

Safeguarding and Child Protection Policy

This policy is reviewed annually to ensure compliance with current regulations.

Approved / reviewed by:	
WSL SLT	
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Date of next review:	September 2020

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1. Management, key contacts and policy overview

1.1 Policy overview

Date policy to be next reviewed	September 2020
People involved in writing the policy	<ul style="list-style-type: none"> • Dayo Adeagbo (Director) • Andy Miklusiak (Centre Manager) • Helen Jackson (LA Liaison Lead)
Monitoring and Evaluation	<ul style="list-style-type: none"> • Director • Centre Manager • LA Liaison Lead
Display and Availability	<ul style="list-style-type: none"> • Google Drive • Printed copies kept in admin office • Policy available on website
Lead Responsibility and designated safeguarding lead	<ul style="list-style-type: none"> • Lead Responsibility – Dayo Adeagbo (Director) • (Designated Safeguarding lead (DSO)) – Andy Miklusiak

1.2 Key Contacts

Overall Safeguarding Lead	Work Skills Learning (WSL) - Dayo Adeagbo (Director)
Designated Officer in School	Andy Miklusiak – Centre Manager (Designated Safeguarding lead (DSO)) Jacqui Russell – Thompson (Designated Safeguarding lead (DSO))

1.3 Local Authority Designated Officer (LADO) e.g.

<p>London Borough of Barnet</p>	<p>Barnet's LADO should be contacted via the Multi Agency Safeguarding Hub (MASH) Team:</p> <ul style="list-style-type: none"> • Multi-Agency Safeguarding Hub (MASH) • North London Business Park (NLBP), Oakleigh Road South, London N11 1NP • Tel: 020 8359 4066 • FAX: 0871 594 8766 • Email: mash@barnet.gov.uk <p>MASH team - 020 8359 4066 Email: mash@barnet.gov.uk</p>
<p>London Borough of Brent</p>	<p>REFERRALS SHOULD BE SENT TO THE BRENT FAMILY FRONT DOOR:</p> <p>Brent LADO: Telephone: 020 8937 4300 - Option 1 Email family.frontdoor@brent.gcsx.gov.uk Follow the link below and download referral forms http://www.brentlscb.org.uk/main/article.php?tag=Allegations&name=role&sector=home</p>
<p>London Borough of Enfield</p>	<p>LADO 020 8379 2746/2850</p> <p>Police Child Abuse Investigation Team (CAIT) 020 8733 5139</p>
<p>London Borough of Hackney</p>	<p>Referrals are made by emailing LADO@hackney.gov.uk or phoning 020 8356 8982.</p> <p>Initial referrals will be taken on by the LADO or Safeguarding Duty Child Protection Chair (CPC) when they are not available. Any suspected immediate risk to any child or children should be responded to immediately and the case referred to the First Access Screening Team (FAST) on 020 8356 4844.</p>
<p>London Borough of Haringey</p>	<p>Haringey's LADO is Sarah Roberts</p> <p>Contact For advice and information about allegations against staff and volunteers please contact us on 020 8489 2968/1186 or email LADO@haringey.gov.uk Emergency Out of Hours Duty Team (5pm - 9am weWSLdays and weWSLends): 020 8489 0000 Direct all general enquiries to 020 8489 1470 and lscb@haringey.gov.uk</p>

<p>London Borough of Harrow</p>	<p>LADO: Janice Miller Email: Janice.Miller@harrow.gov.uk Tel: 020 8736 6435 (Mon, Tues & Friday) For any other days please contact the Golden Number: 020 8901 2690 (out of hours: 020 8424 0999) General referral form for practitioners To discuss concerns or make a referral: Children & Family Services Children's Access Team Golden Number Tel: 020 8901 2690 Download: MASH Referral Form Emergency Duty Team operates out of hours: Tel: 020 8424 0999</p>
<p>London Borough of Hillingdon</p>	<p>Hillingdon multi-agency safeguarding Hub (MASH) on <u>01895 556 633</u> Local Authority Designated officer for Hillingdon, Rob Wratten, can be contacted on –</p> <ul style="list-style-type: none"> • Tel: 01895 250975 • Email: rwratten@hillington.gov.uk

(For other Local Authorities, access their websites, where the information will be displayed and is easily accessible)

Purpose of this policy

Child Protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

WSL fully recognises its responsibilities and is committed to safeguarding and promoting the welfare of children and young people.

This policy sets out how WSL will meet its statutory duty under section 175 of the Education Act 2002 and the statutory guidance provided in September 2016 'Keeping children safe in education' to safeguard and promote the welfare of children and help them to achieve good outcomes. WSL will achieve this by providing a safe learning environment and ensuring staff have the skills and knowledge to take action where children are in need of help or protection.

Our Safeguarding Procedure gives clarity to the measures needed to ensure that all employees and students can work within and enjoy being part of a safe and caring environment.

WSL is committed to helping children achieve good outcomes by providing a safe learning environment that promotes their welfare and helps them to develop socially and emotionally so that they can make the most of their life chances. WSL also recognises that safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure that they consider, at all times, what is in the best interests of the child. **Everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. In line with the Education Act 2002; WSL will ensure that arrangements are in place to safeguard and promote the welfare of Learners by:

- providing a safe, healthy learning environment that allows them to develop to their full potential
- safeguarding their welfare
- providing students with opportunities to discuss issues and report problems affecting their safety and welfare
- ensuring safer recruitment practices
- ensuring robust procedures for recognition and referral where there are welfare or child protection concerns
- monitoring and supporting students who are subject to child protection plans and contributing to the implementation of their plan
- raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns
- teaching students to keep themselves safe and ensuring they know who to approach for help
- promoting partnership working with parents and professionals.

