at further risk. Once notified, the DSL will liaise with appropriate agencies to protect those at risk and develop a support plan. Domestic abuse and violence are the most prevalent forms of abuse. As such it is really important to be able to recognise the signs and symptoms of this abuse and how to support those thought to be or who are known to be at risk.



Mental Health And Safeguarding

Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing. Mental health can also change over time, to varying degrees of seriousness, and for different reasons.

Negative experiences such as abuse and neglect can adversely impact a child's mental health, as such mental health issues can be a safeguarding concern. Mental health issues can also sometimes lead to safeguarding and child protection issues, for example if a child's mental health begins to put them or other people at risk of harm.

Professionals need to be able to recognise the signs that a child may be struggling. However, it's important to remember that some mental health issues may not have visible signs. There are also factors that might make it more difficult for a child or young person to ask for help.

Some children and young people may try to hide how they are feeling or what they are doing.

Children who have experienced abuse may be reluctant to talk about how they are feeling, particularly if they haven't yet told anyone about the abuse. They may feel that something is wrong with them or that things may get worse if they talk about it.

Identifying and responding to mental health concerns may be one way of helping children who are experiencing abuse to get the support and protection that they need.

There are ways staff can identify if a child needs support with their mental health.

By being attentive to a child or young person's mood and behaviour staff can recognise patterns that suggest they need support.

Common warning signs of mental health issues include:

- sudden mood and behaviour changes.
- self-harming.
- unexplained physical changes, such as weight loss or gain.
- sudden poor academic behaviour or performance.
- sleeping problems.
- changes in social habits, such as withdrawal or avoidance of friends and family.

At Marvellous Minds we foster an open, non-judgemental, and safe environment to help students feel comfortable and able to share any worries they may have without the fear of being judged. If staff have concerns about any of their students' mental health they should discuss their concerns with their Designated Safeguarding Lead.



Children Absent from Education Safeguarding

Marvellous Minds provide supplementary educational support and we are therefore not in the same position as schools to spot the signs of students who are absent from education. Nevertheless if students known to us are absent from school and they are not receiving a suitable education elsewhere, we have a safeguarding duty towards them to ensure that they are safe. Staff members should be alert to the potential need for early help for a child who is persistently absent from education.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important that educational settings responds to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

If staff members have concerns regarding children absent from education they should share these concerns with the DSL who will contact the Local Authority for further support and guidance.

Student Absence

Marvellous Minds provide supplementary educational support and students attend our setting on a voluntary basis. We ask that parents/guardians notify us of their child's absence from our setting 24 hours before a scheduled lesson or as soon as practically possible and staff members keep an attendance register in which we note attendance on a daily basis. In cases where students miss more than one consecutive lesson and we have not been notified of such an absence, staff members should notify the DSL who will follow up with the parents for information about the reason for the absence.

Tutors working in schools take daily attendance registers which they note in their lesson reports. Any students missing will be recorded in the attendance register which is handed to the relevant contact at the school after each lesson. Staff should be aware that repeated student absences could be an indication of a safeguarding issue and any such incident should be reported to the school's DSL.

Safeguarding Procedures

Marvellous Minds Tuition LTD follows the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department of Education and Skills to ensure:

1. All staff, visitors, parents and children who step through the gate must sign in and out so everyone is accounted for at all times for both fire and safeguarding regulations.
2. Visitors, including parents, must be supervised by a member of staff at all times.
3. Staff or Visitors with a criminal conviction or pending criminal investigation, in relation to children or sexual assault will not be allowed access to the premises.
4. Marvellous Minds has a Designated Safeguarding Officer at each centre who has received appropriate training and support for this role.
5. Every member of staff (including temporary staff) knows the names of the Safeguarding Officers responsible for safeguarding, and their role. Ensure tutors providing tuition off-site, usually at schools, are familiar with the relevant school's safeguarding policies and processes and know the Designated Safeguarding Lead.
6. Ensure all staff understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for safeguarding.
7. Ensure that parents have an understanding of the responsibility placed on the setting and staff for safeguarding by setting out its obligations in the settings Policies & Procedures.
8. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.
9. Keep written records of concerns about children, even where there is no need to refer the matter immediately.
10. Develop and then follow procedures where an allegation is made against a member of staff, in line with our Procedures for dealing with allegations or concerns about a staff member's policy.
11. Ensure safe recruitment practices are always followed.
12. Ensure that safeguarding is an embedded and integral part of the operational practices of our organisation and that everyone working within our organisation understands their responsibilities in relation to safeguarding.

The 5 R's




RECOGNISE

Be vigilant, know the children you work with and be familiar with types and indicators of abuse.

RESPOND

Never ignore concerns, signs or reports related to children's wellbeing and safety. Do not delay your response.




REPORT

Always report your concerns to the Designated Safeguarding Lead or their Deputy.


RECORD

Always make a record of what happened, your observations, any conversations you had with the child / parent / carer / NSP / colleague; use your organisation's standard recording log.



REFER

All cases where there is a concern about significant harm or risk thereof must be referred to the relevant Children's Services via the relevant contact details. This will usually be done by the DSL or DDSL but staff should be familiar with the process too.



I acknowledge that I have read and understood the above and by signing below will be hereby bound to fully comply with Marvellous Minds Tuition LTD Safeguarding Policy at all times whilst working for Marvellous Minds Tuition LTD.

Signed by **Sofia Carlson-Haynes**

[Date] **18th October 2023**

*[On behalf of Marvellous
Minds Tuition LTD]*

S. Carlson-Haynes

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Sofia Carlson-Haynes	Ben Murphy	Sofia Carlson-Haynes

