

Safeguarding and Child Protection Policy and Procedures

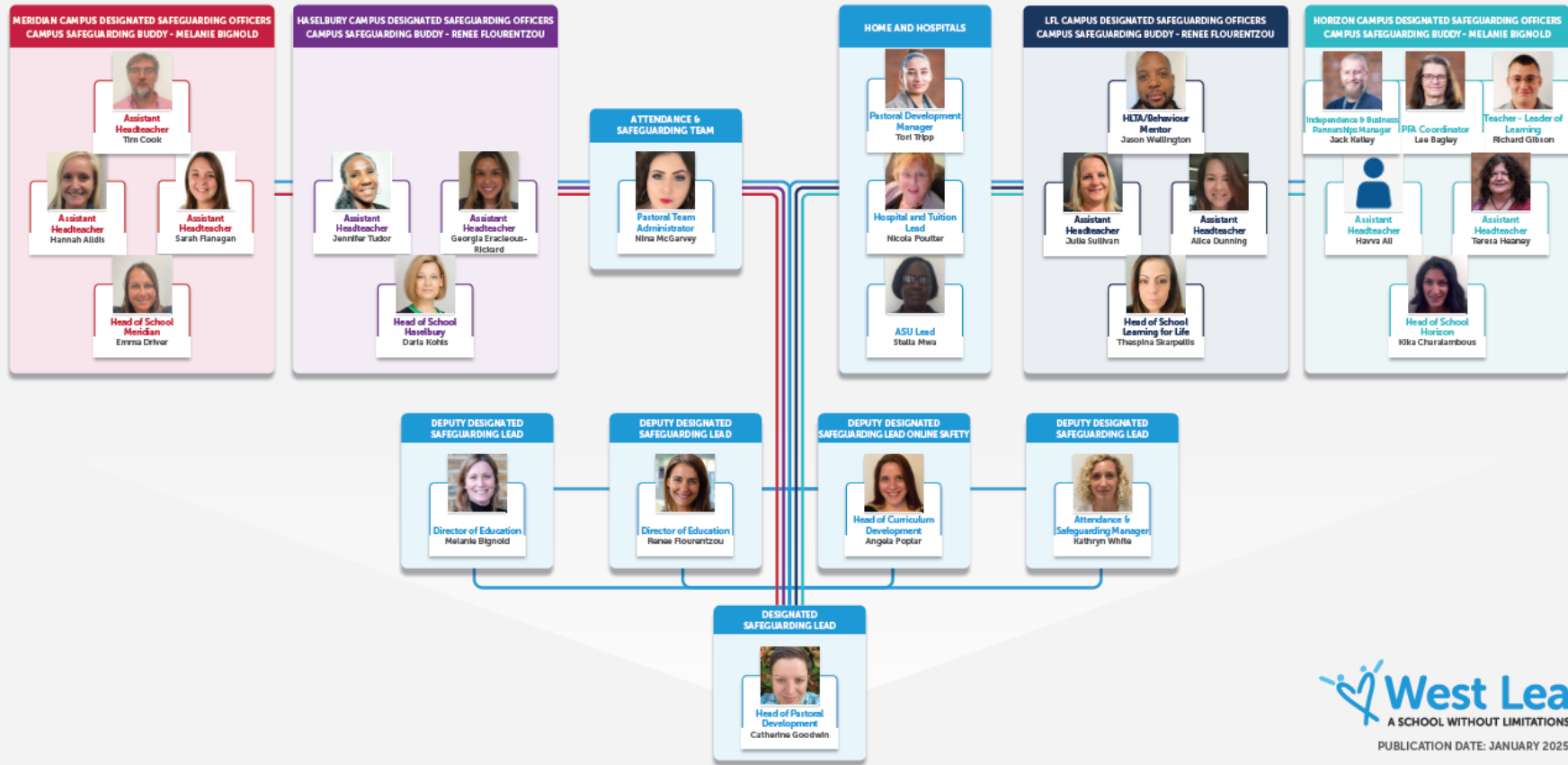
2024-25



Safeguarding team poster

Worried about something you have seen or heard about the welfare of a student?

- A child may make a disclosure to any member of staff or you may witness or hear something that causes you to be concerned
- Yours is a listening role and details of a concern must be passed on immediately by **SPEAKING** to a member of the Safeguarding Team at your campus
- If you are in a lesson, ask an adult from the class team to go and get a member of the Safeguarding Team to come and speak to you
- After you have spoken to a member of the Safeguarding Team, record details of the concern on My Concern
- If you have been unable to speak a member of the Safeguarding Team or you need urgent help, you should contact Enfield MASH 020 8379 5555
- Out of office hours call: 020 8379 1000 (select option 2)



Overview of designated safeguarding team

NAME	ROLE	TEL NO	E-MAIL
Catherine Goodwin	Head of Pastoral Development Designated Safeguarding Lead	0208 807 2656	cgoodwin@westleaschool.co.uk
Renee Flourentzou	Director of Education Deputy Designated Safeguarding Lead	0208 807 2656	rflourentzou@westleaschool.co.uk
Melanie Bignold	Director of Education Deputy Designated Safeguarding Lead	0208 807 2656	mbignold@westleaschool.co.uk
Angela Poplar	Head of ICT Deputy Designated Safeguarding Lead	0208 807 2656	apoplar@westleaschool.co.uk
Kathryn White	Safeguarding and Attendance Officer	0208 807 2656	kwhite@westleaschool.co.uk

If you're not sure who to contact - our safeguarding team can always be contacted on safeguarding@westleaschool.co.uk

MERIDIAN CAMPUS

NAMED DEPUTY DESIGNATED SAFEGUARDING LEAD: MELANIE BIGNOLD

On-site Designated Safeguarding Officers:

Emma Driver (Head of School) - 0208 807 2656

Sarah Flanagan – (Assistant Headteacher) – (Dyson's Road) 0208 807 2656

Tim Cook – (Assistant Headteacher) – (Dysons Road) 0208 807 2656

Hannah Alldis – (Assistant Headteacher) (Springfield) 0208 807 2656

HASELBURY CAMPUS

NAMED DEPUTY DESIGNATED SAFEGUARDING LEAD: RENEE FLOURENTZOU

On-site Designated Safeguarding Officers:

Daria Kohls (Head of School) 0208 807 2656

Jennifer Tudor (Assistant Headteacher) 0208 807 2656

Georgia Eracleous-Rickard (Assistant Headteacher) 0208 807 2656

LEARNING FOR LIFE CAMPUS

NAMED DESIGNATED SAFEGUARDING LEAD: RENEE FLOURENTZOU

On-site Designated Safeguarding Officers:

Thespina Skarpellis (Head of School) 0208 807 2656

Julie Sullivan (Assistant Headteacher) 0208 807 2656

Alice Dunning (Assistant Headteacher) 0208 807 2656

Jason Wellington (HLTA) 0208 807 2656

HORIZON CAMPUS

NAMED DESIGNATED SAFEGUARDING LEAD: MELANIE BIGNOLD

On-site Designated Safeguarding Officers:

Kika Charalambous (Head of School) 0208 807 2656

Teresa Heaney (Assistant Headteacher) 0208 807 2656

Havva Ali (Assistant Headteacher) 0208 807 2656

Jack Kelley (Independence, Business and Partnerships Manager) 0208 807 2656

Richard Gibson (Leader of Learning) (College) 0208 807 2656

Lee Bagley (Playscheme Lead) 0208 807 2656

HOMES AND HOSPITALS

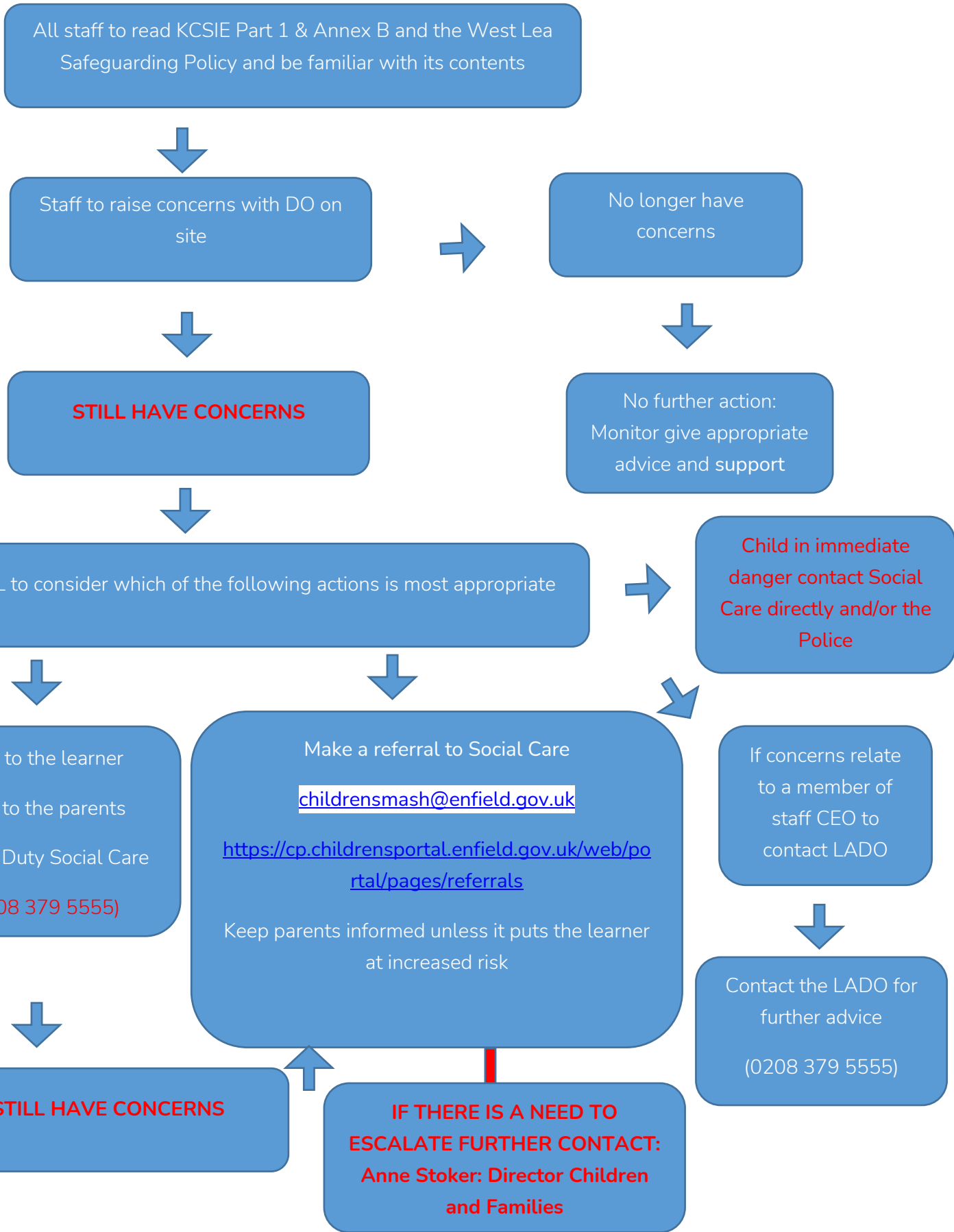
On-site Designated Safeguarding Officers:

Tori Tripp (Pastoral Development Manager) 0208 807 2656

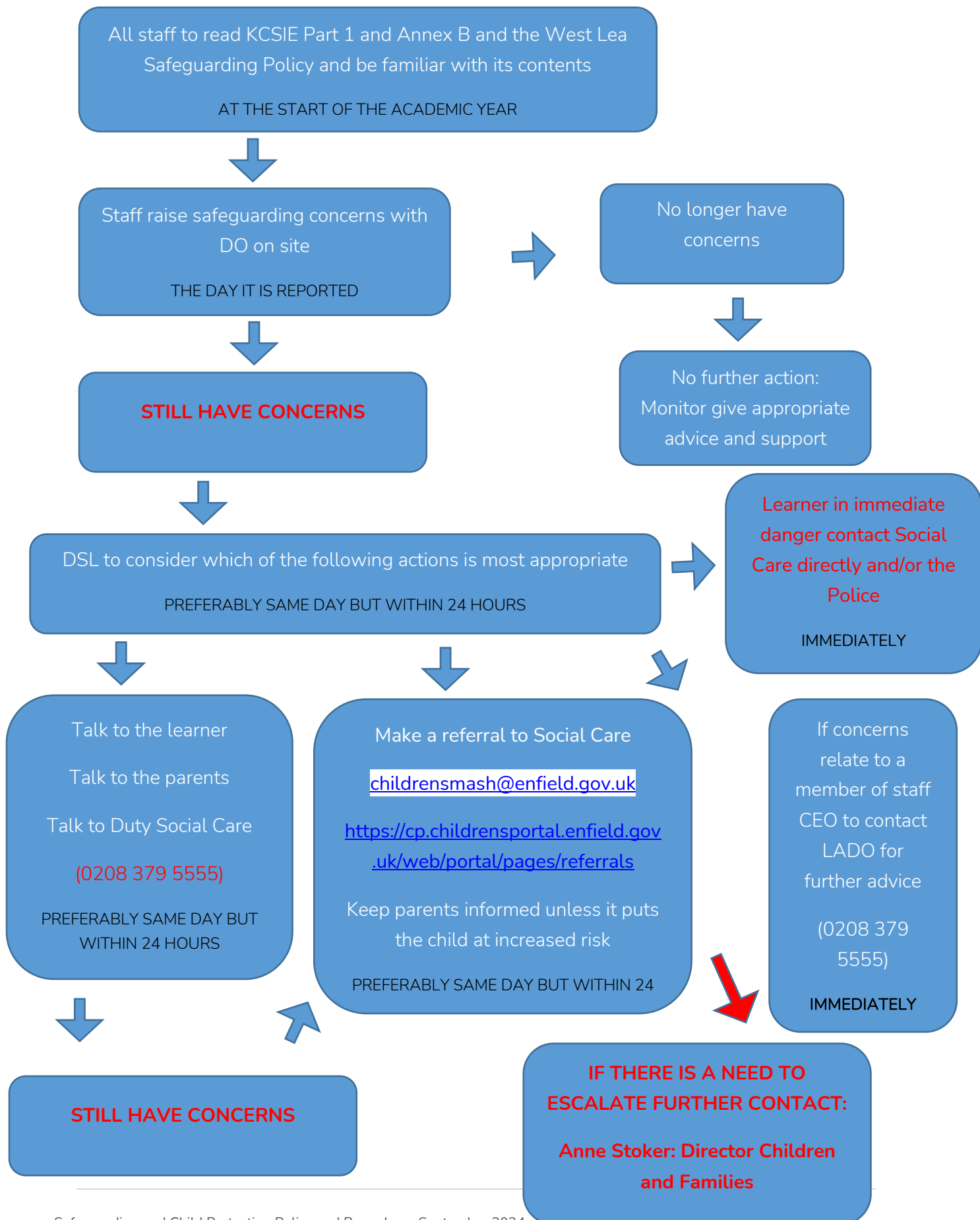
Stella Mwa (ASU Lead) 0208 807 2656

Nicola Poulter (Hospital Team) 0208 807 2656

Safeguarding flow chart



Safeguarding flow chart with time scales



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Introduction

West Lea is an inclusive special school for learners between the ages of 4-19 who have a range of complex needs. Our safeguarding policy cannot be separated from the general ethos of the school, which is to ensure that learners are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

All West Lea staff must be aware of our young people and their families and need to be:

- Knowledgeable about their differences and how they impact on attitude and behaviours
- Sensitive, understanding and respectful in dealing with young people with additional needs
- Skilful in responding and adapting to different needs
- Vigilant in ensuring that presenting safeguarding issues are raised in a timely fashion

Our core safeguarding principles are:

- Prevention: positive, supportive, safe culture, curriculum and pastoral opportunities for our learners, safer recruitment procedures.
- Protection: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- Support: for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
- Collaborating with parents, learners and other agencies: to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

All West Lea staff need to acknowledge the increased vulnerability of our learners with additional needs and some of the factors that increase risk and diminish protection are:

- Our learners may have a lack of understanding that impairs their ability to resist or avoid abuse
- Our learners may have communication difficulties that make it difficult to explain to others what is happening
- Our learners sometimes having fewer outside contacts than others which can lead to them and their families being isolated
- Some of our learners receive care from external agencies which may increase the risk of exposure to abusive behaviour

The governors and staff of West Lea School fully recognise the contribution it makes to safeguarding our learners. We recognise that all members of staff, including volunteers, have a full and active part to play in protecting our learners from harm. All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual learner

We believe that the best interests of learners always come first. All children (defined as those up to the age of 18), and adults (over the age of 18) have a right to be heard and to have their wishes and feelings taken

into account and all learners regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

We will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a learner, staff will always act in the best interests of the child or adult and if any member of our community has a safeguarding concern about any child or adult, they should act immediately.