3. Roles and responsibilities

3.1 All staff

All adults working with children have a responsibility to protect them; they have a professional duty to:

- observe and be alert to signs of abuse and maintain an attitude of “it could happen here”.
- take immediate action in the student’s best interest by reporting any suspicion or evidence of abuse or non-accidental injury to the DSO immediately and certainly before the end of the day.
- report an unexplained absence of more than two days by any student on the child protection register;
- know that all allegations or suspicions of abuse or any other reasons for believing that a student may be suffering abuse, either at home or at WSL, should be reported to the DSO responsible for Child Protection, who will inform the Director and the Local Safeguarding Children Board (LSCB) and as appropriate.
- know the name and role of the DSO
- know that there is a requirement for allegations or suspicions of abuse, to be referred to the Multi-Agency Safeguarding Hub (MASH)/LSCB to carry out child protection investigations rather than internal investigations by WSL within 24 hours and for referrals made by telephone to be followed up in writing. If the time is outside normal office working hours then the DSO must contact the Emergency Duty Team of MASH.
- be aware that in cases where there is concern, but no evidence, the MASH/LSCB are willing to give advice and discreet support, without necessarily taking direct action.
- understand the importance of reporting suspicious circumstances and be able to report signs of abuse to the DSO. Beyond the initial reporting of suspected child abuse, staff have a clearly restricted role as further judgements and action decisions are the responsibility of MASH/LSCB and other agencies with statutory powers to help the child.
- understand that if a student confides in a member of staff that he or she has been abused in any way, the information should always be taken seriously. The student should be gently encouraged to talk, but not cross-questioned, “led into” statements or judged in any way (see Section 6 for detail).
- know that any conversation should be recorded accurately in writing as soon as possible, and the notes retained and passed on to the DSO, in case they are required for reference at a later date. (All notes should be signed, dated and timed).
- know that complete confidentiality should not be promised, as serious cases must be reported to the relevant authorities, but the student should be reassured that the information will be treated with the greatest sensitivity, and that he or she will be consulted and involved at all stages as appropriate.
- enquire about the progress of individual cases in which they are/have been involved.
- understand that a number of specific measures may be necessary to protect individual students. These will depend on individual case circumstances.

- be aware of the guidance for staff (Staff Code of Conduct in staff Handbook) to ensure that their behaviour and actions do not place students or themselves at risk of harm or allegations of harm to a student.
- be aware of and understand the WSL 'Whistle-Blowing' Policy - immunity from retribution or disciplinary action against staff for 'whistle-blowing' based on a reasonable belief and made in the public interest is provided by the policy.

These responsibilities apply to **all** adults, whether directly employed by WSL, acting in a voluntary capacity or those providing an external professional service to a young person or their family.

3.2 The Director

The Director of WSL will ensure that WSL meets its statutory safeguarding duty by ensuring the following:

- staff are inducted thoroughly so that they are fully aware of WSL safeguarding and child protection policies and are able to fully implement these.
- all staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
- all staff are vigilant to harm and abuse and are able to identify those children for whom there are child protection concerns and can make appropriate referrals to Family Services and Social Work FSSW.
- staff are able to work in partnership with other agencies to safeguard children, including contributing to assessments and the implementation of the child's plan, attending network meetings and case conferences, monitoring children's progress and liaise with social workers.
- safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
- WSL offers a safe environment for students to learn and staff to teach.
- safeguarding issues are brought to the attention of the leadership team.
- All members of staff are appropriately trained and their knowledge is up to date and correct.

3.3 Role of the Designated Safeguarding Officer (DSO)

The role of the designated safeguarding officer is to:

- manage the day-to-day operational running of WSL in regards to safeguarding and child protection.
- report to the Director who has overall responsibility for Safeguarding the organisation.
- liaise with and manage referrals to relevant agencies such as Family Services and Social Work (FSSW), the LADO and the Disclosure and Barring Service (DBS).
- keep the Director informed of on-going safeguarding and child protection issues and enquiries.
- provide advice and guidance for staff on safeguarding and child protection issues and making referrals.

- ensure WSL's safeguarding and child protection policies are up to date and consistent with the Safeguarding Children Board policies of feeder boroughs
- ensure that policies are reviewed annually.
- ensure all staff, including temporary staff, are aware of and understand the policies and procedures
- attend regular training and DSO meetings in order to keep up to date with new policy, emerging issues and local safeguarding procedures and working practices.
- have an awareness of those children who may be in need, for example young carers and children who have special educational needs.
- oversee child protection systems within WSL, including the management of records, standards of recording concerns and referral processes.
- provide a link between WSL and other agencies
- link with and provide information to the LADO as required
- ensure staff, including temporary staff, receive appropriate safeguarding and child protection training at least every 2 years.
- ensure parents are fully aware of WSL policies and procedures and that they are kept informed and involved.
- ensure relevant records are passed on appropriately when children transfer to WSL or if they move on to another school or establishment.

3.4 Working with parents and carers

WSL recognises the importance of working in partnership with parents and carers to ensure the welfare and safety of students.
WSL will:

- make parents aware of WSL's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on where necessary, by making all WSL policies available on WSL web-site or on request.
- provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff.
- consult with and involve parents and carers in the development of WSL policies to ensure their views are taken into account
- ensure a robust complaints system is in place to deal with issues raised by parents and carers.
- provide advice and signpost parents and carers to other services and resources where students need extra support.

4. Safeguarding children and young people

4.1 Safeguarding duty

Safeguarding duty WSL will carry out its duty to safeguard students which is:

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable children to have optimum life chances so they can enter adulthood successfully.

To achieve these aims, WSL will:

- identify children who need extra help at an early stage and make appropriate referrals for an early help service to prevent concerns escalating (see page 12 of KSCIE 2018 and Appendix 7)
- identify children who may be suffering from significant harm and make a child protection referral to FSSW
- share information and work in an integrated way to ensure a coordinated response from agencies to support families and meet the child's needs.
- WSL will refer to LA thresholds and eligibility criteria to help make decisions on the child's level of need and the appropriate service to refer on to for services. Staff will consult with the DSL for advice and to discuss the case prior to making any referral for services.
- If, in exceptional circumstances the DSL or Deputy are not available, this should not delay appropriate action begin taken. Staff should then speak to the Senior Leadership team and/ or from local children's social care. Any action taken should be shared with the designated safeguarding lead (or deputy) as soon as practically possible.
- Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child where appropriate. Related policies

The WSL legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. WSL recognises in particular that bullying and racism can often be forms of abuse. It is our duty to ensure that safeguarding permeates all activities. This policy therefore complements, supports and has relevance to a range of other policies, for example:

- **Anti-Bullying Policy:** Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding children procedures.
- **Behaviour Policy**
- **E-safety:** The Acceptable Use Policy recognises that internet safety is a whole school responsibility encompassing staff, students and parents. Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.
- **Health & Safety:** Our Health & Safety policy reflects the consideration we give to the safeguarding of our students both within WSL environment and when away from WSL when undertaking off the premises trips and visits.
- **Promoting fundamental British values**
- **Missing Students Policy:** This document specifies general guidelines; some flexibility in procedures will be inevitable depending on the age of the child, the child, circumstances, time of day.
- **Educational Visits Policy:** This document sets out the principles and criteria of good practice whilst leaving a good deal to the expertise and judgment of those approving, leading or supervising the visit. A 'culture of safety' is the prime consideration. WSL's staff who organise trips/visits/off-site activities will always ask for assurance that the relevant child protection checks and procedures are in place. WSL also ensures that staff from other centres work alongside at least one of our staff. Safeguarding is always included in major trip briefings for staff and students.

