

SAFEGUARDING AND CHILD PROTECTION POLICY 2022-2023

Designated Safeguarding Lead	Matthew Jenkins (interim)
Deputy Designated Safeguarding Lead	Muntadher Taqi Binsy Parakkal Rebecca Moore (staff only)
Governors with responsibility for safeguarding	Claire Elias Miranda Blum
Local Authority Designated Officer	Megan Brown

Signed by Chair:

Date:

Essential information

Designated Safeguarding Lead: Matthew Jenkins (Assistant Principal) .

Deputy DSL: Muntadher Taqi (Assistant Principal) room M02a, extension 122 . Binsy Parakkal (Senior Tutor), room GST extension 126 . Rebecca Moore (staff concerns only) B09

Other Safeguarding Staff: Donna Swinfen-Green (School Nurse), medical room, extension 133, Angela Wright (SEN/DCO) room E02, extension 246

If no staff above are available, you should in urgent cases speak to a member of LG.

Your responsibility as a teacher:

You **must** take action if you have good reason to believe that a student is in danger of 'significant harm' or that there are emerging concerns of which you are aware. This is a legal obligation. You must also act if you know that a student has siblings who may be in danger. For the purposes of child protection, young people are classed as children until they reach 18, but this guidance also applies at WMSF for students aged 18 and over.

Do:

- All staff at William Morris Sixth Form **must** read the latest version of **Keeping Children Safe in Education (KCSIE)**, including Annex A, this is a statutory requirement
- **Speak to Matt/Muntadher/Binsy, privately**, if you have **any** concerns at all about a student and **report via MyConcern**.
- Notify the student that you may have to pass on any relevant information.
- Keep an open mind about what you are being told.
- Try and stay impartial to the information you are being told.
- Make sure that the student is being taken seriously.
- Try to ascertain if there are any younger siblings that may be affected
- Ring Police, Ambulance or other emergency service **immediately** if the situation is acute (level 4).
- Maintain the attitude of 'it could happen here' regarding all potential risks/harm

Don't:

- Keep information to yourself if you are worried or try to investigate or deal with situations yourself
- Pass on information in an inappropriate place (e.g. the canteen or the kitchen in the staffroom)
- Ever promise a student that you will keep it totally confidential.
- Ask leading questions or make suggestions or assumptions.
- Act in a disgusted, disbelieving or disinterested manner
- Make a judgement that the student is not telling the truth.

Remember to act quickly as delay may prejudice a young person's welfare.

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Introduction

Safeguarding is **everyone's responsibility** and WMSF adopts a **child-centred approach** to safeguarding.

This means that all staff are involved in safeguarding students, and that the needs of the student must always come first. All staff must report any safeguarding concerns they have, including emerging concerns.

Safeguarding is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18. For the purposes of this policy, students with EHCPs may be defined as a child up until the age of 25. As WMSF cater for 16-19 year old students, we use the term "student" and "students" in place of "child" and "children" which are often found in statutory guidance.

Technology is a significant component in many safeguarding issues. Abuse can happen online, offline, or both. Student on student abuse can also occur online, including abusive, harassing or misogynistic messaging, non-consensual sharing of indecent images and sharing of abusive images and pornography to those who don't want to receive such content.

The Children's Act 1989 places on schools and LAs the duty of assisting the relevant local authority acting on behalf of students in need and of enquiring into the circumstances of students who are suffering or thought to be suffering significant harm to their physical, emotional or intellectual development.

WMSF has a 'duty of care' towards their students and to ensure their safety and wellbeing, in relation to both existing and emerging concerns, by engaging with services (including Early Help) as appropriate. Staff must be aware of the signs of abuse and other risks (see *Abuse appendix*), and must inform of any emerging concerns they have.