Safeguarding and promoting the welfare of children and vulnerable adults is everyone's responsibility. In order to fulfil this responsibility effectively, each professional should make sure their approach is learner centred. This means that they should consider, at all times, what is in the best interests of the learner.

School staff form part of the wider safeguarding system for our learners. This system is based on the principle of providing help for families to stay together where it is safe for the learner to do so, and looking at alternatives where it is not, whilst acting in the best interests of the learner at all times.

Policy Context

This policy is in response to the statutory framework and policy guidance for safeguarding, child protection and the safeguarding of vulnerable adults, namely:

- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- The Education Act 2002
- Working Together to Safeguard Children (DFE 2023)
- Keeping Children Safe in Education-KCSIE (DfE 2024)
- The Early Years Foundation Stage (2024)
- The Care Act 2014
- Care and Support Statutory Guidance (especially chapter 14) 2014 (under review)
- The Human Rights Act 1998
- London Multi-agency Adult Safeguarding Policy and Procedures (2019)
- Mental Capacity Act 2015
- Ofsted: Education Inspection Framework'
- Framework for the Assessment of Children in Need and their Families 2000
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006
- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- LSCP (Enfield Safeguarding Children's Partnership) Interagency child protection and safeguarding procedures
- The Data Protection Act 2018 and the UK GDPR
- The Education (Learner Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006
- The Rehabilitation of Offenders Act 1974

- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015) and Statutory guidance on FGM
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. Includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).

At West Lea School we recognise that as a result of the Covid-19 pandemic, some members of our community may have been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases experienced increased welfare and/or safeguarding risks. We will work with local services, such as health and the local authority, to ensure necessary support is in place.

Furthermore, it also states that governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements consider the procedures and practice of the local authority as part of safeguarding partnership procedures.

The link below directs you to policies on the West Lea School website that are directly associated with Safeguarding and Keeping Children and vulnerable adults safe as well as the wider school policies.

<https://www.westleaschool.co.uk/policies/45063.html>

A hard copy of any school policies is available on request from the West Lea School office.

Office@westleaschool.co.uk

This policy is one of a series in West Lea's safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:

- [Relationship and Behaviour Policy](#)
- [Premises Management Policy](#)
- Child on child abuse (contained within this policy)
- [Data protection and information sharing](#)
- [Educational visits](#)
- [EYFS Policy](#)
- [Privacy Notice](#)
- [Intimate care procedure](#)
- [Health and Safety Policy](#)
- Low level concerns procedure (contained within the [Code of Conduct](#))
- [Managing](#) allegations against staff procedure (contained within disciplinary policy)
- [Online Safety Policy](#)
- [Physical Intervention Policy](#)
- [Prevent Duty](#)
- [Administration of Medication and First Aid](#)
- [Relationship, Sex and Health Education \(RSHE\)](#)

- [Attendance Policy](#)
- [Safer Recruitment Policy](#)
- [Safer Working Practices](#)
- [Staff Code of Conduct](#)
- [Whistleblowing](#)
- [Work Experience](#)

The above is not an exhaustive list. If you would like a copy of a policy that is not listed, please contact the school office at Office@westleaschool.co.uk who will be able to help you.

WHAT IS SAFEGUARDING?

- Safeguarding legislation defines learners under the age of 18 as Children,
- Learners aged 18 and over are defined as adult.

Safeguarding Definition for Children

In line with KCSIE 2024, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

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

Safeguarding Definition for Adults

The Care Act 2014 defines Adult Safeguarding as working with adults with care and support needs to keep them safe from abuse or neglect.

The Six Principles of Safeguarding that underpin all adult safeguarding work are below:

- **Empowerment** - People being supported and encouraged to make their own decisions and informed consent.
- **Prevention** – It is better to take action before harm occurs
- **Proportionality** – The least intrusive response appropriate to the risk presented.
- **Protection** – Support and representation for those in greatest need.
- **Partnership** – Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse
- **Accountability** – Accountability and transparency in delivering safeguarding.

The safeguarding legislation applies **to all forms of abuse** that harm a person's well-being. The law provides a framework for good practice in safeguarding that makes the overall **well-being** of the adult at risk a priority of any intervention.

Wellbeing Principle

The concept of 'well-being' is threaded throughout legislation and is part of the Law about how health and social care is provided. Our well-being includes our mental and physical health, our relationships, our

connection with our communities and our contribution to society. Being able to live free from abuse and neglect is a key element of well-being.

The legislation recognises that statutory agencies have sometimes acted disproportionately in the past. For example, removing an adult at risk from their own home when there were other ways of preventing harm. For that reason, any actions taken to safeguard an adult must take their whole well-being into account and be proportionate to the risk of harm.

West Lea School acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse, neglect and exploitation (criminal CCE and sexual CSE)
- Bullying, including cyberbullying
- Child-on-child abuse
- Children with family members in prison
- Children absent from Education (CME)
- Child missing from home or care
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
- ‘Up skirting
- [Physical abuse](#) (Adult Safeguarding Category)
- [Domestic violence or abuse](#) (Adult Safeguarding Category)
- [Sexual abuse](#) (Adult Safeguarding Category)
- [Psychological or emotional abuse](#) (Adult Safeguarding Category)
- [Financial or material abuse](#) (Adult Safeguarding Category)
- [Modern slavery](#) (Adult Safeguarding Category)
- [Discriminatory abuse](#) (Adult Safeguarding Category)
- [Organisational or institutional abuse](#) (Adult Safeguarding Category)
- [Neglect or acts of omission](#) (Adult Safeguarding Category)
- [Self-neglect](#) (Adult Safeguarding Category)

(Also see Part One and Annex B within 'Keeping Children Safe in Education' 2024, [Care Act factsheets - GOV.UK \(www.gov.uk\)](#))

POLICY, COMPLIANCE, MONITORING, REVIEW

The routines and processes for staff, visitors, visiting professionals, volunteers and Governors for safeguarding all learners at West Lea School in terms of general routines in relation to supervision requirements, safer recruitment processes, procedures for visitors and site security are the same for learners whether defined as children or adults.

The same process exists for reporting safeguarding concerns to a member of the Safeguarding team.

West Lea will review this policy at least annually (as a minimum) and will update it as needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.

All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One and Annex B /or Annex A of KCSIE 2024 as appropriate. Staff can access KCSIE 2024 [here](#), for ongoing reference.

Parents/carers can obtain a copy of our Safeguarding and Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the website: <https://westleaschool.co.uk/our-prospectus/policies/>

The policy forms part of our School Development Plan and will be reviewed annually by the governing body who has responsibility for oversight of safeguarding and child protection systems.

The Designated Safeguarding Lead and Heads of School will ensure regular reporting on safeguarding activity and systems to the governing body. Reporting to the local authority will take place for adult learners on the Pre-Internship and Supported Inter The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

KEY RESPONSIBILITIES

Safeguarding, child protection and safeguarding vulnerable Adults is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

Governance and leadership

The Designated Safeguarding Lead reports termly to the Governing Board via Nigel Asbridge (Chair of Governors / Safeguarding Governor / Prevent Governor).

The Governing Board has certain roles and responsibilities and will ensure that the Governing Board fully comply with their duties under legislation. The Governing Board are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and West Lea

school's local multi-agency safeguarding arrangements outlined by the Enfield Safeguarding Children's Partnership.

- They must have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- All staff follow the policies and procedures, adopted by the Governing Board.
- There are appropriate safeguarding responses to learners who go are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future.
- They ensure that an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding lead. The Designated Safeguarding Lead should take responsibility for safeguarding and child protection.
- There are procedures and policies in place to handle allegations against teachers, the CEO, volunteers, supply staff, contractors and other staff including those that do not meet the harm threshold (low-level concerns).
- They appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.
- They ensure staff are provided with Part One of Keeping Children Safe in Education (DfE 2024) and Annexe B and are aware of specific safeguarding issues
- They ensure that learners are taught about safeguarding, including online safety this as part of providing a broad and balanced curriculum.
They ensure appropriate filters and monitoring systems are in place to safeguard learners from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DFE 2024).

Pre-Internship and Supported Internship Programme

The Independence Business and Partnership Manager will report to the SEND Employment Board three times a year on learners on the Pre-Internship and Supported Internship Programme, on number of concerns logged, referrals made and any identified themes.

Governor for Safeguarding

The Governor for Safeguarding will have a thorough understanding of specific safeguarding issues be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

The Safeguarding Governor will be aware that they may be approached by members of staff who are angry or anxious about learners with sexual behaviours. In addition, we will also consider that there may be occasions where schools also feel pressures from external sources e.g., the local community and the media.

The Safeguarding Governor will remain informed and will help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the schools future practice, ethos, reviewing any policy or procedure in light of this. The Governor for Safeguarding will undertake an

audit activity to help assess the effectiveness of the school and its processes in tackling all forms of child-on-child abuse.

The CEO is responsible for:

- Ensuring that the policies and procedures adopted by the Governing Board are fully implemented and followed by all staff (including temporary staff) and volunteers.
- Ensuring that the Local Authority Safer Recruitment guidelines and policy are followed and that ALL recruitment is subjected to this scrutiny and that recruiting staff are trained.
- Acting as the case manager and will liaise with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or a volunteer. The CEO will follow the Enfield LADO procedure and guidelines [click here](#). The code of conduct for low level concerns procedure and the disciplinary procedure (if appropriate). A summary of actions to be taken is outlined in [Appendix 2](#).
- Ensure referrals to the Disclosure and Barring Service (DBS) if required are made by an appropriate member of the safeguarding team.
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL.
- Ensuring that the staff receive appropriate safeguarding training, which is regularly updated.
- Ensuring that sufficient resources and time are allocated to enable the staff to discharge their responsibilities.
- Helping to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice concerning learners and will address any concerns sensitively and effectively, in a timely manner in accordance with the agreed whistleblowing policies.

The Designated Safeguarding Lead is responsible for:

The DSL has overall responsibility for the day-to-day oversight of safeguarding, learner protection systems (including online safety) at West Lea. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding, child protection and adults at risk remains with the DSL and this responsibility will not be delegated.

- Catherine Goodwin

West Lea has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSL's absence.

- Renee Flourentzou / Melanie Bignold / Angela Poplar / Kathryn White

The DSL (and any deputies) will be more likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.

It is the role of the DSL and Deputy DSLs to carry out their functions as identified in Annex C of KCISE 2024. This includes but is not limited to:

- Refer all cases of suspected abuse, neglect and exploitation to the Local Authority Children's and Adult Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Referring cases to the Local Authority Designated Officer (LADO) In order to manage allegations against child care professionals, as the deputy to the CEO.
- Supporting staff who make referrals to local authority children's and adult's social care.
- Referring cases to the Channel Programme where there is a concern of possible radicalisation as required. Supporting staff who make referrals to the Channel Programme.
- Ensure referrals to the Disclosure and Barring Service (DBS) if required are made if requested by the CEO.
- Liaise with the CEO on issues, especially ongoing enquiries, under section 47 of the Children Act 1989, section 42 of the Care Act and Police investigations.
- Liaising with the 'case manager' and the 'designated officer(s)' at the local authority for safeguarding concerns in relation to allegations against a member of staff, Governor or volunteer and with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Acting as a source of support, advice and expertise for staff.
- Undertaking training to provide them with knowledge and skills required to carry out the role and to refresh their knowledge and skills at regular intervals, as required, but at least annually, allowing them to keep up with any developments relevant to their role.
- Ensuring that staff have access to and understand the school's Safeguarding policy and procedures.
- Ensuring that there are accurate, detailed and appropriate records of concerns and referrals.
- Supporting the school concerning the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting learners from the risk of radicalisation.
- Ensuring that a designated officer is available during school hours for staff to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of terms activities.
- Ensuring that information is shared with the appropriate agencies when identifying and tackling all forms of abuse, neglect and exploitation. Fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Ensuring that detailed, accurate and secure records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to other agencies (e.g., social care of prevent).
- Chairing the Regular Safeguarding meeting to ensure robust monitoring of ongoing cases and of those on Child or Adult Protection Plans, Looked after Children's Register and Care Leavers
- Ensuring that Children in Need (Designated as Child in Need, Subject to a Child Protection Plan, looked after Children, Children under Special Guardianship) and adult learners on Adult Protection Plans are monitored and supported with regard to their educational outcomes (Attendance, Behaviour, Learning and Well Being).

Be aware that learners must have an 'appropriate adult' to support and help them in the case of a police investigation or search. This includes being aware of the requirement for children and vulnerable adults to have an Appropriate Adult ([PACE Code C 2019](#)).