- Safer Recruitment Policy
- Staff Code of Conduct
- Whistle blowing Policy: this enables members of staff to raise concerns internally and in a confidential fashion. The policy also provides, if necessary, the capacity for serious concerns to be raised outside the organisation.
- Concerns and Complaints Policy: This policy is set out for parents, students and staff. It recognises and acknowledges the entitlement to complain or air a grievance.
- Equal Opportunities Policy (Staff and Student): The separate policy highlights a commitment to the ideals of equal opportunity.
- Exclusion Policy: This details the circumstances under which student behaviour may lead to more formal consequences, including fixed term and permanent exclusion.

4.2 Specific safeguarding issues and guidance

Children in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Please refer to section 47 of the Children Act 1989 in regard to children suffering or likely to suffer significant harm. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information on www.nspcc.org.uk.

WSL makes reference to and draws from broad government guidance on the issues listed below via the GOV.UK website:

- abuse
- bullying including cyberbullying
- children and the courts
- children missing from education, home or care
- children with family members in prison
- child criminal exploitation - county lines
- child sexual exploitation (CSE)
- child Safeguarding - trafficking
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- honour based violence
- initiation violence and rituals
- mental health

- missing person's policy
- peer on peer abuse
- private fostering
- radicalisation
- relationship abuse
- serious violence
- sexual violence/sexual harassment
- sexting
- teenage relationship abuse
- trafficking

5 Child protection procedures

5.1 The role of WSL

WSL will work to the following policy documents in order to support the protection of students who are at risk of significant harm and with the Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures for our site location LAs (Barnet, Brent, Enfield, Hackney, Haringey, Harrow and Hillingdon):

- **The Children Act 1989**
- **Education Act 2002 (Section 175/157):**
- **Sexual Offences Act (2003)**
- **The Children Act 2004**
- **The Education (Pupil Information) (England) Regulations 2005**
- **Working together to safeguard children (DfE March 2015)**
- **Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)**
- **Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)**
- **The Counter-Terrorism and Security Act 2015**
- **The Independent Schools Standards Regulation 2015**
- **Keeping children safe in education (DfE September 2016)**
- **Child sexual exploitation (DfE 2017)**
- **Working together to safeguard children (DfE 2018 – Under Consultation)**
- **Keeping children safe in education (DfE 2018 – Under Consultation)**

In line with The London Safeguarding Children Board child protection procedures 'London Safeguarding Children Board: Child Protection Procedures', WSL will:

- identify those students where there are child protection concerns and making a referral to FSSW
- attend child protection case conferences in order to effectively share information about risk and harm
- contribute to the development and monitoring of child protection plans as a member of the core group
- carry out WSL's role in implementing the child protection plan and continually monitoring the child's well-being, and liaising with the allocated social worker as required.

5.2 Recognition

- All Staff have a responsibility to identify those children who are suffering from abuse or neglect and are advised to maintain an attitude of 'it could happen here' to ensure that

any concerns about the welfare of a student are reported to the DSL. When concerned about the welfare of a child, staff should always act in the best interests of the child. See Appendix 7 for a flow chart setting out the process for staff when they have concerns about a child.

- All Staff should refer to appendix 1 for a full definition of significant harm and the specific indicators that may suggest a student may be at risk of suffering significant harm.
- Any concerns held by staff should be acted on immediately by following the child protection and be discussed in the first instance with the DSL and advice sought on what action should be taken.
- Concerns may be monitored over time and recorded on the monitoring/incident form shown at appendix 2.
- Details of any concerning incidents should also be recorded on this form

See paragraph 18 of Part A guidance in Keeping Children Safe in Education 2019

Any child may benefit from early help, but WSL recognises that staff must be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs; • has special educational needs (whether or not they have a statutory education health care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to the family from care;
- is showing early signs of abuse and /or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

5.3 Dealing with disclosures

If a student discloses to a member of staff that they are being abused, the member of staff should:

- listen to what is said without displaying shock or disbelief and accept what the child is saying
- allow the child to talk freely
- reassure the child but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the FSSW MASH team
- reassure the child that what has happened is not their fault and that they were right to tell someone
- not ask direct questions but allow the child to tell their story
- not criticise the alleged perpetrator
- explain what will happen next and who has to be told
- make a safeguarding referral – see Appendix 3

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should follow the referral process and speak to the designated safeguarding officer.

5.4 Referrals

A decision on whether or not to refer a student to the MASH should be made by the DSO and should be reported to the Director at the first opportunity.

- Urgent child protection referrals will be made by telephone.
- Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the designated safeguarding lead may discuss the case on a “no names” basis with Brent/Hackney/Barnet Child Protection Co-ordinator or the MASH team social worker to obtain advice on how to proceed.
- Parental consent must be sought prior to the referral being made unless to seWSL consent would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.

5.5 Dealing with allegations of abuse against members of staff, Dayo Adeagbo (The Director) Andy Miklusiak (The Head of Centre and DSO) or volunteers

WSL procedure for managing allegations against staff has had regard to the Department for Education guidance ‘Keeping Children Safe in Education September 2016’ and follows the LCSB local arrangements. The procedure below is followed when staff or volunteers have (or alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicated that he or she would pose a risk of harm if he or she work regularly or closely with children.

All staff and volunteers have a responsibility to familiarise themselves with this procedure so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

WSL will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. WSL will liaise with the Local Authority Designated Officer (LADO), MASH and police as to managing confidentiality as appropriate.