All staff must read Part One of KCSIE (September 2022) and fill in a questionnaire, distributed yearly by the DSL, by October of the same academic year as evidence of reading this. They must also read this policy, the Peer on Peer Abuse policy, and the

Staff Code of Conduct and must sign that they have read, understood and will adhere to these policies. They are strongly recommended to read Part Five of KCSIE (2022)

Safeguarding concerns at WMSF are categorised as follows:

Universal (Level 1)	No concerns exist beyond those which are normal for the student's age group
Vulnerable (Level 2)	The student has heightened vulnerabilities and would benefit from referral to early help services
At Risk (Level 3)	The student is considered at risk from harm, and needs to be referred to the police, NHS or social services as appropriate.
Acute/Urgent (Level 4)	The student is in significant danger and emergency action must be taken immediately .

Safeguarding concerns directly affecting the student can arise from:

- Family/home environment
- Community and wider contexts
- Other students (see *Student on Student abuse policy*)
- Self

All of the above should be taken equally seriously as potential threats to a student's safety.

Additional Information: Covid-19

WMSF recognise the additional impact the lockdown will have had on our students, and also the impact it has had on our ability to safeguard our students effectively. We are working on training our staff to recognise the additional risks at this time. We are monitoring developments and government advice closely. WMSF have also created an appendix to this policy detailing arrangements during the pandemic. For more information please see <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

Making referrals- Early Help (Level 2)

All staff have a responsibility to provide a safe environment in which students can learn and all staff should be prepared to identify students who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a student's life.

For students who reside within the borough, Early Help can be accessed via Hammersmith and Fulham front door services on 0208 753 6600 (or the professionals line on 0208 753 6610). Other boroughs have different systems which can be accessed online. Staff should be aware that the offer depends on where the student resides, not where they attend school. These referrals will normally go through the DSL, but any member of staff can make a referral.

Early Help services can also be accessed within the school, and these include:

- Counselling and MIND
- Mentoring/Student Services Support
- Referral to external agencies/charities via our Student Services staff

Any student may benefit from early help, but all Sixth Form staff should be particularly alert to the potential need for early help for a student who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and 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 at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child
- is misusing drugs or alcohol themselves
- has a health condition
- has mental health needs
- has a family member in prison or is affected by parental offending
- is at risk of honour-based abuse (e.g. FGM or forced marriage)
- is persistently absent from school, including persistent absences for part of the day
- identifies as LGBTQ+

Making referrals- At Risk and Urgent/Acute (Level 3 and 4)

Hammersmith and Fulham operate a front door referral system to family services, to which any safeguarding concerns should be referred. It is WMSF policy that the DSL will manage referrals, but any member of staff can make a referral. To do so, the number to call is 0208 753 6600 or the professionals line on 0208 753 6610. Out of hours, the number is 0208 748 8588. You should inform the DSL as soon as possible if you make a referral.

It is worth noting, however, that a significant majority of our students reside in other London boroughs, each with their own system. Therefore, it is best practice to consult the DSL wherever possible before a non-urgent referral is made.

In urgent situations where there is significant risk to the young person, the staff member should contact the DSL or DDSL **immediately**, or failing that, dial 999 **themselves**, or find the number for the duty social worker in the student's borough of residence.

Education is a relevant agency in the safeguarding of our students and supports the three safeguarding partners: the local Chief of Police, the Clinical Commissioning Group, and the Local Authority. Local arrangements can be found at www.rbkc.gov.uk/lscb.

Key risks

Each of these categories is named as a risk by KCSIE guidance. Any issues arising from any of these risks should be referred via MyConcern to the safeguarding team.

Children in the Court System: includes Young Offenders, students called on to give witness statements in courtroom settings, and students with family members involved in the court system.

Children Missing from Education: although our students are post-compulsory in age, missing education still presents a safeguarding issue.

Child Criminal Exploitation including "County Lines": Students are at risk of being recruited by criminals and criminal gangs. You need to be aware of the indicators of CCE and training is conducted yearly about this. Factors include:

- Frequently absent from and doing badly in school.

- Going missing from home, staying out late and travelling for unexplained reasons.
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent.
- Being isolated or withdrawn.
- Having unexplained money and buying new things.
- Wearing clothes or accessories in gang colours or getting tattoos.
- Using new slang words.
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- Self-harming and feeling emotionally unwell.
- Taking drugs and abusing alcohol.
- Committing petty crimes like shop lifting or vandalism.
- Unexplained injuries and refusing to seek medical help.
- Carrying weapons or having a dangerous breed of dog

Some specific forms of CCE can include students being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Students may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection. Students involved in criminal exploitation need to be treated as victims themselves, even though they may commit crimes themselves. Be aware that girls are at risk of criminal exploitation too, even though their experience may be different.