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs'

training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually. This includes:

- Half termly training input for the Safeguarding Team by external trainers or partners from the local authority Safeguarding Partnership;
- DSL attending monthly MACE meetings;
- DSL or DDSL attending Borough Emotionally Based School Non-Attendance Network Forum meetings;
- A member of the Safeguarding team attending PREVENT Network meetings.

The Designated Safeguarding Officers are responsible for:

- Provide day to day support to staff regarding safeguarding issues.
- Adhering to the Enfield Safeguarding Children’s Partnership and school procedures with regard to referring a child if there are concerns about possible abuse.
- Following the London Multi Agency Adult Safeguarding Procedures for referring an adult learner to Adult Social Care.
- Ensuring all records of concerns are logged on ‘My Concern’, even if there is no need to make an immediate referral and that actions are regularly updated.
- Ensuring that all such records are kept confidentially and securely and are separate from learner records.
- Ensuring that an indication of further record keeping is marked on the learner records.
- Ensuring that any learner currently the subject of a child or adult protection plan who is absent without explanation for two days is referred to Children’s and Adult Social Care if all attempts to locate the learner through home visits and other methods are unsuccessful.
- Alerting the Designated Lead of known meetings or other liaison and information sharing with external agencies. Being vigilant about cases where early intervention may be needed and refer appropriately as needed.

Other designated staff responsibilities:

At West Lea there are other staff who play a key role in safeguarding, who are West Lea’s additional expertise on specific safeguarding areas. They are able to provide additional guidance and expertise as required.

NAME	SAFEGUARDING SPECIALISM
Renee Flourentzou	Child on Child Abuse,
Catherine Goodwin	Exploitation, Police and Prevent
Tori Tripp	Mental Health
Angela Poplar	Online Safety
Hannah Alldis	LAC
Mel Bignold	Children who are lesbian, gay, bisexual, or gender questioning
Kika Charalambous	Adult Safeguarding
Kathryn White	Attendance
Gill Koch	Medical
Jackie Wheeler	Health & Safety
Zuhre Omer	Domestic Abuse

All staff are responsible for:

Our staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for learners, promote learner's welfare and prevent concerns from escalating.

All members of staff have a responsibility to:

- provide a safe environment in which learners can learn.
- be aware of the indicators of abuse, neglect and exploitation so that they can identify cases of children who may need help or protection.
- be aware of the 10 adult categories of abuse so they can identify adults in need of protection from abuse and neglect.
- know what to do if a learner tells them that they are being abused, neglected, or exploited and understand the impact abuse, neglect and exploitation can have upon a learner.
- be able to identify and act upon indicators that learners are, or at risk of developing mental health issues.
- be prepared to identify learners under 18 years who may benefit from early help
- understand the early help process and their role in it.
- passing on concerns to the Horizon safeguarding team for learners over the age of 18 who may require support from the Enfield integrated learning disability service or other such services within their home borough.
- understand the West Lea safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's and adult social care and statutory assessment under the Children Act 1989 and the Care Act 2014.
- know how to maintain an appropriate level of confidentiality.
- reassure learners who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- understand the individual needs of learners, to assess effectively indicators of need if they arise, this will help to establish a change of a learner's behaviour, and subsequent action needed.
- be aware that all learners at West Lea have a higher level of vulnerability due to their additional needs.

Staff at West Lea recognise that learners may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to the DSL or Safeguarding Officer if they have any concerns about a learner.

Staff at West Lea will determine how best to build trusted relationships with learners and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies, for example, our Relationships and Behaviour Policy.

Learners

Learners have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Contribute to the development of safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

Parents and carers

Parents/carers have a responsibility to:

- Understand and adhere to the relevant policies and procedures.
- Talk to their children about safeguarding issues and support in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online.
- Seek help and support from West Lea or other agencies.
- Inform school when contact details change, and ensuring named contacts are available during school hours.

Children & Adults Protection Procedures

Recognising indicators of abuse, neglect and exploitation:

Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a learner, staff will always act in the best interests of the learner.

What is significant harm and child abuse?

Significant harm is the threshold that justifies compulsory intervention in family life in the best interests of children under 18, and gives local authorities a duty to make enquires to decide whether they should act to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm. There are no absolute criteria on which to rely when judging what constitutes significant harm - severity, frequency, effects on the learner; a compilation of one or more than one of these circumstances.

All staff are made aware of the definitions and indicators of abuse, neglect and exploitation as identified by Working Together to Safeguard Children (2024) and Keeping Children Safe in Education 2024. This is outlined locally within the [Enfield Threshold Document](#).

West Lea recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 4):

- Physical abuse

- Sexual abuse
- Emotional abuse
- Neglect

By understanding the indicators of abuse, neglect and exploitation, and other specific safeguarding issues as outlined in Appendix 4, we can respond to concerns as early as possible and provide the right support and services for the child and their family.

What is significant harm and an adult with care and support needs?

Definition of Adult Abuse

Adult abuse refers to any action or inaction that causes harm, distress, or exploitation to a learner aged 18 or over. This includes physical, emotional, sexual, and financial abuse, as well as neglect, discrimination, domestic abuse, self-neglect, and acts of modern slavery. See Appendix 2 for further definitions.

Abuse can occur in any setting, whether at home, in the community, or within institutional care, and is often perpetrated by someone in a position of trust or authority. Recognising the signs of abuse and understanding the need for prompt intervention are crucial to safeguarding adults at risk.

Under the Care Act 2014, care and support needs refer to the assistance required by adults to manage their basic living activities, maintain their independence, or protect themselves from significant harm. These needs can arise from physical or mental impairment, illness, or age-related conditions. The Act emphasizes a person-centred approach, ensuring individuals receive appropriate support to live safely and with dignity. Schools play a vital role in identifying adults with care and support needs, particularly those at risk of abuse or neglect, and must ensure effective safeguarding procedures are in place to address these concerns.

Mental Capacity and Decision Making

We make many decisions every day, often without realising. The Law assumes that all people over the age of 16 have the ability to make their own decisions, unless it has been proved that they can't. It also gives us the right to make any decision that we need to make and gives us the right to make our own decisions even if others consider them to be unwise.

We make so many decisions that it is easy to take this ability for granted. The Law says that to make a decision we need to:

- Understand information
- Remember it for long enough
- Think about the information
- Communicate our decision

A person's ability to do this may be affected by things such as learning disability, dementia, mental health needs, acquired brain injury and physical ill health. Most adults have the ability to make their own decisions given the right support however, some adults with care and support needs have the experience of other people making decisions about them and for them.

Some people can only make simple decisions like which colour T-shirt to wear or can only make decisions if a lot of time is spent supporting them to understand the options. If someone has a disability that means they need support to understand or make a decision this must be provided. A small number of people cannot make any decisions. Being unable to make a decision is called "lacking mental capacity". Mental capacity refers to the ability to make a decision at the time that decision is needed. A person's mental capacity can change. If it is safe/possible to wait until they are able to be involved in decision making or to make the decision themselves. For example:

- A person with epilepsy may not be able to make a decision following a seizure.
- Someone who is anxious may not be able to make a decision at that point.
- A person may not be able to respond as quickly if they have just taken some medication that causes fatigue.

Mental Capacity is important for safeguarding for several reasons. Not being allowed to make decisions one is capable of making is abuse. For example, a disabled adult may want to take part in an activity but their parent who is their carer won't allow them to and will not provide the support they would need. Conversely the adult may not seem to be benefiting from an activity other people are insisting they do. Another situation is where an adult is being abused and they are scared of the consequences of going against the views of the person abusing them. It is recognised in the law as coercion and a person can be seen not to have mental capacity because they cannot make 'free and informed decisions. Mental Capacity must also be considered when we believe abuse or neglect might be taking place. It is important to make sure an 'adult at risk' has choices in the actions taken to safeguard them, including whether or not they want other people informed about what has happened, however, in some situations the adult may not have the mental capacity to understand the choice or to tell you, their views. The key principles are:

- We can only make decisions for other people if they cannot do that for themselves at the time the decision is needed.
- If the decision can wait, wait – e.g., to get help to help the person make their decision or until they can make it themselves.
- If we have to make a decision for someone else then we must make the decision in their best interests (for their benefit) and take into account what we know about their preferences and wishes.
- If the action we are taking to keep people safe will restrict them then we must think of the way to do that which restricts to their freedom and rights as little as possible.

Many potential difficulties with making decisions can be overcome with preparation. A person needing support to help them make decisions whilst taking part in a sports organisation will ordinarily be accompanied by someone e.g., a family member or formal carer whose role includes supporting them to make decisions. It is good practice to get as much information about the person as possible. Some people with care and support needs will have a 'One page profile' or a 'This is me' document that describes important things about them. Some of those things will be about how to support the person, their routines, food and drink choices etc. but will also include things they like and don't like doing. It's also important to have an agreement with the learner about how different types of decisions will be made on a day-to-day basis. If a person who has a lot of difficulty making their own decisions is thought to be being abused or neglected you will need to refer the situation to the Local Authority, and this should result in health or social care professionals making an assessment of mental capacity and/or getting the person the support, they need to make decisions.

There may be times where we need to make decisions on behalf of an individual in an emergency. Decisions taken in order to safeguard an adult who cannot make the decision for themselves could include:

- Sharing information about safeguarding concerns with people that can help protect them.
- Stopping them being in contact with the person causing harm.

Responding to concerns:

Please see [Appendix 1](#). If a learner discloses that they have been abused in some way,

Safeguarding concerns can relate to:

- Information you overhear e.g., a learner talking to another learner about an incident.
- A concern you observe e.g., a bruise on a learner's face, a learner's knowledge which is not age appropriate
- Information passed to you by another person e.g., a care giver of another learner
- Something a learner tells you. This is known as a disclosure.

Who can a learner make a disclosure to and when can this happen?

- A learner may make a disclosure **at any time** to any member of staff, volunteer, visitor or Governor.

How to respond to a disclosure

- Evidence shows that some learners have made repeated attempts in the past to make a disclosure and have been unsuccessful.
- Remember it is a great complement to you if a learner feels they can disclose information to you.
- Even if you are busy, please **STOP** what you are doing and **LISTEN** if a learner says they want to speak to you. If you are on your way to a lesson, ask the learner to accompany you to the classroom and speak to them once you are sure another adult is in the classroom to supervise the rest of the class.
- Some learners feel more comfortable speaking to someone while sitting or standing alongside another person rather than making direct eye contact.
- Do not interrupt the learner while they are speaking to you. Repeat back to them that they have told you to clarify your understanding of what they have told you. Do not question the learner or state an opinion or judgement.

What to say if a learner asks you to promise confidentiality

- Tell the learner how pleased you are that they have spoken to you.
- Reassure the learner that what they have told you will not become public knowledge and that you are taking what they have said seriously.
- Explain that you will have to pass the information on to certain people such as their Head of School or another member of the Safeguarding team.
- Reassure the pupil that the person you are passing the information on to will be able to help sort out the problem or worry and they will do everything they can to make sure the learner is safe.

Person Centred Safeguarding/ Making Safeguarding Personal with adult learners

The law emphasises the importance of **person-centred safeguarding**, (referred to as '**Making Safeguarding Personal**' in England).

The legislation also recognises that adults make choices that may mean that one part of our well-being suffers at the expense of another – for example we move away from friends and family to take a better job. Similarly, adults can choose to risk their personal safety; for example, to provide care to a partner with dementia who becomes abusive when they are disorientated and anxious.

None of us can make these choices for another adult. If we are supporting someone to make choices about their own safety we need to understand 'What matters' to them and what outcomes they want to achieve from any actions agencies take to help them to protect themselves.

The concept of 'Person Centred Safeguarding'/'Making Safeguarding Personal' means engaging

the person in a conversation about how best to respond to their situation in a way that enhances their involvement, choice and control, as well as improving their quality of life, well-being and safety. Organisations work to support adults to achieve the outcomes they want for themselves. The adult's views, wishes, feelings and beliefs must be taken into account when decisions are made about how to support them to be safe. There may be many different ways to prevent further harm. Working with the person will mean that actions taken help them to find the solution that is right for them. Treating people with respect, enhancing their dignity and supporting their ability to make decisions also helps promote people's sense of self-worth and supports recovery from abuse.

If someone has difficulty making their views and wishes known, then they can be supported or represented by an advocate. This might be a safe family member or friend of their choice or a professional advocate (usually from a third sector organisation).

- The law provides a framework for making decisions on behalf of adults who can't make decisions for themselves (**Mental Capacity**).
- The law provides a framework for organisations to **share concerns** they have about adults at risk with the local authority.
- The law provides a framework for all organisations to **share information and cooperate** to protect adults at risk.

What to say if another adult asks you to promise confidentiality

- The same procedure as above relates to this situation.
- You can never make the promise of confidentiality to an adult such as a parent.

Immediate Action

- **Speak** to a member of the Safeguarding team immediately.
- Do not email any concerns.
- If you are unable to leave the classroom, send another adult to get a member of the Safeguarding team to come to speak to you.
- If the concern occurs outside of school hours or during the holidays, call a member of the safeguarding team to discuss the concern.
- If you deem a learner to be in immediate danger you should call the police by ringing 999.

Follow Up Action – Recording the concern

- Record the concern on My Concern or using the paper form at Appendix 10 if the person reporting does not have access to my concern.
- Make sure your report is factual and details what has been seen, heard or reported to you

- Make sure to attribute comments made to the correct person
- Ensure full names are made at the start of the report and add abbreviations in brackets after the name, so you can use abbreviations later on e.g., Renee Flourentzou (RF), Catherine Goodwin (CG)
- Add details of time, date and location and names of any witnesses.
- Do not base your report on opinion or hear-say.
- Complete a My Concern body map if the learner has an injury.
- Remember your report could be used as evidence in a Safeguarding investigation.

Post Incident Action

- It can be distressing dealing with a Safeguarding disclosure so be aware of how you are feeling and speak to a member of the Safeguarding Team if you wish to talk thorough what has happened.
- Safeguarding concerns are confidential and should not be discussed with other members of staff unless directed to do so by a member of the Safeguarding Team.

Reporting procedures for Child and Adult Protection concerns:

If staff have any concerns about a learner's' welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Safeguarding Team. They are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. Please see flowchart and contact list on page 23.

West Lea will respond to safeguarding concerns in line with the Enfield Safeguarding Children Multi-Agency Partnership procedures (ESCP) and the London Multi Agency Adult Safeguarding Procedures for referring an adult learner to Adult Social Care. The full ESCP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: [click here](#). The full guidance for the London Multi Agency Adult Safeguarding Procedures can be found [here](#).

Any staff member should be able to make a safeguarding referral to Children's Services and Adults Multi Agency Safeguarding Hub in the event that a member of the safeguarding team is not available or if you believe action has not been taken to protect a learner from risk of significant harm.

Enfield Children's MASH (0208 379 5555) they can also provide advice and if you are unsure help clarify the referral).