5.6 Procedure for dealing with allegations of abuse against members of staff

- All allegations made against staff or volunteers must be reported immediately to the DSO so that appropriate agencies may be informed within 24 hours and the matter resolved without delay. The DSO should inform the Director at the earliest opportunity.
- Where the allegation is made against the DSO, the person must immediately inform the Director or the LADO without first informing the DSO.
- The Local Authority Designated Officer (LADO) will be informed of all allegations which appear to meet the above criteria.
- WSL will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.
- WSL may take action in the event of allegations against staff in accordance with its disciplinary procedures.
- In the event of an allegation being made against the Director, the DSO will raise the concern immediately with the LADO and will not inform the Director that a concern has been passed on. In the case of suspected or identified abuse of a child by the Director, the police and/or the LADO have a duty to investigate.
- If the allegation is substantiated, the normal disciplinary procedure for staff will be followed. A criminal offence, regardless of significant harm to a child, would be considered as gross misconduct and is liable to result in dismissal.
- The Director will report the dismissal of any member of staff or volunteer following a substantiated allegation to the DBS within one month of that person leaving WSL (or where he/she would have been dismissed had he/she not resigned). Where qualified teachers are registered with the National College for Teaching and Leadership (NCTL/GTC), any misconduct referrals will be reported to the NCTL and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- WSL will comply with its obligations to report to the Disclosure and Barring Service.
- Parents or guardians of a child concerned will be told about the case, if they do not already know, and will be kept informed of the progress, including the outcome, but not the details of any disciplinary process.

5.7 Suspension

- WSL will consider taking, and if necessary, will take, disciplinary action against any member of staff or agent of WSL, where it believes students are at risk of abuse from that member of staff, even in cases where there is to be no criminal prosecution. Suspension (without prejudice) may be necessary to protect all concerned, including the member of staff suspended.
- Suspension will always occur if there is cause to suspect a child is at risk of significant harm. Suspension itself does not constitute disciplinary action, and the member of staff will continue to receive full pay. Any disciplinary action would follow the procedures laid out in the Staff Employment Handbook.
- WSL must make its own decision on whether students' welfare is at risk, whatever the outcome of a police or MASH investigation may be, and the level of evidence needed for criminal prosecution is likely to be higher than that which may trigger valid disciplinary proceedings taken by WSL.
- Disciplinary proceedings and grounds for concern over students' welfare may

therefore be based on 'balance of probability', rather than 'beyond reasonable doubt'.

- Where WSL has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the DSO should discuss these with the LADO on an informal basis.
- Staff who are the subject of an allegation of this nature will invariably feel threatened and isolated. It is essential to seek WSL legal advice as soon as possible and staff should be represented at all disciplinary hearings. Suspension in a case of this kind is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence.

5.8 Record keeping

- WSL will keep a clear and comprehensive record of any allegation made, the action taken and decisions reached. WSL will provide the accused person with a copy of the record following consultation with the appropriate agencies and agreement has been reached as to what information can be disclosed.
- The record will be kept confidentially on the personnel file.

5.9 Duty of care to employees

- WSL recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this.
- A representative will be appointed by WSL to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.

5.10 Malicious, unsubstantiated or unfounded allegations

- If the allegation is found to be false, and the person has been suspended, then WSL will support him or her as best it can, if necessary with the provision of a mentor to return to work, and will attempt to minimise contact with the student(s) involved in making the allegation if they remain at WSL.
- WSL will consider whether to take serious disciplinary action in accordance with WSL's behaviour policy where an allegation by a student or staff member is shown to be malicious or deliberately fabricated.
- Allegations that are found to be malicious will be removed from the personnel records; and any that are unfounded, unsubstantiated or malicious will not be included in references.

5.11 Whistleblowing

- Whistleblowing is the mechanism by which staff can voice their concerns,

based on a reasonable belief and made in the public interest, without fear of repercussion. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. (See also the Whistleblowing Policy.)

5.12 Sharing information and confidentiality

WSL recognises that all matters relating to child protection are confidential.

- The DSO will disclose any information about a student to other members of staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a student to keep secrets which might compromise the child's safety or well-being.

5.13 Action required from the DSO on receiving an allegation of abuse

The DSO's receiving an allegation of abuse will:

- take any steps needed to protect any student involved from risk of immediate harm.
- once alerted to an allegation/suspicion of abuse, obtain written details of the allegation, signed and dated from the person who received the allegation and ensure a full understanding of what is being alleged speaking to the student only if this is unavoidable.
- not interview or investigate the allegation further, but refer the matter immediately to MASH
- consult the MASH and follow his/her advice about contacting parents, other staff, police, doctor or the alleged perpetrator or witnesses direct.
- Inform and notify MASH and agree with MASH any necessary next steps in relation to:
 - a) Informing a student's parents (there are circumstances where it would be inappropriate to inform parents immediately an allegation has been made).
 - b) Medical examination or treatment for the student (again there are circumstances where medical evidence will be needed).
 - c) Immediate protection that may be needed for a student who has been the victim of abuse, a student who has given information about abuse, and a student against whom an allegation has been made (each of these may now be at risk).
 - d) Informing other people at WSL of the allegation and its investigation. Experience has shown that knowledge of an allegation or impending investigation can lead to a serious risk to the informant from the alleged perpetrator, to 'covering up' of evidence that may be sought by police (such as collections of child pornographic photographs), or to pressure being applied on others to remain silent).
- inform the student or adult who made the initial allegation of what the next steps are to be

- take any necessary steps for the longer-term protection and support of each student who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes fully into account. This may involve the student receiving continuing support and protection from a staff member chosen by him or herself or returning to his or her parents temporarily.
- take any necessary steps to protect and support a student who is alleged to have abused another and inform his/her parents immediately. The allegation may not later be substantiated, but even if it is, WSL continues to have a statutory welfare responsibility towards this student while he or she is attending WSL.
- ensure that any student being interviewed by the police has available a supportive member of staff of his or her own choice to accompany him or her if this becomes necessary.
- make arrangements, where feasible, for any student who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with his or her parents where appropriate.

If the DSO is not available or staff are not satisfied with the advice provided by the DSO, advice can be obtained directly from MASH or the LADO.

6. Safer recruitment

An important part of Safeguarding Children is for WSL to follow appropriate procedures for appointing staff. WSL recognises safe recruitment practices are an essential part of creating a safe environment for children and will ensure that staff working in WSL are suitable to do so and do not pose any kind of risk to children. WSL will follow the Keeping Children Safe in Education - Statutory Guidance (DfE 2016). WSL's recruitment procedures include thorough checks of all staff (teaching and non-teaching) who have (or could have) substantial unsupervised access to children.

6.1 Recruitment and selection procedure

- All applicants for employment will be required to complete an application form containing questions about their academic and employment history and their suitability for the role.
- Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed.
- A curriculum vitae will not be accepted in place of the completed application form.