Child Sexual Exploitation: You need to be aware of the specific indicators of CSE and training is conducted yearly about this. Factors include:

- Unhealthy or inappropriate sexual behaviour.
- Being frightened of some people, places or situations.
- Being secretive.
- Sharp changes in mood or character.
- Having money or things they can't or won't explain.
- Physical signs of abuse, like bruises or bleeding in their genital or anal area.
- Alcohol or drug misuse.
- Sexually transmitted infections.
- Pregnancy
- Having an older boyfriend or girlfriend.
- Staying out late or overnight.
- Having a new group of friends.
- Missing from home or care, or stopping going to school or college.

- Hanging out with older people, other vulnerable people or in antisocial groups.
- Involved in a gang.
- Involved in criminal activities like selling drugs or shoplifting

Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving students in the production of sexual images, forcing students to look at sexual images or watch sexual activities, encouraging students to behave in sexually inappropriate ways or grooming a student in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the student's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any student, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds (and potentially older) who can legally consent to have sex. Some students may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship

Domestic Abuse: this includes Physical, Sexual, Emotional, Psychological or Financial abuse. Young people who experience domestic abuse are considered victims of domestic abuse and should be treated as such. Experiencing domestic abuse can have a lasting impact on a young person. Students can be victims, and perpetrators, in their own relationships too.

Consult *Abuse: What to look out for (appendix)*.

Family Members in Prison: A small number of our students have family members in prison, which is often a traumatic experience.

Homelessness: Homelessness is one of the most significant risk factors associated with WMSF students and there are numerous instances of this every year.

So-called "Honour Based Violence": So-called HBV has nothing to do with honour and is abusive and criminal.

Radicalisation: See *Prevent statutory guidance* and the *WMSF Prevent Response Strategy* for more information on this. Any instances of radicalisation, including suspected or potential, must be reported to the safeguarding team who will contact our local contact, Simone Torry simone.torry@lbhf.gov.uk .

Student on Student Abuse: See *Student on Student Abuse policy* for more guidance on this. This includes risks associated with cyber-bullying and violence within intimate personal relationships between peers. It also includes causing someone to engage in

sexual activity without their consent (e.g. forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party). Student on student abuse may be taking place even if it is not reported. WMSF operates a zero tolerance approach to student on student abuse.

Serious Violence: All staff should be aware of the potential for students to become involved in serious violence, including gang activity, and should be alert to signs of this. Staff need to be aware of the risk factors that increase the likelihood of becoming involved in serious violence, which include being male, being frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. All staff should be aware of the indicators, which may signal students 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 students have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Sexual Violence and Sexual Harassment: See *Student on Student Abuse policy* for more guidance on this. SV and SH are never acceptable and should never be dismissed as “banter” or part of life. No student should feel that any complaint they make about this is not taken seriously.

Upskirting: taking photos under clothing in order to expose genitals or buttocks. This is a crime and must be reported to the DSL who will contact police.

Sexual Violence and Harassment between Students-Sexual violence and sexual harassment can occur between 2 children of any age and any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children

Additional Risks

FGM (including Breast Flattening)- teachers have a **statutory duty** to report any instances of FGM of which they become aware. This must be reported to the Police and the staff member should seek help from the DSL if appropriate. See *Appendix: FGM Guidelines* for more details.

Mental Health and self-harm- this is WMSF's most significant issue statistically. Any students presenting with suicidal ideations must be treated as an acute (level 4) case

and immediate help must be sought. Any other concerns must be reported to the safeguarding team, including self-harm. See *Mental Health Policy* for more details.

Private Fostering- this applies to students under the age of 16 (unless they have a registered disability) but students living with others informally should still be brought to the attention of the DSL.

Forced Marriage- this is a crime and any potential or known instances must be reported immediately to the DSL.