Adults MASH (Multi-Agency Safeguarding Hub) on 202 8379 3196 (Monday to Friday, 9am to 5pm). Call the Adult Abuse Line on 020 8379 5212 (this is 24-hours and you can leave your concern anonymously). Please see Appendix 10 for further details.

Referral procedures for children:

All staff should be aware of the process for making referrals to Children's Services and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a learner suffering, or likely to suffer, significant harm - from abuse, neglect and exploitation) that may follow a referral, along with the role they might be expected to play in such assessments.

West Lea recognise that in situations where there are immediate child protection concerns for a learner, it is NOT to investigate as a single agency, but to act in line with ESCP guidance which may involve multi-agency decision making.

Staff should not assume a colleague or another professional will act and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Options will then include:

- managing any support for the learner internally via the school or college's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the learner might be in need, is in need or suffering or likely to suffer significant harm from abuse, neglect and exploitation.

In the event of a request for support to Enfield Children's Services, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by ESCP. Parents/carers will be informed of this, unless there is a valid reason not to do so, for example, if to do so would put a learner at risk of harm or would undermine a criminal investigation (see below).

If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, or concerns regarding receiving a decision or the decisions made, staff or the DSL will re-refer (if appropriate) and/or DSLs will follow the ESCP escalation procedures to ensure their concerns have been addressed and, most importantly, that the learner's situation improves.

Prevention and early help:

We recognise that the school plays a significant part in the prevention of harm to learners by providing learners with good lines of communication with trusted adults, supportive friends and an ethos of protection.

We will establish and maintain an ethos where learners feel secure and are encouraged to talk and are always listened to.

Ensure that all learners know there is an adult in the school whom they can approach if they are worried or in difficulty.

Include in the curriculum opportunities for PSHE, which equip learners with the skills they need to, stay safe from harm and to know to whom they should turn for help.

Signpost support for those who may need additional intervention including CAMHS, SCAN, Art Therapy etc.

If early help is appropriate, the Designated Safeguarding Lead (or officers) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate.

Any learner may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a learner who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need
- 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 or county lines;
- is frequently missing/goes missing from education, home or care;
- has experience multiple suspensions is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;
- is misusing alcohol and other drugs themselves;
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is in a family circumstance presenting challenges for the learner, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered learner.

Record Keeping:

All practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

West Lea School uses the principles set out in [government guidance](#) on information sharing to inform this policy. Information sharing should be necessary, proportionate, relevant, adequate, accurate, timely and secure.

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing within the My Concern system and passed without delay to the DSL.

Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes. See Appendix 8 for further information.

When a learner has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school my concern system to do so.
- Record any noticeable non-verbal behaviour and the words used by the learner
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Do not destroy the original records in case they are needed by a court

Any paper or printed records or evidence needs to be given to the Designated Safeguarding Officers promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Learner Information) (England) Regulations 2005 and retained in accordance with NSPCC 'retention and storage guidelines' September 2020.

Where learners leave the school or college, the Designated Safeguarding Lead should ensure their Safeguarding file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained within 5 days for an in-year transfer or within the first 5 days of the start of a new term. For schools, this should be transferred separately from the main learner file.

Receiving schools and colleges should ensure key staff such as Designated Safeguarding Officers and SENCOs or the named person with oversight for SEN in a college, are aware as required. If the learner has an allocated social worker, they will also inform them of the change of school.

In addition to the Safeguarding file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a learner leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the learner arrives.

Where a learner joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous school whether any child protections exist for the learner, and if so, if the files have been sent.

Talking to Parents/Carers:

In the majority of cases, it is good practice to be open and honest at the outset with parents/carers about the concerns, the possible need for a referral, and information sharing between agencies. Where appropriate, all reasonable efforts should be made to inform parents / carers before making a referral. However, an inability to inform them should not prevent a referral being made.

There are cases where it will not be appropriate to discuss concerns with parents/carers before referral. In such situations, the timing of contact with parents/carers will be agreed with MASH and/or the Police once the referral has been made.

Situations where it would not be appropriate to inform family members prior to referral include where:

- Discussion would put a learner at additional risk of significant harm
- There is evidence to suggest that involving the parents/carers would impede a Police investigation
- Sexual abuse is suspected or it is suspected that a parent is involved in the sexual exploitation of their child
- Organised or multiple abuse is suspected
- Fabricated or induced illness is suspected
- To contact parents/carers would place them or others at risk
- Discussion would place one parent at risk of harm e.g., in cases of domestic abuse
- It is not possible to contact parents/carers without causing undue delay in making the referral
- Where there are concerns about possible illegal procedures or events such as Female Genital Mutilation (FGM) - or forced marriage or honour-based violence.

Please note this list is not exhaustive.

Remember

- All staff are responsible for reporting suspected cases/concerns immediately to the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or a safeguarding officer.
- All adults at West Lea regardless of which service they belong to should follow our procedures.
- Logging a concern should be completed and submitted by the person reporting the incident.

Multi-Agency working

West Lea recognises the pivotal role we have to play in multi-agency safeguarding arrangements and is committed to its responsibility to work within the ESCP multi-agency safeguarding arrangements as identified within 'Working Together to Safeguard Children'.

The leadership team, governing body and DSL will work to establish strong and co-operative local relationships with professionals in other agencies, including the safeguarding partners in line with local and national guidance.

West Lea recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote learner's welfare and protect them from harm. This includes contributing to ESCP processes as required, such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The CEO and DSL are aware of the requirement for children and vulnerable adult learners to have an Appropriate Adult ([PACE Code C 2019](#)) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our school 'Searching, Screening and

Confiscation' policy and/or behaviour policy, which is informed by the DfE '[Searching, screening and confiscation at school](#)' guidance.

Confidentiality and Information sharing

West Lea has an appropriately trained Data Protection Officer (DPO) as required by the UK General Data Protection Regulations (UK GDPR) to ensure that we are compliant with all matters relating to confidentiality and information sharing requirements. The Data Protection Officer (DPO) is the London Borough of Enfield.

Subject Access Requests (SARs) can be made by emailing enfield.data.protection.officer@enfield.gov.uk or by writing to: Data Protection Officer, Enfield Council, PO Box 54, Civic Centre, Silver Street, Enfield, EN1 3XF.

Safeguarding raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of learners with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police). It should be noted that:

- Timely information sharing is essential to effective safeguarding
- 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 our learners
- Staff will have due regard to the relevant data protection principles, which allow them to share and withhold personal information. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping our learners safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2024). KCSIE 2024, the [Information Commissioner's Office \(ICO\)](#) and the DfE '[Information sharing advice for safeguarding practitioners](#)' (2024) guidance provides further details regarding information sharing principles and expectations. If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a learner at risk
- If a learner confides in a member of staff/volunteer and requests that the information is kept secret:
 - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
 - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a learner is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- the member of staff/volunteer should tell the learner in a manner appropriate to the learner's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the learner or other learners safe. This will ultimately be in the best interests of the learner.
- We will respect the confidence of learner/learners and parents/carers within the limits of our Statutory responsibility.
- The Designated Safeguarding Lead keeps all Child Protection files on the 'My Concern' database, access to which is secure with appropriate permission levels.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any learners involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for learners involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

Confidentiality is also addressed in this policy with respect to record-keeping, and allegations of abuse against staff.

Supporting Learners:

We recognise that a learner who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a learner in these circumstances may feel helpless and humiliated. We recognise that a learner may feel self-blame. We recognise that the school may provide the only stability in the lives of learners who have been abused or are at risk of harm. We accept that research shows that the behaviour of a learner in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Allegations against staff:

Allegations against staff that are likely to require an investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

All staff should maintain an attitude of 'it could happen here.' School training regularly reinforces this point. The school has procedures for dealing with allegations of abuse against staff and volunteers and will make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

We understand that learners or staff may make an allegation against a member of staff and volunteers. If such an allegation is made, the member of staff or volunteer receiving the allegation will follow the steps outlined in [Safer Recruitment, Whistleblowing and Allegations against staff](#) and [Appendix 2](#). The school will follow the London Child Protection Procedures when managing allegations against staff and Enfield's LADO referral guidelines: [click here](#). In cases where adult learners are involved, the PiPOT (Person in position of trust) may also be informed.

Allegations and complaints not requiring a child protection investigation will be handled using West Lea Schools Code of Conduct and [Complaints Procedure](#) and if appropriate the schools [Disciplinary Procedure](#).

The Complaints Procedure deals with specified day-to-day complaints against the management and/or operation of the school. The Complaints Procedure can be found on the [school website](#). Alternatively, a copy can be obtained by emailing the school office at office@westleaschool.co.uk.

Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse at school can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk

Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.

Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

The leadership team at West Lea will take all concerns reported seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.

Specific safeguarding issues

West Lea is aware of the range of specific safeguarding issues and situations that can put learners at greater risk of harm. In addition to Part one, DSLs, leaders and staff who work directly with learners will read Annex B of KCSIE 2024 which contains important additional information about specific forms of abuse and safeguarding issues.

The school keeps itself up-to-date with the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation including Child Sexual Exploitation, Domestic Violence and Trafficking, Forced Marriage, Female Genital Mutilation. See [Appendix 4](#) for further details.

Our staff are supported to recognise warning signs and indicators in relation to specific issues, including such issues in an age-appropriate way in their curriculum.

The school works with and engages our families and communities to talk about such issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

The school will engage experts and uses specialist material to support the safeguarding preventative work we do.

Our policy through the school's vision, mission and values and behaviour policies provides the basic platform to ensure children are given the support to respect themselves and others, stand up for themselves and protect each other.

Please see [Appendix 4](#) for details of the follows:

- The 4 categories of abuse for children and 10 categories of abuse for adults
- Criminal Exploitation (including Child Criminal Exploitation)
- Sexual Exploitation (including Child Sexual Exploitation)
- Child on Child Abuse
- Domestic Abuse
- Mental Health
- Homelessness
- So-called Honour Based Abuse (including FGM & Forced Marriage)
- Preventing Radicalisation
- Sexual Violence and Sexual Harassment
- Serious Youth Violence
- Cyber Crime
- Fabricating and inducing illness

Staff must also consider the risk of Extra Familial Harm.

Safeguarding incidents and/or behaviours can be associated with factors outside West Lea school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a learner's life that are a threat to their safety and/or welfare.

Contextual Safeguarding helps focus on the fact that learners experience harm beyond their families and recognises that the different relationships that learners form in their communities,

schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and learners's experiences of extra-familial abuse can undermine parent-child relationships.

We need to consider the location and culture of our school and assess the risks that young people may be exposed to, both inside and outside of the West Lea community. This approach recognises that learners' s risk experiencing significant harm in extra-familial contexts, and seek to include these contexts within prevention, identification, assessment and intervention safeguarding activities.

It may be necessary for us to consider interventions to change the systems or social conditions of the environments in which abuse has occurred. KCSIE advises that when completing assessments, schools should consider wider environmental factors and provide as much information as possible as part of the referral process

Supporting learners at a greater risk of harm

Learners with Special Educational Needs and Disabilities:

Additional barriers can exist when recognising abuse, neglect and exploitation in this group of learners.

This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learners' s impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs resulting in a lack of professional curiosity;
- Communication barriers and difficulties
- Reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled learners often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled learners 's understanding of abuse.
- Lack of choice/participation

West Lea School will work with parents/carers to overcome barriers in line with our [Relationships and Behaviour Policy](#).

Learners requiring mental health support

West Lea has an important role to play in supporting the mental health and wellbeing of our learners. Mental health problems can, in some cases, be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.

Where there are concerns regarding possible mental health problems for learners, staff should:

- Provide information regarding any specific systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Age/ability appropriate education will be provided to our learners to help promote positive health, wellbeing, and resilience.

Learners absent from Education

Learners absent from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and sexual and criminal exploitation – particularly county lines. A robust response to learners absent from education will support the identification of such abuse and may help prevent the risk of learners going absent in the future.

The school has appointed a designated member of staff for Attendance, Kathryn White, who works with the Education Welfare Officer to identify and support families.

Where possible, West Lea will hold more than one emergency contact number for each learner so we have additional options to make contact with a responsible adult if a learner is absent from education is also identified as being a welfare and/or safeguarding concern.

Where West Lea have concerns that a learner is absent from education, we will respond in line with our statutory duties (DfE: [Children Absent education](#)) and local policy on learners absent from education which can be found [here](#).

Children who need a social worker (child in need and child protection plans) / Adults who need a social worker (with care and support needs)

The DSL will hold details of social workers working with learners so that decisions can be made in the best interests of the learners's safety, welfare, and educational outcomes.

Where learners have a social worker, this will inform decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

Looked after children, previously looked after children, care leavers and adopted children

West Lea recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and/or exploitation and a previously looked after learner also potentially remains vulnerable.

The school has appointed a 'designated teacher' [Hannah Alldis, Assistant Headteacher](#), who works with local authorities, the Virtual Schools Headteacher, Suzanne Rowson or the Assistant Headteacher for Vulnerable Children Malaika Williams to promote the educational achievement of registered learners who are looked after or who have been previously looked after.

Hannah will work with the safeguarding team to ensure appropriate staff have the information they need in relation to a child's looked after legal status, contact arrangements with birth parents or those with parental responsibility, care arrangements and the levels of authority delegated to the carer by the authority looking after them.

Where a learner is looked after, Hannah and share with relevant safeguarding leads will hold details of the social worker and the name of the virtual school head in the authority that looks after the learner.

Where we believe a learner is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) there is a duty to recognise these arrangements and inform the Local Authority via the MASH team.

Where a learner is leaving care, Hannah will hold details of the social worker appointed to guide and support them and will liaise with them as necessary regarding any issues of concern.

Learners who are Lesbian, Gay, Bisexual, or gender questioning

N.B. This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

A learner being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, West Lea recognises they can sometimes be targeted by other learners or others within the wider community. Furthermore, in some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

Following the Cass review, we recognise that caution is necessary for learners questioning their gender as there remain many unknowns (including; the impact of social transition as well as wider vulnerabilities such as mental health, psychosocial needs, and especially in our context, additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder). As a result, we will work with families/carers to seek clinical help and advice.

In all cases, when supporting a gender questioning learner, we will take a cautious approach and consider the broad range of the learner's individual needs, in partnership with the learner's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the learner), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Risks can be compounded where learners lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

West Lea recognises risks can be compounded where learners who are Lesbian, Gay, Bisexual or gender questioning lack a trusted adult with whom they can be open This issue is addressed within our

Relationships Education/ Relationship and Sex Education and Health Education curriculum and our staff will endeavour to reduce the additional barriers faced and provide a safe space for learners to speak out or share any concerns

Child on child abuse

All members of staff at West Lea recognise that learners can abuse other learners (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of our school and online.