6.2 Checks and verification

WSL will carry out extensive checks and enquiries on applicants for all positions, including voluntary and support roles, in accordance with statutory requirements. No staff member or volunteer will be allowed to take up posts until all checks and enquiries required for that position have been satisfactorily completed.

- All applicants for positions that involve regulated activity will be subject to checks with the Disclosure and Barring Service to ensure they have not been barred from working with children.
- All job advertisements and application forms will clearly state that the role is a safeguarding role and that applicants will be expected to agree to undergo DBS and other checks as part of safe recruitment practices.
- Staff who normally sit on interview panels will be trained in safeguarding interviewing techniques and no interview should go ahead unless at least one member of the panel has undertaken safe recruitment training.
- WSL staff with responsibility for carrying out recruitment checks should ensure they have a copy of any relevant documents or take relevant issue numbers from documents as proof that the document has been seen.
- Checks will be taken out on existing staff where concerns arise regarding their suitability to work with children or a person moves into a post that is a regulated activity.
- The Director will be responsible for keeping a single central record of all staff and volunteers who regularly come into contact with students, to include details of all checks carried out and the outcome of these checks.

- Where staff are recruited via third parties such as employment agencies, the Director will see WSL written confirmation from the agency that the agency has carried out all necessary checks on the individual, request written confirmation of the outcome of all checks, ask to see the DBS disclosure prior to making any decision regarding the individual's employment. Check the identity of agency staff when they first present for work to ensure they are person against whom the checks were taken out.

WSL will verify the following information for all new staff:

- The applicant's identity must be verified from their passport or other photographic ID and proof of address must be provided.
- The applicant's right to work in the UK must be evidenced through documentation. Only original documentation should be accepted and its validity checked in the presence of the applicant.
- Where the applicant will be involved in regulated activity, an enhanced DBS check will be taken out, including information from the barred list. If the applicant will begin work before an enhanced DBS check can be completed, a barred list check will be obtained.
- In the case of teaching staff, checks will be made on the applicant's academic and vocational qualifications and to ensure they are not prohibited from teaching.
- Where the applicant has been living abroad, similar enquiries will be made in the country of origin relating to the applicant's qualifications and suitability to teach.
- Enquiries will be made regarding the applicant's state of physical and mental health to the extent that it may affect their capacity to carry out their role.
- Applicants will be asked to provide a full employment history and details of at least 2 referees, including previous and recent employers.
- All references will be taken up prior to interview and will be requested directly from the referee. Referees will be contacted to resolve any issues that emerge from the references provided.
- WSL will keep copies of the following documents on staff personnel files: documents used as proof of identity such as passports or driving licences, a summary of the DBS certificate (but all other documents relating to the DBS check must be destroyed) documents that prove the staff member's right to work in the UK (failure to do so can result in a fine for employing illegal workers).

6.3 DBS Checks

In order to ensure that people who work in WSL are suitable to do so and are not barred from working with children, WSL will apply to the Disclosure and Barring Service (DBS) for police checks and other barred list information as part of the recruitment process.

Full DBS checks will only be taken out on individuals who are involved in regulated activity which is defined as close, unsupervised contact on a regular basis involving activities such as:

- teaching
- training
- supervising
- care
- guidance and advice
- driving a vehicle
- personal or intimate care

The activity must be carried out regularly as part of the staff member's day to day responsibilities and the checks will be reasonable in order to safeguard children.

WSL will ensure that all DBS checks carried out on staff are renewed after 3 years of the original DBS disclosure

The KCSIE 2019 - The school has a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult (as clarified on page 3 KCSIE Sept 2019)

6.4 Volunteers

All volunteers will be required to undergo a recruitment process, such as reference checks and interviews that is appropriate and proportional to the duties assigned to them.

- Volunteers who are carrying out a regulated activity, for example being left unsupervised with children or providing personal care to children subject to an enhanced DBS check, including barred list information.
- New volunteers who are not carrying out regulated activity will be subject to an enhanced DBS check only.
- For existing volunteers who are not carrying out regulated activity, the Director will decide whether an enhanced DBS check should be carried out depending on:
 - a. the nature of the role
 - b. what information is already known about the volunteer
 - c. what references from work or volunteering activity the volunteer has provided regarding suitability
 - d. whether the role is eligible for an enhanced DBS check.
- WSL will ensure that all volunteers are competent to carry out the duties assigned to them and only assigned duties that are suitable to their qualification and experience.
- Volunteers carrying out regulated activity but for whom a DSB check has not been carried out will be suitably supervised by teaching staff at all times at a level that ensures the safety of students.
- All volunteers will be fully inducted in relation to all WSL policies and procedures.

6.5 Staff practice and conduct

Induction and training

- the Director will ensure that all staff are fully inducted, are made aware of WSL's safeguarding and child protection policy and procedures and that staff are fully aware of their role in implementing these.
- the DSO will ensure that all staff are fully inducted with regard to WSL child protection procedures and that they receive initial safeguarding and child protection training as soon as they arrive and then on a two-yearly basis
- The Business Manager will keep a central record of all statutory and other training undertaken by staff members and volunteers.

Conduct and safe teaching practice

WSL expects staff and volunteers to set a good example to students through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and appropriate boundaries. The Director will ensure that there is a written code of conduct in place and that each member of staff, including volunteers, signs a code of conduct agreement on appointment that sets out WSL expectations with regards to standards of professional behaviour and that all staff receive copies of relevant policies.

7 Behaviour management - de-escalation and positive handling

WSL's Positive Handling and Behaviour policies should be read in together with this policy. The Department for Education non-statutory advice provides clarification on the use of force. Work Skills Education pays due regard to this as laid out in WSL's Positive Handling Policy. It is intended to help WSL staff feel more confident about using this power when they feel it is necessary. The Behaviour Policy also aims to offer a consistent and supportive approach to both staff and children and young people

8. Other physical contact with students

8.1 Permitted physical contact with a child or young person

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

8.2 Providing intimate or personal care to students

Staff in some circumstances may need to provide intimate or personal care to children and young people, for example supporting a child to use the toilet, dress themselves, taking care of all their personal care needs as required. The following should be considered good practice in order to promote safe working practices for staff and ensure children's privacy.