Young Carers- young carers have additional needs that staff need to be mindful of and try and accommodate these needs.

Looked after children- the designated teacher co-ordinating support for Looked-after Children is **Matthew Jenkins (DSL)** who works closely with **the DDSLs** on this. Staff should be mindful of the potential additional needs of these students. The DSL will also ensure that each LAC student has a named external professional to whom concerns can be reported.

Care leavers- students living independently or semi-independently or who have previously been in care can present with additional needs.

Children with SEND- staff need to be mindful of the additional potential dangers faced by these students and should also report any concerns to **Angela Wright (SEN/DCO)** as well as the safeguarding team. Young people with SEND may be especially vulnerable to risk and staff are expected to take extra care to interpret correctly apparent signs of abuse or neglect. The Designated Lead will work with the SEN/DCO to identify students with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with young people with SEN.

Substance Misuse- young people abusing drugs and/or alcohol are at additional risk.

Youth Produced Sexual Imagery- All instances of this must be reported to the DSL who will investigate further. Report this even if you are doubtful about whether it counts as YPSI. See *Sexting Guidelines* for more information on this.

Fabricated/Induced Illness- when a parent or carer exaggerates or deliberately causes symptoms of **illness** in the student

Young Parents- young parents have additional needs of which we should be mindful. Ensure you let the DSL know of any young parents.

Bereavement- a number of students suffer bereavement, which may lead to changes in family support networks and mental health.

Children being taken abroad for punishment

Child Abduction- when students are taken from their parents or carers without permission. It can be committed by parents or other family members, by people known but not related to the student, and by strangers.

Modern Slavery- this includes human trafficking and slavery, servitude and forced or compulsory labour. There is a national mechanism for reporting instances of modern slavery. Education staff are unable to make a direct referral but any instance of modern slavery needs to be reported to the safeguarding team who will contact police. See www.antislavery.org/slavery-today/slavery-uk/ for more practical information on this.

Gaslighting- this is a recognised form of abuse meaning to manipulate someone by psychological means into doubting their own sanity.

Cybercrime- criminal activity using computers and/or the internet. It includes hacking, denial of service attacks and creating and using malware such as viruses. Students particularly skilled in computing and technology may be drawn into cybercrime, either deliberately or inadvertently.

When students are involved in any type of criminal activity, it is crucial that they are taken seriously, supported and kept safe. Staff must never dismiss the safeguarding concerns that arise from being drawn into criminal activity.

Note that specific concerns can overlap and students can be at risk of multiple concerns simultaneously.

Contextual Safeguarding/Extra-familial abuse

Contextual Safeguarding is an approach to understanding, and responding to, students' experiences of significant harm beyond their families. It recognises that the different relationships that students form in their neighbourhoods, schools, and online can feature violence and abuse. Parents and carers have little influence over these contexts, and students' experience of extra-familial abuse can undermine parent-child relationships. Therefore, social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces is a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the

objectives of child protection systems in recognition that students are vulnerable to abuse in a range of social contexts. Contextual safeguarding risks include sexual abuse and county lines.

Local and Sector-specific Safeguarding Information

Students reside in a wide range of boroughs across London, which all have slightly different priorities. Our local priorities have been identified by the LADO as:

- Child exploitation- criminal
- Child exploitation- sexual
- Knife crime

Concerns particularly pertinent to WMSF and other 16-19 providers are:

- Online risks including cyber-bullying and grooming
- Abuse within relationships
- Mental health
- Housing and homelessness
- Domestic abuse
- Bereavement

Students have also cited mental health as a key concern of theirs in feedback, and also the dangers present within the local area including drug-dealing and gangs. WMSF have worked extensively with Mental Health support charities and the Local Police in response to these concerns.