West Lea recognises that child-on-child abuse can take many forms, including but not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between learners
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Up skirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE 2024 (in particular, part two and five).

Please see [Appendix 1](#) for full procedure

Online safety

The Designated Safeguarding Lead has overall responsibility for online safety and will work with the schools Online Safety Lead to implement the strategic plan for online safety across the school which will be reviewed on an annual basis. The strategic plan for online safety includes Cyber security training for all stakeholders, curriculum content and effective monitoring strategies are in place with action taken as required.

It is essential that learners are safeguarded from potentially harmful and inappropriate material or behaviours online. West Lea will adopt a whole school approach to online safety which will empower, protect, and educate our learners through the PSHE curriculum which ensures coverage on a termly basis. Staff in their use of technology, and establish mechanisms to identify, intervene in, and escalate any concerns where appropriate.

Filtering and monitoring

LGFL and Smooth wall are used as part of our filtering and monitoring processes. Staff also have to be actively monitoring learners use of the internet during lessons as we are aware that no filtering and monitoring systems are completely fool proof.

Any content accessed by a learner that is flagged using the Smooth wall monitoring system will be followed up using the normal procedure for dealing with a Safeguarding concern.

Cyber Security

West Lea School meets the DfE Cyber Security standards for schools and colleges by ensuring that all staff receive cyber security training on an annual basis. The DfE Filtering and Monitoring Standards can be found [here](#).

School staff are trained to be vigilant and to reduce the risk by following the below procedure:

- **Defend against phishing attempts:** Reduce the information available about you, check for anything that looks suspicious, don't be embarrassed to ask for help.
- **Use strong passwords:** Choose three random words for your passwords, have a separate password for your work account, switch on two-factor authentication where possible, keep passwords secure by saving them to your browser.
- **Secure your devices:** Don't ignore updates, only download software and apps from official app stores, put a screen lock on devices (password, PIN, etc), if necessary, only use school-issued USB sticks.
- **If in doubt, call it out:** Report anything suspicious as soon as possible and do not be afraid to flag up IT security policies that make your job difficult.

West Lea will ensure online safety is considered as a running and interrelated theme when devising and implementing our policies and procedures, and when planning our curriculum, staff training, the role and responsibilities of the DSL and parental engagement.

Further information regarding the above can be found in our [Online Safety Policy](#).

West Lea have also appointed an Online Safety lead, who can provide advice and guidance: Angela Poplar.

West Lea identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (including consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying.
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

West Lea recognises that technology, and the risks and harms related to it, evolve and change rapidly. We will carry out an annual review of our approaches to online safety, supported by an annual risk assessment, which considers and reflects the current risks our learners face online.

The CEO will be informed of any online safety concerns by the DSL, as appropriate. These will also be raised at the Pupil Welfare and Development Committee. The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.

Creating a culture of safeguarding

Child protection / Safeguarding adults procedures:

Our school procedures for safeguarding children will comply with the Enfield Safeguarding Children Partnership (ESCP) and the London Multi Agency Adult Safeguarding Procedures. The Safeguarding Partnership has adopted and follow the London Child Protection Procedures (6th edition). We will ensure that:

- an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.
- We have designated members of staff who undertake regular training every two years.
- All members of staff develop their understanding of the signs and indicators of abuse and refresh their training every three years.
- All members of staff know how to respond to a learner who discloses abuse. All members of staff are aware of their duty to refer concerns, even seemingly small ones, to the Designated lead and/or the Designated Officers
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.
- All staff will have read Part 1 and Annexe B of the Government Guidance, Keeping Children Safe in Education (DFE September 2024). This guidance refers to specific safeguarding issues and provides links to further information as well as providing further guidance on child sexual exploitation, female genital mutilation and preventing radicalisation.
- All staff will have read the school safeguarding and child protection policy and signed to say they have understood it. It is the responsibility of senior managers and governors to ensure that all staff can access and understand the document (Keeping Children Safe in Education – September 2024).
- Our procedures will be reviewed and up-dated on an annual basis.

- All new members of staff will be given a copy of our child protection procedures and of the Government Guidance, Keeping Children Safe in Education (September 2024 part 1 and Annexe B) as part of their induction into the school.

Supervision of Learners

Classroom supervision

Staff are required to circulate around the classroom during lessons, rather than remaining in one spot to check on learners, so as to be ready to respond quickly if required.

Staff should ensure they arrive promptly after break times to ensure adequate classroom supervision is maintained.

Monitor closely learners who ask to go to the toilet and keep a check on how long they have gone. Do not let several learners go to the toilet at the same time.

Outside Areas and Staff Duties

The same high level of staff vigilance is required when supervising learners during unstructured times as is seen in the classroom.

Expectations for unstructured time are outlined fully in [Appendix 9](#), which staff are required to read and confirm they have understood. The main points include:

- Being on time for any duties,
- Wearing a high vis vest when conducting outside duties.
- Actively circulating around the outdoor space rather than sitting down, engaging with learners.
- If staff have a planned absence, they should not assume it will automatically be covered. They should instead inform SLT so cover can be arranged.
- Do not lend your lanyard / Fob to learners to go and collect an item for you.
- Do not allow a learner access through a fobbed door without first asking where they are going and always ensure doors are closed when you pass through them.

GDPR

While GDPR concerns should never come in the way of sharing safeguarding concerns, careful consideration should be given to the following points:

- Confidential information - should be stored securely and should be shredded when no longer needed. Staff who do not have access to a shredder should store information securely and pass this to the front office team for shredding.

- Device security – do not leave computers unattended and unlocked, even if away from your desk for a few moments. Staff working in public areas such as the front office or medical areas should be aware that their computer screen and emails could be visible by others
- Staff should be careful not to display confidential information such as emails or safeguarding information when turning on the interactive whiteboard in the classroom.
- Transferring confidential information by email should be undertaken using Egress or the Encryption function on Outlook or Office 365

Photo Consent

Campus admin teams will distribute photo consent lists at the start of each year which class teams should familiarise themselves with. This document details the permissions parents and carers / adult learner have given for their photo to be used at school, in school communications e.g., Newsletter and on social media. Failure to follow the consent given is a safeguarding concern as this could put the learner at risk.

Training

Training is robust and reflects KCSIE 2024 requirements.

Staff are required to attend ongoing Safeguarding Training. Knowledge and skills are regularly refreshed through formal and informal training, quizzes, updates, staff meetings, spot lights and reading such as e-bulletins and national updates.

Safeguarding Team Training

Designated Safeguarding Training	Advanced Adults at Risk Training	Onboarding KCSIE/Child on Child/Safeguarding Procedures/Prevent	KCSIE September update	Policy updates	Price	Safer Recruitment	Prevent	Safeguarding Team Spot Light Training	Additional CPD and Responsibility Specific	Additional Training in Response to Pupil Concerns
2 yearly	2 yearly	Induction	Yearly	Half termly	Yearly	3 Yearly	Yearly	Half Termly	Ongoing	Ongoing

Whole School Induction and Training

Induction including Safeguarding Procedures, Child on Child Abuse and Whistleblowing	Child Protection in Education	Onboarding KCSIE/Child on Child/Safeguarding Procedures/Prevent	Safeguarding Refresher	KCSIE September update	Policy updates	Price	Prevent
As part of onboarding	3 yearly	Induction	3 yearly	Yearly	Half termly	Yearly	Yearly

Governor Training

Induction including Safeguarding and the role of the Governor	Governor Safeguarding Training	Managing Allegations	Additional CPD
As part of onboarding	Yearly	Yearly	Ongoing

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the CEO, they receive training in managing allegations for this purpose.

Raising Awareness:

- The designated safeguarding lead should ensure the school or college's policies are known, understood and used appropriately.
- Ensure the school or college's safeguarding and child protection policy is reviewed annually 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, neglect and exploitation may be made and the role of the school or college in this.
- Link with the Enfield Safeguarding Children's Partnership and Enfield Safeguarding Adults Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where learners leave the school or college, ensure the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main learner file.

Schools should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the learner in line with data protection guidelines

Supervision and support

The induction process will include familiarisation with safeguarding responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

West Lea will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision through the schools 'Partnering for Performance' (P4P) process in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2024. P4P and regular supervision with line managers, fosters a culture of mutual support, self-reflection, teamwork and continuous improvement and encourages the confidential discussion of sensitive issues.

We will provide appropriate supervision and support for all members of staff through P4P and line management meetings to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of learners
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

Any member of staff affected by issues arising from concerns for learners' s welfare or safety can seek support from the DSL.

External supervision is provided for DSL, DSO's and other staff who manage and support complex cases as required. This is provided as both group or individual supervision. Half termly supervision is provided internally for DSOs through 'Inclusion Meetings'.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

Opportunities to teach safeguarding to learners

The school plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing learners for life in modern Britain, and respond promptly to incidents, ensuring that all responses are proportionate to the risk and concern that has arisen, and always considering the needs and vulnerability of our learners involved. This including incidents of sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by our:

- Relationships and Behaviour policy
- Pastoral support system including the behaviour expectation posters
- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships;
 - Boundaries and consent;
 - Stereotyping, prejudice and equality;
 - Body confidence and self-esteem;
 - How to recognise an abusive relationship (including coercive and controlling behaviour);
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and female genital mutilation (FGM) and how to access support;
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

Safer recruitment, Whistleblowing, and Allegations against staff

As part of our approach to safeguarding, West Lea has created and embedded a culture of openness, trust and transparency in which our values and expected behaviour as set out in our staff behaviour policy/code of conduct are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

All staff and volunteers should feel able to raise any concerns about poor or unsafe practice and potential failures in West Lea's safeguarding regime. The leadership team at West Lea will take all concerns or allegations received seriously.

All members of staff are made aware of West Lea's Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk

Safer Recruitment

West Lea is committed to ensure that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.

West Lea follows relevant guidance in Keeping Children Safe in Education 2024 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS)

The governing board and leadership team are responsible for ensuring that our school follows safe recruitment processes as outlined within guidance. Please see the [Safer Recruitment policy](#) for further details

The governing body and leadership team committee will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

West Lea maintains an accurate Single Central Record (SCR) in line with statutory guidance.

West Lea is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

We advise all staff to disclose any reason that may affect their suitability to work with learners including convictions, cautions, court orders, reprimands, and warnings.

If a learner is placed with an alternative provision provider, our school will continue to be responsible for the safeguarding of that learner and will ensure that the placement meets the learners needs.

West Lea will undertake appropriate checks to ensure the provider meets the needs of the learner, including written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment.

When work experience placements are organised, we will follow the advice and guidance as identified in Part three of KCSIE 2024.

Allegations/concerns raised in relation to staff, including supply staff, volunteers and contractors

Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part four of KCSIE 2024) and the ESCP arrangements. In depth information can be found in the [LADO referral guidelines](#). Further information may also be found within our Whistleblowing procedure, [Disciplinary procedure](#), [Complaints procedure](#) and Code of Conduct.

Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part four of KCSIE) and local guidance including the LADO referral guidelines.

A summary of steps is provided in [Appendix 2](#).

Organisations and Individuals using school premises

West Lea School will check that hirers of their premises who work with learners meet the guidance for 'out of school' settings. West Lea School Will Insist that hirers:

- Appoint a designated safeguarding lead (DSL) who has undertaken safeguarding and child protection training
- Are aware of the specific safeguarding Issues that can put learners at risk of harm and undertake appropriate training
- Regularly review the performance and suitability of staff and volunteers after appointment

If West Lea receive any allegations or concerns about organisations or individuals that hirer the school premises, the school will follow their own reporting procedure by contacting the LADO.

Ensuring concerns are dealt with effectively will protect those working in or on behalf of West Lea from potential false allegations or misunderstandings.

Where the CEO (or where these duties are delegated to the DSL or DDSLs) is unsure how to respond, for example if there is uncertainty if a concern meet the harm 'thresholds', advice will be sought via the Local Authority Designated Officer (LADO).

Bruno Capela

Service Manager Safeguarding, Quality Service and Lado
Children Safeguarding and Quality Service

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bruno.capela@enfield.gov.uk

safeguardingservice@enfield.gov.uk (for LADO referrals)

In all cases where allegations are made against staff or low-level concerns are reported, once proceedings have been concluded, the CEO or (where these duties are delegated to the DSL or DDSLs, and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if any improvements can be made.

Concerns that meet the 'harm threshold'

West Lea recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third-party staff (including supply teachers) and visitors to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with learners in a school or college. This includes when someone has:

- 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 indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against staff which meet this threshold, regardless of whether a learner is under or over 18, will be responded to and managed in line with part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to the CEO (or where these duties are delegated to the DSL or DDSLs) will contact the LADO within 24 hours to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the CEO, staff are advised that allegations should be reported to the Chair of Governors, Nigel Asbridge or the Vice Chair, Emma Tombling who will contact the LADO.

West Lea has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.

Concerns that do not meet the 'harm threshold'

West Lea may also need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our [staff code of conduct](#). This includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

West Lea has an open and transparent culture in which all concerns about all adults working in or on behalf of West Lea are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of West Lea are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern, no matter how small and even if no more than causing a sense of unease or a nagging doubt, that an adult working in or on behalf of West Lea may have acted in a way that is inconsistent with our staff

Relationships and Behaviour policy and Code of Conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.

Examples of such concerns can be found in our Code of Conduct.

Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our low-levels concerns protocol within our Code of Conduct:

- Where low-level concerns are reported to the DSL or DDSs, the CEO will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.

If there is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).

Where a pattern is identified, appropriate action will be implemented, for example consulting LADO and following our disciplinary procedures.

Physical safety

Working Off Site

It is imperative that ALL West Lea staff that work in other schools, other educational establishments, or with learners from other schools (Travel Training) make themselves aware of the local safeguarding arrangements and promptly report any concerns to the DSL of that establishment.

Physical Intervention:

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff

must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature, which causes injury or distress to a learner, may be considered under child protection or disciplinary procedures. We use PRICE Training, which is a supportive use of physical intervention.

Health and Safety:

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our learners both within the school environment and when away from the school when undertaking school trips and visits.

Checking the identity and suitability of visitors

All visitors, including contractors will be required to verify their identity to the satisfaction of West Lea Schools Safeguarding Procedure.

If the visitor is unknown to the school, we will check their credentials and reason for visiting before allowing them to enter the school. Visitors are expected to sign in and wear a visitors' badge. Visitors should be ready to produce identification.

Contractors who are visiting the site on an adhoc basis will follow the process below, and will be accompanied at all times. Contractors who will be on site, for an agreed extended period of time will undergo vetting processes in line with the SLA (Service Level Agreement) with their organisation.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and their status checked on the SCR.