- Children should be encouraged to carry out self-care tasks for themselves where appropriate.
- When taking students to the toilet, staff should make colleagues aware of the task to be undertaken and explain to the child what will happen.
- Parents should always be notified if intimate care has been provided.
- When providing intimate care, staff should carefully and sensitively observe the child's emotional response and report any concerns to the designated teacher immediately.
- When children are changing, levels of supervision should be appropriate to the student's age.
- Staff should avoid any physical contact unless a child needs help.
- Staff should ensure that changing areas are private and that others are not able to enter whilst children are changing

9 Health and safety and suitability of premises

WSL will ensure that all indoor and outdoor spaces are safe and fit for purpose. Additionally, WSL will ensure that all potential hazards within WSL and during WSL trips are regularly risk assessed.

9.1 Health and safety/risk assessment

The Director has a primary duty to safeguard the staff and young people in WSL's care while at the same time creating the 'risk aware, but not risk adverse' citizens of tomorrow. Many activities have a risk element and it is identifying and managing the risks which is important. All staff have a duty to carry out risk assessments and complete risk assessment forms to identify risks:

- Off-site activity risk assessments – identify the risk, who is at risk and how risks can be minimised.
- Individual student risk assessment forms – students who present in particular ways may pose particular risks through their behaviour or health needs.
- Place assessments – venues should be visited prior to any visit and potential risks and measures to minimise should be identified.

9.2 Transport

The WSL encourages independent travel where appropriate; parent/carer consent is given for independent travel arrangements. The LA may provide transport on an individual assessment basis and is responsible for safeguarding issues when transporting the young person.

9.3 Lunchtime independence

- post 16 students will require consent from parent/carers before they are allowed to leave the site at lunchtimes without supervision
- even when parental/carer permission has been given, day-to-day permission will be at the discretion of staff and will be assessed by WSL on an individual basis.

Appendix 1 - Child Protection Definitions and Indicators

Child protection is part of the safeguarding agenda that focuses on preventing maltreatment and protecting children at risk of neglect or abuse. Under the Children Act 1989, FSSW have a legal duty to investigate and take any action to protect children where there are concerns that they are at risk of suffering significant harm, which is defined as:

- Abuse: a form of maltreatment of a child.
- Physical abuse: causing physical harm or injury to a child.
- Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.
- Neglect: failure to provide basic care to meet the child's physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.
- Emotional abuse: failure to provide love and warmth that affects the child's emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Physical Abuse:

“Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates symptoms of, or deliberately induces, illness in a child” (Working Together to Safeguard Children 2015/Keeping children safe in Education 2016) Typical signs of Physical Abuse are:

- Bruises and abrasions – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child’s explanation does not match the nature of injury or when it appears frequently.
- Slap marks – these may be visible on cheeks or buttocks.
- Twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking.
- Bruising on either sides of the ear – this is often caused by grabbing a child who is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.
- Grip marks on arms or trunk – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, a brain haemorrhage. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.
- Black eyes – are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.
- Damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.
- Bite marks
- Fractures – especially in children under the age of 2.
- Poisoning and other drug misuse – e.g. overuse of sedatives.
- Burns and/or scalds – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes

	<p>caused when a child accidentally knocks over a cup of tea. In contrast a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.</p> <ul style="list-style-type: none"> • Unexplained injuries or refusal to discuss them • Fear of medical treatment • Self-destructive tendencies • Unexplained patterns of absence that could be in order to hide injuries • Female genital mutilation (FGM) – all procedures that involve partial or total removal of external female genitalia, or other injury to the female genital organs for non-medical reasons. It is performed a few days after birth to age 15, and occasionally in adulthood. It is practised in 28 countries in western, eastern and north-eastern Africa, particularly in Egypt and Ethiopia, and in parts of Asia and the Middle East. There are numerous serious short and long term physical health consequences, in addition to the psychological and mental health consequences.
Sexual Abuse	<p>Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware what is happening. It may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. It may include non-contact activities such as involving children in looking at, or in the production of, pornographic materials, or watching sexual activities or encouraging children to behave in sexually inappropriate ways.” (Working Together to Safeguard Children 2015/Keeping children safe in Education 2016)</p> <p>The key elements in any definition of child sexual abuse are:</p> <ul style="list-style-type: none"> • Betrayal of trust and responsibility • Abuse of power for the sexual gratification of the abuser • Inability of child to consent. <p>Typical signs of Sexual Abuse are:</p> <ul style="list-style-type: none"> • A detailed sexual knowledge inappropriate to the age of the child • Behaviour that is excessively affectionate or sexual towards other children or adults • Lack of trust in adults (particularly any marked fear of men) • Attempts to inform by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality • A fear of medical examinations • A fear of being alone – this applies to friends, families, neighbours, baby-sitters, etc. • A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa • Excessive masturbation is especially worrying when it takes place in public • Promiscuity • Unusually explicit or detailed sex play in younger children • Sexual approaches or assaults – on other children or adults • Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified • Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place • Discomfort or pain particularly in the genital areas • The drawing of pornographic or sexually explicit image
Physical	<p>According to “Working Together to Safeguard Children 2015/Keeping children safe in Education 2016”, Neglect is:</p>

	<ul style="list-style-type: none"> • The persistent failure to meet a child’s basic physical and / or psychological needs, likely to result in the serious impairment of the child’s health or development. • The failure of a parent or carer to provide adequate food and clothing, or shelter (including exclusion from the home or abandonment). • Failure to protect a child from physical and emotional harm or danger. • Failure to ensure adequate supervision. • Failure to ensure access to appropriate medical care or treatment. • It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. <p>Typical signs of Physical Neglect are:</p> <ul style="list-style-type: none"> • Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children lose weight or fail to gain weight during school holidays when WSL lunches are not available and this is a cause for concern. • Inadequately clad – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving. • Persistent stomach-aches, feeling unwell, and apparent anorexia can be associated with physical neglect.
Emotional	<p>According to “Working Together to Safeguard Children 2015/Keeping children safe in Education 2016”, Emotional abuse is:</p> <ul style="list-style-type: none"> • The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. • It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. • It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. • It may involve seeing or hearing ill-treatment of another. • It may involve serious bullying causing children frequently to feel frightened or in danger or the exploitation or corruption of children. • Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
Other Forms of abuse	<ul style="list-style-type: none"> • Bullying - any persistent and uninvited behaviour which insults, hurts or intimidates someone including cyber-bullying. (see WSL Policy for details) • Missing Child - a child going missing from WSL is a potential indicator of abuse or neglect. Staff must follow the WSL’s guidance found in the Missing Person’s Policy. (see WSL Policy for details) • Female Genital Mutilation (FGM) – professionals in all agencies, and individuals and groups, need to be alert to the possibility of a girl being at risk of FGM, or having already suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. • Child Sexual Exploitation (CSE) – involves exploitive situations, contexts and relationships where young people receive something (for example food accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship. (see Appendix 3 for details/descriptions)

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| | <ul style="list-style-type: none">• Forced Marriage – a form of Domestic Abuse. It should be recognised as a human rights abuse – and should always invoke child protection procedures within WSL. (see Appendix 5 for details/descriptions) |
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Specific Safeguarding issues

All staff should have an awareness of the safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
- Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious 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. All staff should be aware of the associated risks and understand the measures in place to manage these. Please see Additional Information and support page 28, Keeping Children Safe in Education 2019 guidance.