Awareness and Prevention

WMSF recognises it has a role to play in making students aware of potential risk factors. Staff at the sixth form with appropriate responsibilities must ensure that:

- Tutorial programmes for all students have safeguarding as one of their key focal points
- Students are made aware of internal and external means of support and these are publicised clearly around the Sixth Form. This includes Student Services, the Safeguarding Team, external agencies, and the concern@wmsf.ac.uk email address, to allow students to relay their concerns in writing
- Students are given opportunities for discussing concerns and accessing support, and are given a clear "student voice" in relation to safeguarding
- Students feel safe and comfortable when discussing concerns and accessing support

- Students are clear about how to report student on student abuse and that they can approach any member of staff about this and will be taken seriously

How to deal with disclosures

As soon as it appears that a student may be about to divulge information that the staff member feels may be a child protection issue, the student must be warned that it may be impossible for the conversation to be treated as confidential. Staff have a duty to share information when there is risk of significant harm either to the student or to younger siblings.

During a possible child protection conversation with a student, the member of staff should:

- Allow the student to speak freely
- Remain calm
- Under no circumstances ask investigative questions
- Under no circumstances promise confidentiality
- Not be afraid of silences
- Tell the student what will happen next
- Write up the conversation as soon as possible and send it to the Designated Safeguarding Lead via the relevant paperwork
- Always take the student seriously.

Members of staff should not deal with disclosures in isolation and must always inform the safeguarding team, when a discussion will take place about the appropriate course of action.

Staff should inform the safeguarding team of any concerns they might have that do not result from disclosures, even if they do not seem to be severe.

If a situation is deemed urgent or acute, defined by there being an immediate and severe risk to the student's life or physical safety, then the member of staff must try to deal with the situation immediately. This may involve calling the police, social services or health services as appropriate. Advice should be sought if available but staff must act quickly to minimise any risk to the student.

Recording and Reporting Concerns

Concerns do not have to arise from a disclosure, and all staff must report any concerns, including emerging concerns, that they have to the DSL by the methods outlined below. No member of staff should make a judgement that their observations are not serious enough to warrant a referral.

All staff have a responsibility to ensure effective records are kept. WMSF now uses the MyConcern platform and all concerns must be recorded via this platform, and not sent via email or any other method. Staff should be encouraged, however, to report concerns as soon as possible, so an oral conversation with the DSL should take place in the first instance if this is easier. However, all staff must write up their concerns and send to the Safeguarding team as soon as possible through MyConcern.

Any urgent concerns must be reported orally and immediately to the DSL (or DDSLs), or action must be taken immediately if they are unavailable. An emergency situation means the safety of the student takes priority. All emergency concerns will be written up as soon as is practicably possible.

Previously the school used secure email to keep written records and these are kept in secure files in a password-protected area of the school's K drive.

Guidelines are as follows:

1. All staff must send referrals via **MyConcern** and these will be picked up by the safeguarding team.
2. Written records should be clear, objective and should detail observations and facts as closely and in as much detail as possible
3. Written records should not be subjective or emotional and **MUST NOT** contain personal judgements or the member of staff's own conclusions
4. The DSL will record how the referral was handled and what the actions and outcomes were.
5. The DSL will keep a record of any correspondence sent from outside agencies for each student. This will be uploaded to MyConcern.
6. The information will be shared on a "need to know" basis and staff will be reminded of its confidential nature
7. Staff have a responsibility to also report any identified '**emerging concerns**' in the same way
8. The DSL will keep a record of all referrals for the calendar year, along with outcomes. The DSL will also keep a record of all open cases. This will be available via the MyConcern reporting tool.
9. The DSL and DDSLs will keep a record of all LAC students and the key worker associated with them.

When a child is 16 or 17, we have a duty to inform parents and/or carers of discussions that arise and actions we have taken. Sometimes this takes extra care, and any concerns about contacting parents are shared with relevant staff.

If an emergency situation arises or a Section 47 (see KCSIE flowchart) referral is completed, the DSL will act on the advice of outside agencies about whether or not to inform parents.

As per KCSIE guidelines, the school will try as best as possible to obtain a minimum of two emergency contact details. The tutor should check these details regularly to ensure they are still operational and should ensure that students are pro-active in updating their details.

Students who are 18+ years old

WMSF is a 16-19 institution and we are fully committed to the safeguarding of all of our students. It is important to note, however, that there are some key differences between procedures for 16-17 year old students and those who are 18 and over.