The organisation sending the professional, such as the LA of educational psychology service, will provide prior to the visit, written confirmation that an appropriate level of DBS check has been carried out, ID will be requested on arrival to confirm identity. If these checks are satisfactory a green lanyard can be worn.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times and be given a red lanyard. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise learners or staff. Outside presentations and/or talks, will be checked before being delivered to our learner to ensure appropriate content.

West Lea School's Visitor procedure and Visitor Behaviour policy is available on request.



Red Lanyard
Visitor has to be accompanied at all times by a member of staff as we do not have their DBS details recorded on our SCR



Green Lanyard Visitor
is free to move unaccompanied around the building as we have their DBS details recorded on our SCR

Site security

Staff should be vigilant to any hazards or risks outside the school site and in the local area and should inform a member of SLT immediately if they have a concern.

When entering the site, staff should be aware of individuals trying to enter the site without activating the entry system which would warn reception of their arrival. Individuals trying to 'Tailgate' behind other vehicles using the vehicle gate should be challenged and escorted to reception. Issues with delays in exterior gates shutting should be reported to reception immediately so the site team can be informed.

All staff, visitors and volunteers on site should be wearing a lanyard. An individual seen without a lanyard should be challenged and escorted to reception. Staff who feel unable to do this should inform a member of SLT immediately.

When on site, exterior doors should be shut and never left propped open. Issues with fobbed doors not working should be immediately reported to reception as a safeguarding issue. This is especially important after a fire alarm activation when the door maglocks may not have reactivated.

Appendix 1: Specific safeguarding issues

This appendix is mostly based on the advice in Keeping Children Safe in Education, in particular Annex B.

Categories of abuse:

Abuse - a form of maltreatment of a child. Somebody may abuse, or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse – a form of abuse which 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 the symptoms of, or deliberately induces, illness in a child.

Emotional abuse – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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, although it may occur alone.

Sexual abuse – involves forcing or enticing a learner to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it, (see below).

Neglect – 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. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

It is imperative that we recognise that a learner exhibiting social, emotional, mental health issues may be masking a safeguarding concern.

Children absent from education

A child absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unexplainable, unauthorised and/or persistent absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of becoming absent in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child’s name from the admission register at non-standard transition points (in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024).

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

Child criminal exploitation

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Repeated absences from education or being absent for a prolonged period
- Regularly being absent from school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Learners who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities
- A child living with domestic abuse
- A child who is at risk of/suffering significant harm
- A child who is at risk of/or is been exploited or at risk of exploited (CRE, CSE)
- A looked after child
- A child who goes missing or is missing education including running away from home
- Children who identify as or are perceived as LGBTQI+ and/or any of the protective characteristics

Research indicates that girls are more frequently identified as been abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti-social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between children (this is sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Prejudiced behaviour- homophobic, disabilities
- Radicalisation
- Race hate and Racism

Where children abuse their peers online, this can take the form of, for example, abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat groups; and the sharing of abusive images and pornography, to those who don't want to receive such content.

This abuse can:

- Be motivated by perceived differences e.g., on grounds of race, religion, gender, sexual orientation, disability or other differences.
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim; vulnerable adults are at particular risk of harm.
- Staff should be aware that learners who harm others may have additional or complex needs e.g.
 - Significant disruption in their own lives.
 - Exposure to domestic abuse or witnessing or suffering abuse.
 - Educational under-achievement.

- Involved in crime. Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical bullying.

School staff, alongside their Designated Safeguarding Lead and/or Deputy, have to make their own judgements about each specific case and should use this policy guidance.

If staff have any concerns about child-on-child abuse, or a child makes a report to them, they will follow the procedures set out in this Policy.

When considering instances of harmful sexual behaviour between children, we will consider their ages and stages of development. We recognise that children displaying harmful sexual behaviour have often experienced their own abuse and trauma, and will offer them appropriate support.

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others – for example, the impact of all forms of domestic abuse on children.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

The DSL will provide support according to the child's needs and update records about their circumstances.

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps on page 12.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

As of 2023, the age of marriage increased to 18 years. It is now a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday even if violence, threats or another form of coercion are not used.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a learner is at risk of FGM.

Indicators that FGM has already occurred include:

- A learner confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/learner already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a learner may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e., we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a learner is being forced into marriage, they will speak to the learner about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the learner about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the learner to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Note: This preventing radicalisation section remains under review, following the publication of a new definition of extremism on the 14 March 2024.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent learners from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify learners at risk.

We will assess the risk of learners in our school who are susceptible terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our learners to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in learners' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a learner is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are susceptible to radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a learner, they will follow our procedures as set out in this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures.

Sexual violence and sexual harassment between learners in schools

- Sexual violence and sexual harassment can occur:
-

- Between 2 learners of any age and sex
- Through a group of learners sexually assaulting or sexually harassing a single child or group of learners
- Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they 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 any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in this policy, as appropriate.

Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a learner being involved in, or at risk of, serious violence, they will report this to the DSL.

Cyber Crime

West Lea recognises that learners with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection and other appropriate policies.

Non-collection of children

More details of our procedure regarding non-collection of children at the end of the school day is contained in our Children not collected at the end of the school procedure which can be found [here](#).

Appendix 2: Categories of Adults Abuse

Physical Abuse:

Physical abuse includes assault, hitting, slapping, pushing, misuse of medication, restraint or inappropriate physical sanctions.

Sexual Abuse:

Sexual abuse this includes rape indecent exposure, sexual harassment, inappropriate looking or touching sexual teasing or innuendo taking sexual photographs making someone look at pornography or watch sexual acts sexual assault or sexual acts the adult didn't consent to or was pressured into consenting.

Psychological Abuse:

Psychological abuse includes emotional harm, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion harassment, verbal abuse, isolation or unreasonable and unjustified withdrawal of services or support networks.

Financial Abuse:

Financial or material abuse includes theft, fraud exploitation, coercion in relation to an adult financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions, or the misuse or misappropriation of property possessions or benefits.

Discriminatory Abuse:

Discriminatory abuse is the unequal treatment based on the ground of protective characteristics. Protective characteristics include age, disability, gender reassignment, marriage or civil partnership, pregnancy, maternity, race, religion or belief sexual or sexual orientation. This could be denying someone their basic rights based on these protected characteristics. It could include verbal abuse, derogatory statements and could even include denying someone access to communication aids.

Organisaional Abuse:

Organisational abuse includes neglect and poor care in an institution or a care setting such as a hospital or care home or if an organisation provides care in someone's home. The abuse could be a one-off incident or repeated ongoing ill treatment. The abuse could be through neglect or professional practice which might be due to the organisational structure, policies, procedures and practices within an organisation.

Domestic Abuse:

Domestic abuse is an incident or pattern of conduct where someone's behaviour towards another is abusive, and whether people involved are age 16 or over, and are or have been personally connected to each other. The abuse can involve, but is not limited to psychological, physical sexual, financial emotional, violent and threatening, coercive and controlling.

Modern Slavery:

Modern Slavery can take many forms including the trafficking of people, forced labour, debt bondage, servitude, and slavery. It refers to situations of exploitation that a person cannot refuse or leave because of threats, violence, coercion, deception, and/or abuse of power.

Self-Neglect:

Self neglect. Everyone has the right to choose what they want to do and how they want to do it but some vulnerable adults may not recognise the potential risks. This include a lack of self-care affecting health and safety, neglect and care for personal hygiene, health or surroundings. An inability to avoid self harm, a failure to seek help or access services to meet ones needs. An inability or an unwillingness to manage personal affairs.

Neglect:

Neglect and acts of omission includes ignoring medical or physical care needs, failure to provide access to appropriate health care and support or educational services. The withholding of the necessities of life such as medication, adequate nutrition, and heating.

Appendix 3: Child on child abuse

There is a dedicated NSPCC Helpline - Report Abuse in Education – which can be contacted by phone on **0800 136 663**, or by emailing help@nspcc.org.uk **that can help and support:**

- All learners making current and non-recent disclosures of sexual harassment or abuse on school grounds within school time, and incidents linked to schools in any capacity
- Any learner who wants to talk about being involved or witnessing incidents
- Any adults who have experienced non-recent abuse
- Parents and carers who have any concerns about their own or other children
- Professionals who work in schools and need support in this or related issues

It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSIE 24)

West Lea staff who work with children are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

It is necessary to consider:

- What abuse is and what it looks like.
- How it can be managed.
- What appropriate support and intervention can be put in place to meet the needs of the individual.
- What preventative strategies may be put in place to reduce further risk of harm.

- It is important to consider the forms abuse may take and the subsequent actions required.
- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

WHAT IS CHILD ON CHILD ABUSE?

It is important to recognise that children can abuse other children and it can happen both inside and outside of school and online. This is referred to as 'child-on-child abuse' (formally known as peer-on-peer abuse) and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos (also known as 'sexting' or 'youth produced sexual imagery')
- 'Up skirting' which involves taking a picture under someone's clothing without them knowing; this is usually with the intention of viewing their genitals or buttocks for sexual gratification, or cause the victim humiliation, distress or alarm. Up skirting is a criminal offence and anyone of any gender, can be a victim
- initiation/hazing type violence and rituals.

It is important to consider that the alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or be at risk of suffering, significant harm and be in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

WHAT ARE THE DIFFERENT TYPES OF ABUSE?

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Bullying

Bullying is a type of behaviour, repeated over time, that intentionally hurts another individual or group. If left unaddressed, bullying at school can have a serious impact on a young person's mental health, self-esteem and ability to thrive in education.

It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level behaviours and the use of offensive language can in itself have a significant impact on its target over time. As a school we will monitor low level behaviours to ensure early intervention and prevent negative behaviours escalating.

Bullying can/may:

- Be physical abuse, such as: hitting, kicking, shaking, biting
- Be emotional abuse, such as: name calling, spreading rumours or social inclusion
- Involve intimidation or threats of violence
- Involve racial, sexual or homophobic abuse
- Take place online or via technology (cyberbullying)

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. These actions can cause great distress; however, they would not ordinarily be considered bullying unless someone is deliberately and repeatedly doing them.

Online Bullying

Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms

- Abusive or threatening texts, emails, posts on social media or messages
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling (Posting abusive comments on social media sites, chatrooms or games)

- Developing hate sites about another person
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging
- Encouraging a learner to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations

Prejudiced related behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Hate crime

Hate crimes happen because of race, gender identity, religion, sexual orientation and disability. Hate crimes can include:

- Physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson.
- Threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints.
- Verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures and remarks, bullying and threats.
- Hate crime can happen anywhere - at home, school, work or on the street. It can be frightening for the victim and witnesses. Hate crime can happen in school.

Teenage relationship abuse

Teenage relationship abuse is a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. This abuse may be child sexual exploitation.

Below is a list of some of the most common signs of teenage relationship abuse

- Emotional abuse: controlling behaviour, like telling someone where they can go and what they can wear
- Online abuse: threatening to post personal pictures or information about them

- Controlling someone's finances: withholding money or stopping someone going to work
- Snooping: reading emails, text messages or letters
- Sexual abuse: making someone do something sexual when they don't want to
- Physical abuse: violence towards someone, such as kicking, punching, hitting

Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a learner has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.

Sexual violence and sexual harassment

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.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a learner engages in sexually harmful behaviour and it may be just as distressing to the learner who instigates it as to the learner it is intended towards.

Sexually harmful behaviour may include:

- inappropriate sexual language
- inappropriate role play
- sexual touching
- sexual assault/abuse

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act <https://www.legislation.gov.uk/ukpga/2003/42/contents> as described below: Sexual violence includes:

- rape
- assault by penetration
- sexual assault (this covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault)
- Causing someone to engage in sexual activity without consent (this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another and can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents only if s/he agrees by choice and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.
- Further information about consent can be found here: <https://rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent/>

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college.

Sexual harassment 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.

Sexual harassment 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
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes. It is important to consider when any of this crosses a line into sexual violence.
- displaying pictures, photos or drawings of a sexual nature
- Up skirting
- online sexual harassment.

Up skirting

Up skirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs. Taking and sharing nude photographs of U18s is a criminal offence
- Sharing of unwanted explicit content
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation; coercion and threats, and
- coercing others into sharing images of themselves or performing acts they're not comfortable with online

Sharing nude or indecent imagery/Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Sexual violence and sexual harassment exist on a continuum and may overlap and can/may:

- Occur between two children of any age and sex
- Be physical and/or verbal
- Occur online and/or offline
- Be perpetrated by individuals or groups, against individuals or groups
- Be a standalone incident, or part of a wider pattern of sexualised behaviour
- Be perpetrated against some children more than others, such as: girls, children with SEND or LGBT children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. 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. More in depth information and advice on how to respond to concerns can be found in [part five of KCSIE](#) .

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected too inappropriate, problematic, abusive and violent. HSB can occur online and/or face-to-face and can also occur simultaneously between the two.

When considering HSB, both ages and the stages of both physical and cognitive development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not.

However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child has more complex learning needs than the younger child. As a school we have trained staff who use the Brook Traffic Light Tool to help identify, understand and respond appropriately to sexual behaviours. This includes:

- Recognising and identifying sexualised behaviours and differentiating between those which are part of healthy sexual development and those which are problematic or harmful, within the context of pupils having complex needs.
- Understanding what a behaviour may be communicating and why the child or young person may be exhibiting the behaviour.
- Appropriately respond to sexualised behaviours, considering needs, possible motivations, communications and severity.

Addressing inappropriate behaviour helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support and monitored closely. Preventative education through RSE helps our learners to understand what constitutes harmful sexual behaviours.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

RESPONDING TO SEXUAL VIOLENCE AND HARASSMENT

At West Lea School

- Allegations of any form of child-on-child abuse will always be referred to a member of the safeguarding team, are taken seriously and are dealt with fully
- Such allegations will never be passed off by 'banter', 'just having a laugh' or 'part of growing up'
- We recognise that the nature of child-on-child abuse means the alleged perpetrators are likely to be children and they will also require support, including to change their behaviour
- We recognising and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening,

- All victims are reassured that they are being taken seriously
- We recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boy's perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously.

All staff should be aware that abuse is abuse and child on child abuse will never be tolerated or ignored.

Procedure following a report of Sexual Harm, Violence and/or Sexual Harassment

We will ensure all staff know that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the DSL or member of the safeguarding team and make a written record of the incident.

The immediate response to a report of sexual violence or harassment

Children may find it difficult to tell staff about their abuse verbally, and learners with communication difficulties will experience additional barriers to disclosing such information. Due to the complex needs of the learners, it is even more important that staff are vigilant to behaviours that might indicate something is wrong.

If staff have any concerns about a child's welfare, they should act immediately. The initial response is incredibly important, as it can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Staff will treat abuse that occurs online or outside of school equally seriously. When dealing with reports of this nature staff will ensure that victims are never given the impression that they are creating a problem by reporting and they will never blame a victim or make them feel ashamed in any way. We must recognise that trauma can impact memory and so children may not be able to recall all details or timelines of abuse during an initial disclosure.