Female Genital Mutilation

Whilst all staff should speak to the Designated Safeguarding Lead with regard to any concerns about female genital mutilation, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A. page 21 for more guidance under KCSIE 2019.

Contextual safeguarding

Safeguarding incidents and /or behaviours can be associated with factors outside of school and can occur between children outside the school. All staff should consider the context within which such incidents and /or behaviours occur. This is known as contextual safeguarding, which simply means that assessments of children should consider whether environmental factors are present in a child’s life that are a threat to their safety and/or welfare.

Safeguarding incidents and/or behaviours can be associated with factors outside WSL and/or can occur between children outside WSL. All staff, especially the DSL should consider the context within which such incidents and behaviours occur. This is known

as contextual safeguarding. See paragraph 52 in the KCSIE 2018 guidance for more information.

Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', or if that child is 'at risk', he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- A lack of concentration and a fall-off in school performance.
- Extreme passivity or aggressive/hostile behaviour.
- Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences.
- Difficulties in relationships with peers.
- Regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting.
- Self-harming or suicidal behaviour.
- Low self-esteem.
- Wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse;
- Disturbed sleep/tiredness;
- General personality changes such as unacceptable behaviour or severe attention seeking behaviour;
- Fear of medical treatment;
- Unexplained patterns of absence to hide injuries;
- 'Chronic' medical problems (stomach pains/headaches);
- Drug/solvent abuse;
- Telling of a 'friend with a problem of abuse';
- Anorexic/bulimic;
- Excessive fear of certain situations or people
- A sudden change in school performance.

Further Information

Additional advice and support from the Part 1 guidance on Keeping Children Safe in Education 2019, outlines specific forms of abuse and safeguarding issues which are as follows:

- Abuse - Domestic, Faith Based, Relationship Abuse
- Bullying
- Children and the court system
- Children missing from education, home or care
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Child Trafficking
- Drugs
- Female Genital Mutilation
- Forced Marriage
- Health and Well-Being - Fabricated or Induced Illness
- Health and Well-Being - Mental Health and Behaviour
- Health and Well-Being - Medical Conditions
- Homelessness
- "Honour Based Violence" (So Called)
- Online - Sexting
- Preventing radicalisation - Prevent duty
- Private Fostering
- Peer on peer abuse

- Upskirting
- Violence - Gangs and Youth Violence
- Violence - Violence against women and girls
- Violence - Serious Violence
- Violence - Sexual violence and sexual harassment between children in schools and colleges

Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries.
- Unwillingness to seek appropriate medical treatment for injuries.
- Injured child kept away from school until injuries have healed without adequate reason.
- A high level of expressed hostility to the child.
- Grossly unrealistic assumptions about child development.
- General dislike of child-like behaviour.
- Inappropriate labelling of child's behaviour as bad or naughty.
- Leaving children unsupervised when they are too young to be left unattended.

Child Sexual Exploitation – CSE

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends

- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adultshaving older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with WSL, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Female Genital Mutilation – FGM

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from WSL and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Forced Marriage - The 'One Chance' rule

Forcing a person into a marriage is a crime in England and Wales.

- Forced Marriage – is a form of Domestic Abuse
- Forced Marriage should be recognised as a human rights abuse – and should always invoke child protection procedures within WSL.

- A forced marriage is a marriage conducted without the full consent of both parties, and one where duress is a factor. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs:

- Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education.
- There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

The law

- Although there is no specific criminal offence of 'forcing someone to marry' within England and Wales, forced marriage may involve criminal offences. Perpetrators — usually parents or family members — could be prosecuted for offences including: threatening behaviour, assault, kidnap, abduction, imprisonment and in the worse cases murder.
- Sexual intercourse without consent is rape, regardless of whether this occurs within the confines of a marriage. A girl who is forced into marriage is likely to be raped and may be raped until she becomes pregnant.

Further guidance is available from The Forced Marriage Unit:

Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday

Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500

E-mail: fmfu@fco.gov.uk

Website: www.fco.gov.uk/forcedmarriage

FMU publication: *'Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage'* June 09

See also: *'The Right to Choose – Multi-Agency Guidance in relation to Forced Marriage'* Government Office - November 2008.

Peer on peer abuse

WSL recognises that children can abuse other children. This can include bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Staff are aware that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Evidence shows girls, children with SEND and LGBT children are at greater risk. It is important that all victims are taken seriously and offered appropriate support.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of

- growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks and normalising them.

Sexual offences under the Sexual Offences Act 2003 are:

- Rape
- Assault by penetration
- Sexual Assault
- Sexual Harassment

In terms of child on child sexual harassment, it is likely to; violate a child’s dignity, and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

It can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting and should not be dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone or part of a wider pattern of sexual harassment and /or sexual violence;
- challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts or genitalia, flicking bras and lifting up skirts (upskirting).

See Annex A in Part 1 of the KCSIE 2018 for further information.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside WSL and/or can occur between children outside the school or college. WSL will endeavour to consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding.

Protecting children from Radicalisation/extremism

WSL promotes tolerance and harmony between different cultural traditions. Our staff have been trained in the Prevent Strategy. We teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life. WSL promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensures that when political or controversial issues are brought to students’ attention, they are offered a balanced presentation of opposing views

We value the fundamental rights of freedom of speech, expression of beliefs and ideology and tolerance of others which are the core values of our democratic society. However, all rights come with responsibilities and free speech or beliefs designed to

manipulate the vulnerable or which advocate harm or hatred towards others will not be tolerated. WSL seWSLs to protect its students and staff from all messages and forms of violent extremism and ideologies including those linked to any extremist ideology. WSL is clear that exploitation and radicalisation will be viewed as a safeguarding concern and will be referred to the appropriate safeguarding agencies and when necessary to the police.