Students with EHCPs may be treated as a child up until the age of 25, and the advice in the rest of the policy should be followed for these students. You should always be aware of any *younger siblings* these issues might affect.

- Support via Children's Services is usually unavailable. Referrals to other agencies may still be made (e.g. NHS, police) but these would require the consent of the student.
- Records do not need to be kept, except for referrals to outside agencies which will be logged.
- Notifying parents of any conversations is at the discretion of the member of staff and should always be discussed directly with the student.
- Referrals to Adult Social Services can be made and may be appropriate in certain circumstances.
- Certain legislation regarding "children" will not apply, or may apply differently, but you should bear in mind that criminal activity is still a crime and should be treated as such.
- Advice regarding emergency situations still applies and you should do everything you can to keep the student safe
- Early help is still available for 18-19 year old students although it is likely to be in a different form
- Instances of student on student abuse should always keep the age of the victim and alleged perpetrator in mind

None of this should assume that the safeguarding of our 18-19 year old students is less important and staff should be fully committed to helping keep all of our students safe.

The role of the DSL and the Deputy DSL

The Governing body should ensure that the Sixth Form designates an appropriate senior member of staff to take lead responsibility for child protection. This person should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The DSL at WMSF is **Anthony Evans**. The broad responsibilities of the DSL are detailed below:

Managing referrals

- Refer cases (in most instances) of suspected abuse to the local authority children's social care;
- Work with the Principal as necessary for any cases involving a staff member
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- Refer cases where a crime may have been committed to the Police;
- Liaise with the principal to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as the lead teacher for Looked After Children.

Training

The DSL should undergo training (at least annually) to provide them with the knowledge and skills required to carry out the role. In addition, their knowledge and skills should be refreshed at regular intervals, as appropriate to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's or college's safeguarding and child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.

- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Are aware that abuse can happen online, offline, or both

Raising Awareness

- The designated safeguarding lead should ensure the school or college's safeguarding and child protection policies are known, understood and used appropriately:
- Ensure the school or college's safeguarding policy and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- Where students leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

The role of the Deputy DSL

It is important that WMSF has a named deputy to whom staff can refer should the DSL be unavailable. The Deputy DSLs are **Muntadher Taqi, Binsy Parakkal and Rebecca Moore (Staff only)**. The Deputy DSLs can also fulfill any of the duties of the DSL with mutually agreed delegation.

The role of the Principal in relation to safeguarding students

The Principal is responsible for scrutinising the work of the DSL and the deputy DSLs, and must be kept informed of any serious cases, especially investigations under Section 47 of the Children's Act, any police referrals and any emergency hospital admissions. The Principal is responsible for ensuring safeguarding is prioritised appropriately through the organisation.

The Role of the Governing Body

The governing body should scrutinise the work of the school, in particular the DSL and the Principal, in relation to keeping students safe.

The named governors are Claire Elias and Miranda Blum.

Named governors should seek to visit the school at least once a term, and ensure the following are in place:

- A robust safeguarding policy that protects all students
- Robust record keeping arrangements (governors will not be expected to see confidential files but should ensure these are in place)
- Evidence that the safeguarding policy is being enacted in the day-to-day running of the institution
- The SCR is up to date and all necessary checks have been put in place

The last review took place in June 2022. Recommendations can be found in the report.

Allegations against members of staff

Every member of staff should ensure that they are aware of their professional responsibility when working with students, including ensuring that students are safe and free from harm in all scenarios. Therefore it is essential that staff act appropriately when working with students and follow the clear advice and guidance in our *Staff code of conduct*.

Staff in contact with students may be the subject of allegations of abuse. These procedures are intended first and foremost to ensure that students are protected, since there have been instances nationally of abusers seeking work with young people. For the benefit of the staff member and the student, these procedures are also intended to ensure that a thorough and objective investigation is carried out. Our response reflects the principle that a student's allegation of abuse will be taken seriously. *Working Together Under the Children Act 1989* states that the child protection investigation must be carried out in the same way as it would be if the allegation were made against a family member.

Students may make allegations of abuse against members of staff for reasons other than that they have been abused by them. This most commonly occurs when they wish to draw attention to abuse or distress experienced elsewhere, either inside or outside the home, and therefore allegations must always be taken seriously.