Staff will:

- Involve the DSL or member of the safeguarding team when taking a report (this may not be possible in situations where the child makes a direct disclosure)
- **Reassure them** that you are pleased they have spoken to you, they are being taken seriously, they will be supported and kept safe.
- Stay calm and avoid a response that may alarm or distress them.
- Explain that you will have to pass the information on to certain people who will keep them safe, including the DSL who may talk to social care
- **Listen** and do not interrupt the child while they are speaking to you.
- Repeat back to them that they have told you to clarify your understanding. Do not ask leading questions or state an opinion or judgement (only prompt where necessary with open questions – where, when, what, etc).

- Whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was
- Devote full attention and listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, staff should be conscious of the need to remain engaged and not appear distracted by the note taking.
- After the report is made **immediately write up a thorough summary** and record on My Concern.
- Be clear, **explicit and non-avoidant**, and avoid vague statements or euphemisms. Use **proper names for body parts** but record exactly any language or vocabulary used by the child. Use the child's exact words in quotation marks. Note where and when the incident happened and whether anyone else was around
- Only **record the facts** as the child presents them and not personal opinion of the note taker. Notes from these reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation.
- **Inform the DSL (or safeguarding team) straight after the disclosure if they were not involved in the initial report.**

Response of the DSL and Safeguarding Team

If the safeguarding team believe any learner to be at risk of significant harm, is in immediate danger, or has been harmed, we will use our child protection procedures and the procedures set out by the Enfield Children's Safeguarding Partnership. This will mean a referral to Children's Social Care Services via the MASH, and if we believe an offence may have been committed, we will notify the police. If unsure whether the harm threshold has been met, advice will be sought.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.

If MASH and the police intend to pursue this further, they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to. It is important to be prepared for every situation. In situations where an offence may have been committed, the school will not investigate unless advised to do so by the Police and Social Care.

In cases where the school may have very limited information and therefore need more information in order to inform the course of action, the DSL and safeguarding team may need to gather more information from those involved.

Gathering the Facts

Speak to all the young people involved separately, as soon as possible, to gain a statement of facts from them and use language/communication methods appropriate for the learner. Ask the young people to tell you what happened if they are able to. Use open questions and visuals if needed, 'where,

when, why, who'. (What happened? Who saw what happened? What did you see? What did you hear? etc). Where a child cannot communicate verbally, use communication aids to support this process e.g., comic strip conversations. Do not interrogate or ask leading questions.

Establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours.

Speak to the learner/s who has been targeted to establish the impact on them of the behaviour and what support they require.

When gathering the facts, the DSL/DSO will consider the following:

- Where the incident or incidents take place (open/visible to others?)
- Was it observed? If not, is more supervision required within this particular area?
- What was the explanation by all children involved of what occurred? Can each of the young people give the same explanation of the incident
- What is the effect on the young people involved?
- Is the incident seen to be bullying (regular and repetitive)?
- Is the version of one learner different from another and why?
- What is each of the children's own understanding of what occurred? Do the young people know/understand what they are doing? E.g., do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the learner's explanation in relation to something they may have heard or been learning about that has prompted the behaviour?
- Is the behaviour deliberate and contrived? Does the learner understand the impact of their behaviour on the other person?
- Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Whilst the school establishes the facts of the case:

- The alleged abuser will be removed from any classes or areas they share with the victim;
- Consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other learners we have a duty to safeguard;
- Consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including transport to and from the school;
- Use the recommended Risk Management Plan if assessed as appropriate;
- Use a Victim Support Plan. These actions are in the best interests of the learners involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.
- The school will do all they can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment (need to know involvement).

Action Following the report:

The DSL with members of the safeguarding team will consider the following:

- the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will need to be balanced with the school's duty to protect them and other children. If the victim does not give consent to share information, the DSL may still lawfully share it. This should be handled carefully; the reasons should be explained to the victim and appropriate specialist support offered.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved. In relation to sexual exploration, children under the age of 5, who are learning toileting skills may show a particular interest in exploration at around this stage. This, however, should not be overlooked
- the needs and developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have more complex needs than the alleged perpetrator?
- whether this been a deliberate or contrived situation for a learner to be able to harm another.
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children and staff
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Informing parents/carers

The best way to inform parents/carers is face to face. The nature of the incident and the type of harm/abuse a learner may be suffering can cause fear and anxiety to parents/carers, whether their child is the child who was harmed or who harmed another. In all circumstances where there is a risk of harm to the child, then the school have a duty to inform parents/carers (unless this action would put the child at greater risk). If appropriate, school staff should seek the views of the child about how this communication takes place, e.g., staff support the child to tell their parent/carer, or do it on their behalf.

RESPONDING TO SEXTING/SHARING OF NUDE OR INDECENT IMAGERY

This must always be referred immediately to the DSL or safeguarding team who will follow the 2020 guidance from the UK Council for Internet Safety (UKCIS), [Sharing nudes and semi-nudes: advice for education settings working with children and young people.](#)

Staff should never view, copy, print, share, store or save the imagery, or ask a child to share or download – this is illegal. Staff will not ask the child/children or young person(s) involved in the incident to disclose information regarding the imagery, or share information about the incident with

other members of staff, the young person(s) it involves or their, or other, parents and/or carers. Staff will explain that they need to report it and reassure them that they will receive support and help from the DSL or safeguarding team.

RESPONDING TO INITIATION/HAZING

If the safeguarding team believe any learner to be at risk of initiation/hazing they will follow the Child Protection procedure outlined within this Policy.

RESPONSE TO ALL OTHER FORMS OF CHILD-ON-CHILD ABUSE (INCLUDING BULLYING)

Staff will refer any concerns around bullying and child on child abuse immediately to the DSL or safeguarding team, who will carry out an assessment and triage of an incident/s and log any behaviours on My Concern.

When assessing and triaging incidents the safeguarding team will consider:

- Chronological and developmental ages of everyone involved,
- The needs of the learners and whether it impacted on their understanding or behaviour
- Difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behaviour and incident
- Whether the behaviour involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behaviour or bribery?
- The effect on the victim
- Any attempts to ensure the behaviour and incident is kept a secret
- The learner's motivation or reason for the behaviour, if they admit that it occurred
- Whether this was a one-off incident, or longer in duration, the case owner will:
 - Deal with a situation of child-on-child abuse immediately and sensitively.
 - Gather the information as soon as possible following the procedure outlined above (gathering the facts).
 - Deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. Avoid language that creates a 'blame' culture and leave a child labelled.
 - Talk to the children in a calm and consistent manner.
 - Not be prejudiced, judgmental or dismissive in dealing with such sensitive matters
 - Take steps to stop the reported behaviour
 - Log the incidents and subsequent actions and outcomes on My Concern

Actions and Intervention

Once the nature of the incident(s) has been established, it is necessary to ensure future incidents of abuse do not occur again and consider the intervention required for those involved:

- Talk to the person displaying bullying or abusive behaviour and explain that the behaviour has to stop immediately.
- Involve parents and carers of all children involved
- Closely monitor the impact of bullying/abusive behaviour on individual children via regular observations, particularly in the playground.
- Take steps to stop the behaviours which may include separating the person bullying from the victim.
- Educate the person displaying bullying/abusive behaviour that their actions are hurtful and unacceptable. Run targeted interventions if appropriate.
- Encourage the person displaying bullying/abusive behaviour to acknowledge the hurt they have caused and explain why their actions are unacceptable- restorative conversations if appropriate.
- Apply consequences (if appropriate) as outlined in the Relationships and Behaviour Policy
- The person displaying bullying behaviours will be given opportunities to show that their behaviour has changed.
- If bullying behaviours persists, further interventions will be discussed with parents including a PBS plan and if needed further sanctions
- Monitor the case to ensure that repeated bullying does not take place.
- Provide support for the victim and also the child displaying harmful behaviour
- Any concerns where the harms threshold may have been met, follow the safeguarding principles outlined within this policy.

Responding to prejudice behaviour and racism

We acknowledge that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about the colour, it can be about your ethnic background or religion too. Racism will not be tolerated and action taken immediately in line with our Relationships and Behaviour Policy.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of our PSHE curriculum and through targeted interventions if needed. We will use a whole school approach of tackling and eradicating this type of behaviour, promoting our school values as well as the British Values across all aspects of school life.

Support for the learner who has been harmed

What support they require depends on the individual learner. It may be that they wish to seek counselling or one to one support via a mentor or mental health first aider. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends; in which case it is

necessary that this learner continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the learner may want support to manage peer groups/relationships with other young people, or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on online bullying, relationship abuse etc. Victims will always be reassured that they are being taken seriously, and that they will be supported and kept safe. Abuse occurring online or outside of school or college will be treated as equally as seriously.

Support for the learner who has displayed harmful behaviour

It is important to find out why the learner has behaved in such a way. It may be that the learner is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary.

Particular support from identified services may be necessary through an early help referral and the learner may require additional support from family members.

Once the support required to meet the individual needs of the learner has been met, it is important that the learner receives a consequence for their behaviour. This may be in the form of restorative justice e.g., making amends with the learner they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour, it may be a requirement for the learner to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service).

If there is any form of criminal investigation ongoing it may be that this learner cannot be educated on site until the investigation has concluded. In which case, the learner will need to be provided with appropriate support and education elsewhere.

It may be that the behaviour that the learner has displayed may continue to pose a risk to others, in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the learner and the risks towards others are measured by all of those agencies involved, including the learner and their parents. This may mean additional supervision of the learner or protective strategies if the learner feels at risk of engaging in further inappropriate or harmful behaviour.

As part of the schools 'Triage and Support' process the school may also apply other consequences if deemed appropriate, having considered the capacity/needs of the child. Next steps and potential consequences will be proportional and in line with the Equality Act 2010 and Schools Guidance. Serious incidents may warrant removal or exclusions to maintain the safety of all learners.

Any consequence will promote education and understanding of the impact of bullying, allow for reflection and promote a restorative approach.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g., self-harm). For this reason, regular reviews with the young people following the incident(s) are imperative.

Supporting Staff

We recognise that staff working in the school who have become involved with a learner who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by:

- Providing an opportunity to talk through their anxieties with a member of the safeguarding team and to seek further support as appropriate
- We recognise that dealing with a disclosure of abuse for a learner can be difficult for staff who have themselves had experience of similar issues in their childhood or previous lives. Staff can find confidential support from the NAPAC support line on 0808 801 0331.
- Safeguarding team receive regular supervision and support to discuss complex cases and how these cases impact on them.

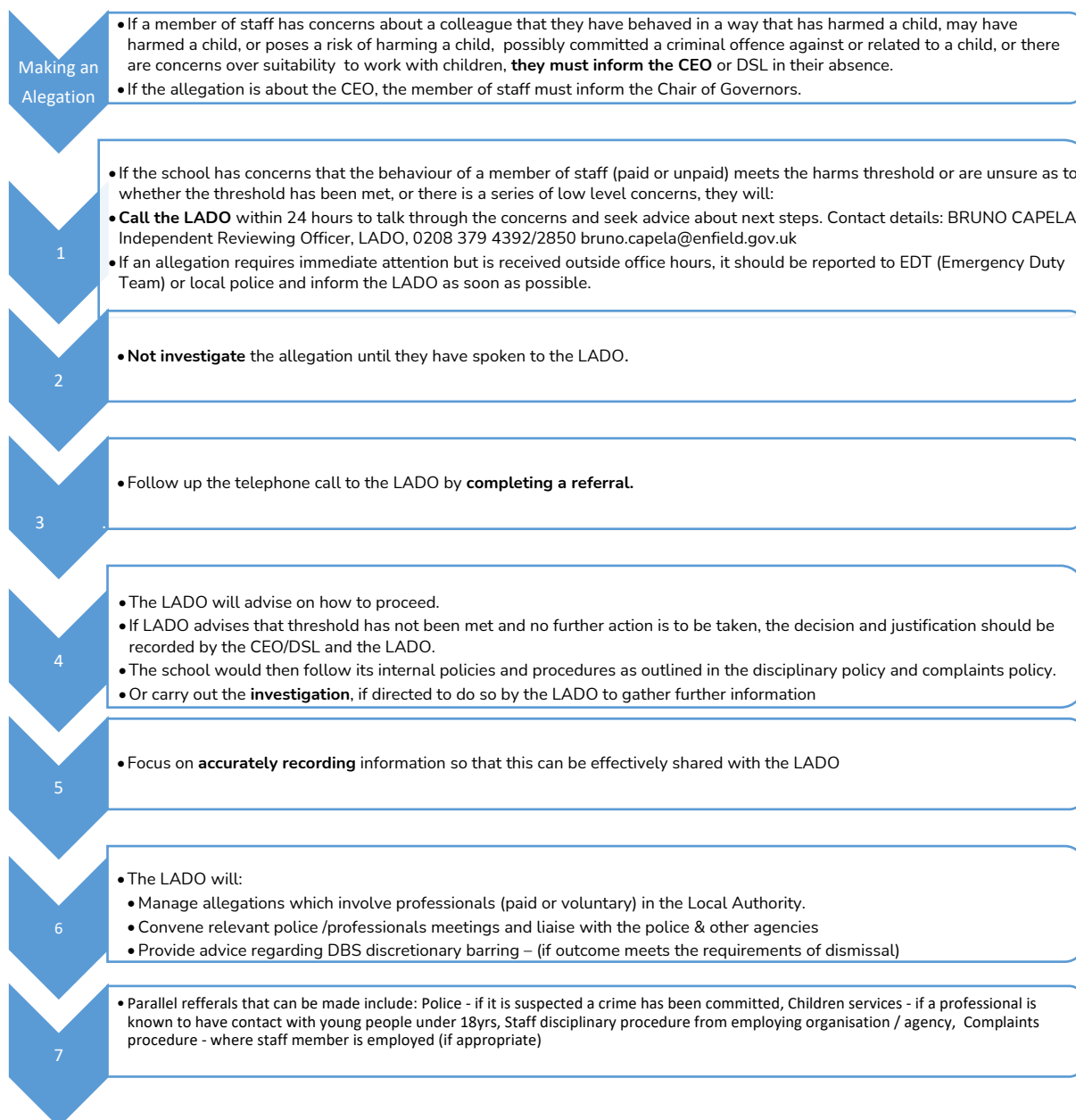
Prevention

In order to minimise the risk of child-on-child abuse West Lea:

- Provides a developmentally appropriate PSHE/RSE curriculum which develops learners understanding of acceptable behaviour and keeping themselves safe at home, in school, online and in the community.
- Has a culture in place for any learner to raise concerns with staff, knowing that they will be listened to, believed and valued. This includes worry boxes, zones of regulation to express feelings.
- Run assemblies addressing particular issues to educate the children
- Ensures victims, perpetrators and any other child affected by child-on-child abuse will be supported.
- Develops robust risk assessments where appropriate (e.g., Using Risk Assessment Documents available from DSL).
- Has relevant policies in place (e.g., Relationships and Behaviour Policy).