Appendix 2: - Safeguarding children monitoring/incident form

Name of school:

WSL Name of child:

DOB:

Status: monitoring due to concerns subject to child protection plan

Concerns/risks

Attendance and punctuality
Periods of exclusion (including dates)
Contact with parents/family
Health and physical appearance
Behaviour and emotional presentation (including any sexualised behaviour)
Concerning incidents
Peer relationships
Academic performance and achievement

Views of child and parents

Outcomes of monitoring

- continue monitoring carry out CAF referral to FSSW
 referral to health services referral for education support services
 referral on behalf of parent/carer

Action taken

Name of staff member:

Date:

Appendix 3: Safeguarding Referral Form can be found on the LA's safeguarding site.

Appendix 4: WSL trip risk assessment

Application for the Approval of Educations Visits by the Director:

- The group leader should complete this form as soon as possible once the preparations are complete.
- The group leader should have already received approval of the proposed visit in principle by the Director and should have regularly updated the ST/HT on the progress of the preparations.
- The group leader should inform the company office at least 7 days prior to the visit, so that they may obtain parental consent
- When approval is given, one copy should be retained by the company office and another by the group leader.
- The Director and company office should be informed of any subsequent changes in planning, organisation, staffing.

Visit to:		Contact Details:
Date & Times of Visit:		Teachers/Group Leaders: Emergencies: Work Skills Education Tel: 020 8802 1112 Mob: 07487 732 576 Director: 07904 451040 (Dayo Adeagbo) Business Manager: 07487 732 576 (Nickie Evans).
Purpose of Visit and Educational Objectives:		
Proposed Cost and Financial Arrangements:		
Transport Arrangements:		
Venue Details or Organising Co/Agency		
Accommodation to be used:		
Programme of Activities:		
Teachers in Charge, Qualifications and Experience:		
Adult Student Ratio:		
Number in Group:		
Age Range:		
Names of Students with Special Education or Medical Needs:		
Parental Consent Forms for All Students		

Risk Assessment Form / Description of trip:

Hazard	Risk	Level	Control Measures
Example: Separation from group	Getting lost	Medium	Students must stay with adults at all appropriate times.

Signed: _____ Date: _____

Group leader full name: _____

Insurance arrangements for all members of the proposed party, including voluntary helpers.

Insurance Cover:

Policy Number:

Address:

CONFIRMATION FROM HEAD OF CENTRE FOR VISIT TO GO AHEAD

To be completed by the head teacher

To the group leader:

1. I have studied this application and am satisfied with all aspects including the planning, organisation and staffing of this visit. Approval is given:
 - a. Please ensure that I have all relevant information including a final list of group members, details on parental consent and a detailed itinerary at least seven days before the party is due to leave.
 - b. Your report and evaluation of the visit including details of any incidents should be with me as soon as possible but no later than 14 days after the party returns.

Signed: _____ Date: _____

Director Full Name: _____

A copy of the completed application form and details of any subsequent changes should be retained by the Director / company office. A copy should also be available for the responsible authority (LEA and/or governing body) should they wish to see it.

The form may be modified where approval is sought from the governing body or the LEA.

Appendix 5: ABC Incident report

Date:		Completed by:				
Student:		Start Time:		End Time:		
Lesson/Activity:			Location:			
Behaviours: (highlight)	IN SCHOOL BOLT	OUT OF SCHOOL BOLT	AGGRESSIVE EPISODE	PROPERTY DESTRUCTION	THREATS	DISRUPTION TO OTHERS

Antecedent	Behaviour	Consequence
Parent's informed?		

Parent's View:					
Student's View:					
Student's Signature:		Date:	Parent's Signature:		Date:

COMPLETE BELOW SECTION IF PHYSICAL INTERVENTION AND/OR RESTRAINT WAS USED.

Was Physical Intervention used?		Start time of PI:		End time of PI:		Duration:	
Reason for Physical Intervention: (highlight)	IMMINENT PHYSICAL HARM TO THEMSELF	IMMINENT PHYSICAL HARM TO OTHERS		IMMINENT SERIOUS DESTRUCTION TO PROPERTY	IMMINENT THREAT TO GROUP/SCHOOL STABILITY		

Signature of HT/DHT:		Date:	
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FOR SCHOOL RECORDS ONLY

Bullying:	Y / N	Racism:	Y / N	Safeguarding:	Y / N
Other Students involved:					
Staff involved:	T1: <input type="text"/>	T2: <input type="text"/>	T3: <input type="text"/>	T4: <input type="text"/>	T5: <input type="text"/>
Staff debriefed?	Yes <input type="checkbox"/>	How?	<input type="text"/>		
First Aid Required?	<input type="checkbox"/>	To Whom:	<input type="text"/>	Medical Book Entry Number:	<input type="text"/>
		To Whom:	<input type="text"/>	Medical Book Entry Number:	<input type="text"/>
Any Other Information:					

Appendix 6: Record keeping

WSL will keep a clear and comprehensive record of any allegation made, the action taken and decisions reached. WSL will provide the accused person with a copy of the record following consultation with the appropriate agencies and agreement has been reached as to what information can be disclosed.

The record will be kept confidentially on the personnel file.

Child protection records relating to students are highly confidential and will be kept in a designated welfare file separate from the student's education records. These records will be securely held within WSL.

The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard. All information should be recorded on the safeguarding monitoring/incident form (see appendix 2) and all records should be signed and dated.

Records should show:

- what the concerns were
- what action was taken to refer on concerns or manage risk within WSL;
- whether any follow-up action was taken
- how and why decisions were made
- any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken
- the monitoring/incident form must be completed whenever concerns arise or there is a serious incident or where a child is being monitored, prior to a case conference or core group meeting.

Where a child who is subject to a protection plan transfers to another WSL, the designated safeguarding lead is responsible for ensuring that copies of all relevant records are passed to the designated safeguarding lead at the new WSL. Child protection records will only be kept until the student leaves WSL and should be disposed of as confidential waste.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Roles and responsibilities in relation to this policy area as follows:

Director: Dayo Adeagbo

Centre Manager: Andy Miklusiak

Appendix 7: Flow chart

Actions where there are concerns about a child