All allegations against staff and volunteers must be reported via our Confide platform, which is being trialled from September 2022. Until this is available, concerns must be reported directly to the Principal. The Principal has overall responsibility for all staff concerns.

The Principal will make an immediate decision about whether the information can be dealt with in-house, should be treated as a complaint, or should be referred to the Local Authority Designated Officer (LADO).

If it appears that an allegation meets the Child Protection criteria, the Principal should not instigate any type of investigation, which might leave the school open to accusations of pressurising staff and/or students, but must record details of the allegation and refer to the LADO.

Allegations against the Principal should be reported to the Chair of Governors and advice sought immediately from the LADO. The chair of governors can be contacted through the Clerk to the governors. The contact details for the LADO are as follows:

Email LADO Referrals: LADO@lbhf.gov.uk (monitored Mon to Fri, 9am to 5pm)
Telephone: duty admin: 020 8753 5125 (answered Mon to Fri, 9am to 5pm)

Communicating policy to parents and students

The governors expect students and their parents/guardians to be informed that we have a child protection policy and is required to follow the borough's guidelines for reporting suspected abuse to the Children's Services Department.

Students and their parents/guardians should know how the school CP system works and how they can share concerns. They should be made aware of local or national telephone helplines. Details of this will be made upon request through our website.

Whistleblowing

Should a member of staff realise or suspect malpractice is taking place and a member of staff is acting in an inappropriate and unprofessional manner, they should refer to our Confidential reporting code. This is commonly known as "whistle-blowing."

Should you need to contact the NSPCC Whistleblowing advice line, the contact details are **0808 800 5000**, email help@nspcc.org.uk. Please also feel free to contact WMSF HR if you feel comfortable enough to do so.

For further information, please consult the following documents:

INTERNAL

WMSF Attendance Policy

WMSF Behaviour Policy

WMSF Safeguarding Appendices: FGM, YPSI, Abuse

WMSF Student on Student Abuse policy

WMSF Prevent Response

WMSF SEND Policy

WMSF Staff code of conduct

EXTERNAL

Prevent Statutory Guidance

Keeping Children Safe in Education: DFE (Part One)

Working together to safeguard children

Children’s Act 1989

“Sexting” - Youth-Produced Sexual Imagery

These guidelines are based on government advice regarding youth produced sexual imagery, which is more commonly referred to as “sexting”. Note that this section refers to “children” for clarity’s sake as the laws are specific to children under the age of 18. This advice covers:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18

Not covered by this advice:

- Under 18s sharing adult pornography (though this could potentially be a safeguarding issue).
- Under 18s sharing sexual texts without sexual imagery (though this could potentially be a safeguarding issue).
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police, including cases where students over 18 at WMSF share these images)

Any sharing or creation of YPSI is a safeguarding concern and must be reported to the DSL. It is up to the DSL to ascertain whether the police should be involved in any subsequent investigation.

Do not view the image yourself if it is at all avoidable. If after a discussion with an LG member or the DSL, it is deemed unavoidable, ensure you view the image with a member of staff present. **Under no circumstances should you copy, print or share the image as this is a crime.**

The DSL will assess whether police involvement is necessary. The following indicate police involvement is mandatory:

- The image involves a child under 13 and depicts sexual acts

- Violent acts, or those not in line with a child's developmental stage or age, are depicted
- An adult is involved
- There is a risk of coercion, grooming or blackmail
- There is doubt about the child's ability to consent (e.g. SEN)
- The child is at risk of suicide, self-harm or other immediate harm as a result of the disclosure

Police involvement will also be undertaken regarding sharing the image if this is **aggravated**. This always includes incidents involving adults; the two youth-only definitions of this are:

- Intent to harm, e.g. sharing the image to exact revenge, sharing relating to blackmail, or the sexual abuse of the young person by the young person sharing the image
- Reckless misuse e.g. sharing the image without the young person's consent

Police involvement will not be undertaken if the sharing of the image is **experimental**. This includes:

- Children taking sexual images of themselves for themselves, with no intent to share
- Sharing for "romantic" reasons e.g. children sharing sexual images as a couple, with no intention to share beyond themselves
- Sharing images of oneself for sexual attention seeking.

Female genital mutilation (FGM)

Female Genital Mutilation (FGM) is the non-medical partial or total removal of the external female genital organs. This procedure is typically carried out on young girls, although it can happen later. FGM is illegal in the UK and particularly affects girls from Africa. It also includes the process of Breast Flattening.

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM

- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover from a disclosure that FGM appears to have been carried out on a girl under 18.

FGM is practised predominantly in North African countries, the Middle East and Asia. Schools should be particularly alert in London and therefore is an issue all staff must be aware of in our setting given the high number of students whose families originate from these regions. Although FGM takes place between birth and around 15 years old; it is believed that the majority of cases happen between the ages of 5 and 8. However, if a student in our 16-19 setting discloses that they have experienced FGM or there are suspicions staff must report this to the Designated Lead and must also inform the police themselves. This is partly because there are likely to be younger siblings who may also be at risk.

The most significant countries for FGM are:

- Burkina Faso
- Djibouti
- Egypt
- Eritrea
- Ethiopia
- Guinea
- Liberia
- Mali
- Mauritania
- Sierra Leone
- Somalia
- Sudan
- The Gambia

Risk Factors include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

At WMSF we have a duty to report concerns we have about girls at risk of FGM to the police and social services. If a student discloses to a member of staff that they have undergone FGM, the member of staff must also refer the case to the police themselves (the DSL will be on hand to assist with this).

Abuse: What to look out for

It is imperative that all staff are aware of the potential signs and types of abuse, and report any instance of these to the DSL. Remember at all times that abuse can be perpetrated by peers as well as family members and those in the wider community.

Signs:

- Students whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping
- Students with clothes which are ill-fitting and/or dirty
- Students with consistently poor hygiene
- Students who make strong efforts to avoid specific family members or friends, without an obvious reason
- Students who don't want to change clothes in front of others or participate in physical activities
- Students who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Students who talk about being left home alone, with inappropriate carers or with strangers
- Students who reach developmental milestones late, with no medical reason;
- Students who are regularly missing from school or education
- Students who are reluctant to go home after school;
- Students with poor school attendance and punctuality
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Students who drink alcohol regularly from an early age
- Students who are concerned for younger siblings without explaining why
- Students who talk about running away
- Students who shy away from being touched or flinch at sudden movements.

Types:

Neglect: the persistent failure to meet a student's basic physical and/or psychological needs, likely to result in the serious impairment of the student's development. Neglect may involve a parent or carer failing to: provide adequate food, clothing or shelter (including expulsion from home or abandonment); or ensure access to appropriate medical care or treatment; or ignoring a student's basic emotional needs.

Physical: actual or likely physical harm to a student, or failure to prevent physical injury (or suffering) to a student. This may include hitting, poisoning, burning, suffocating and inducing illness.

Sexual Abuse: involves forcing or enticing a student to take part in sexual activities particularly when the student is unaware of what is happening. The activities may involve physical contact (penetrative or non penetrative) or non contact activities such as encouraging a student to behave in a sexually inappropriate way or grooming a student in preparation for abuse (including via the internet). This is the actual or likely sexual exploitation of a student.

Emotional Abuse: actual or likely severe adverse effect on the emotional and behavioural development of a student, caused by persistent or severe emotional ill-treatment or rejection; all abuse entails some emotional ill-treatment; this category should be used where it is the main or sole form of abuse. It may include not giving the student opportunities to express their views, deliberately silencing them or mocking them. It may involve serious bullying (including cyberbullying) causing a student to feel frightened or in danger. It may also involve "gaslighting" whereby the abuser manipulates a situation to make the victim feel they are at fault or have done something that they have not. It can also include coercive control, which relates to a pattern of controlling behaviours that create an unequal power balance in the relationship.

Financial abuse: specific to students age 16 and over, financial abuse can involve the withholding of earnings of a student, the unauthorised use of their property or possessions or the unlawful taking of these, or limiting their opportunities for earning money.