- Encourage self-esteem and self-assertiveness whilst not condoning aggression or bullying.

Appendix 4: Allegations against staff flow chart



Appendix 5: Body Map(s)

Body maps must be completed at the time of observation

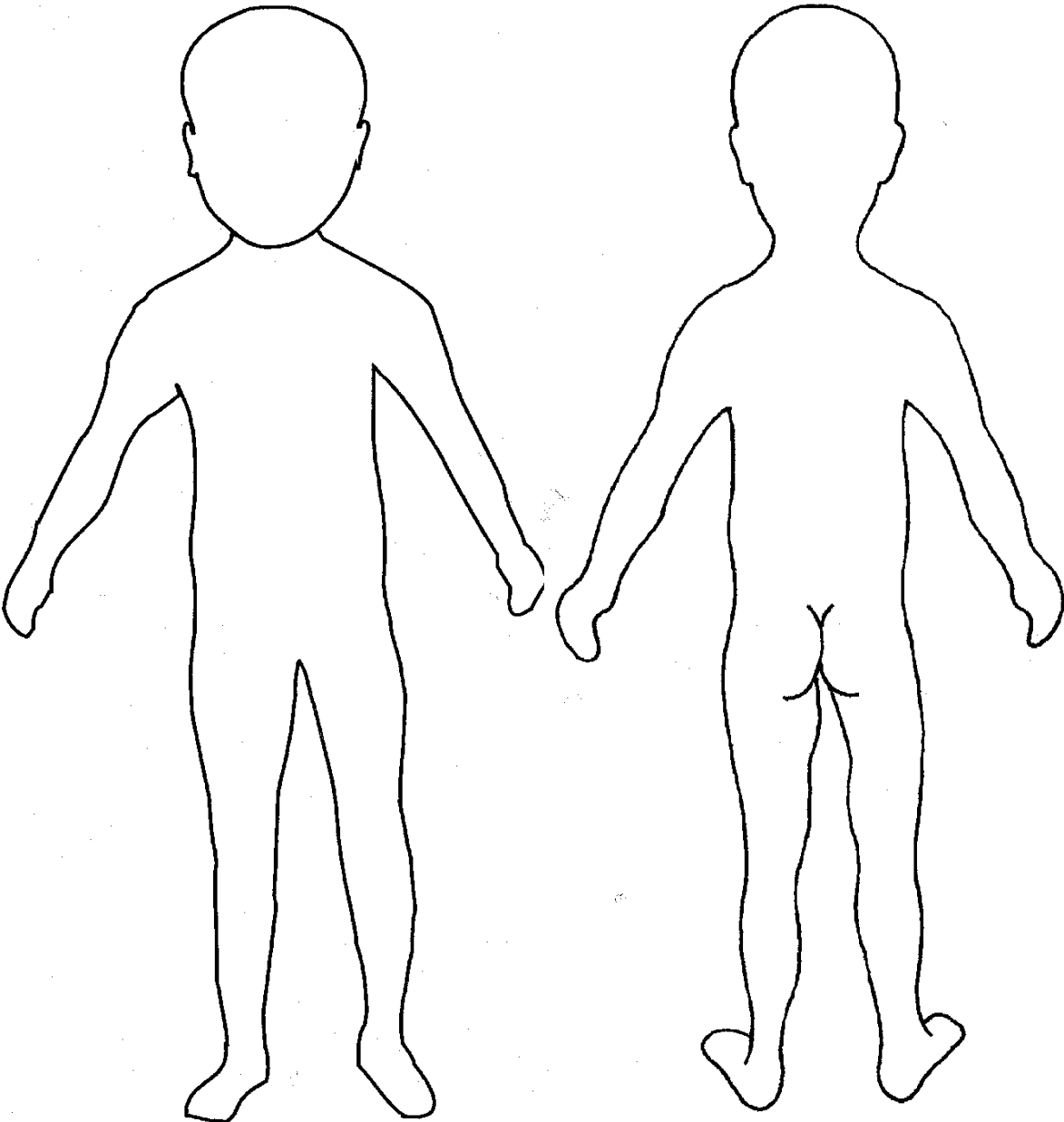
Name of learner:

DOB:

Name of staff:

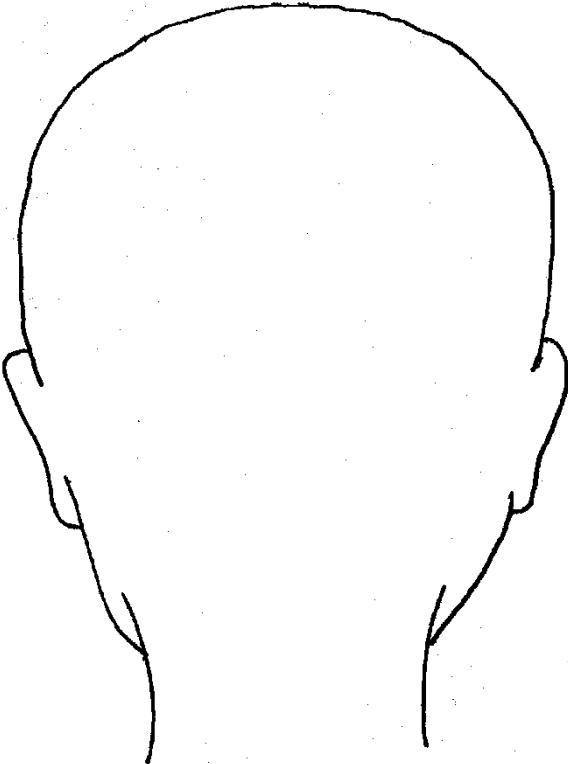
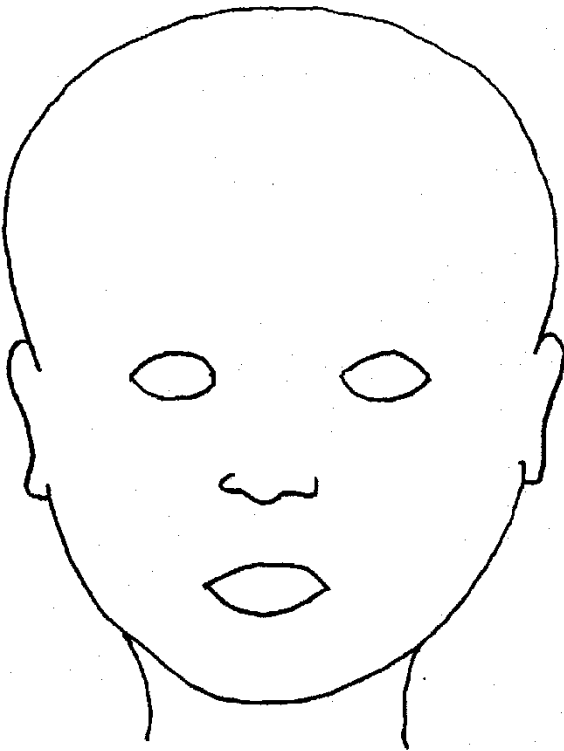
Job title:

Date and time of observation:



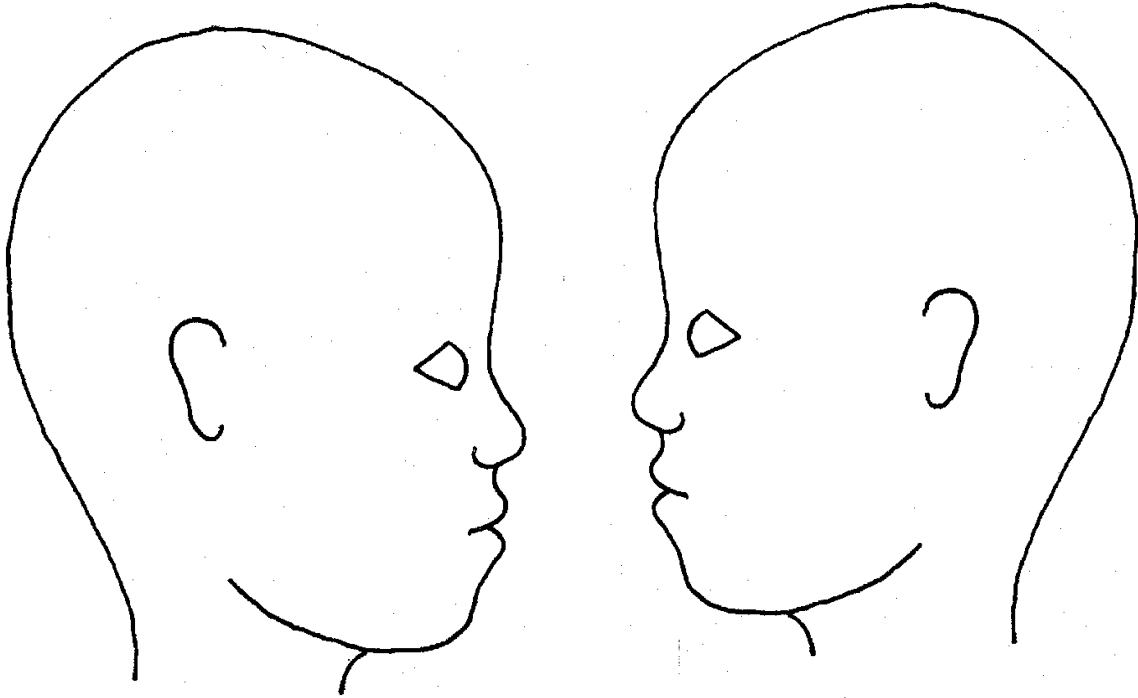
Name of learner:

Date and time of observation:



Front

Back

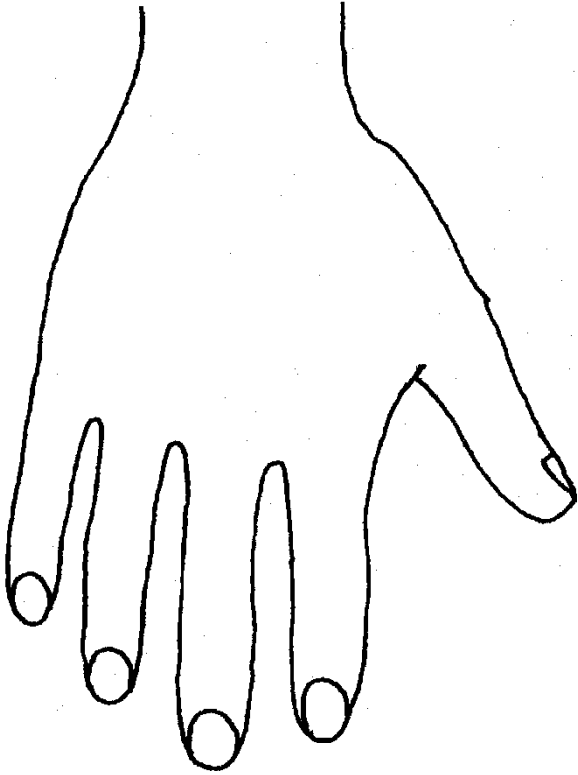


Right

Left

Name of learner:

Date and time of observation:



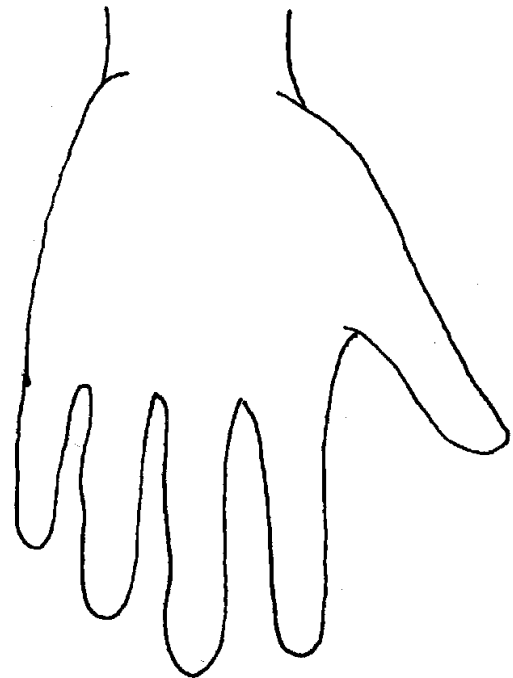
Right



Left

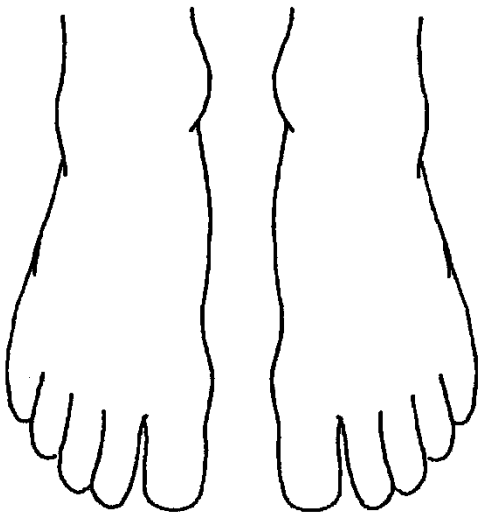


Back

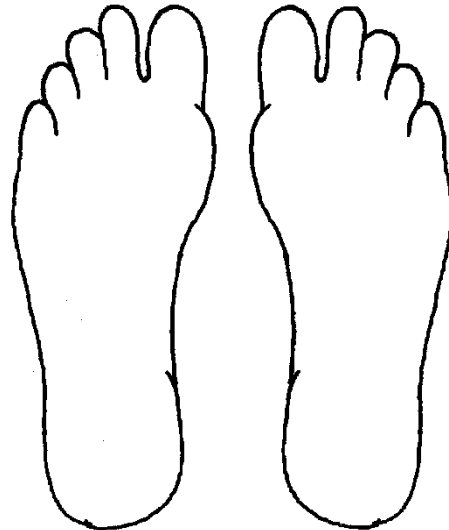


Name of learner:

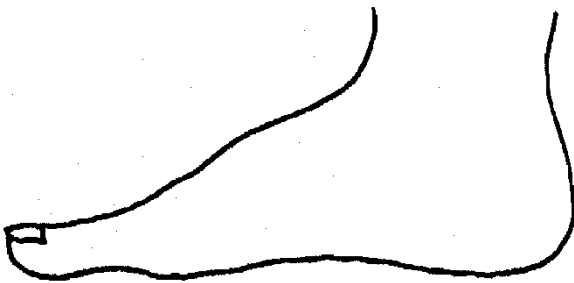
Date and time of observation:



Right Top Left

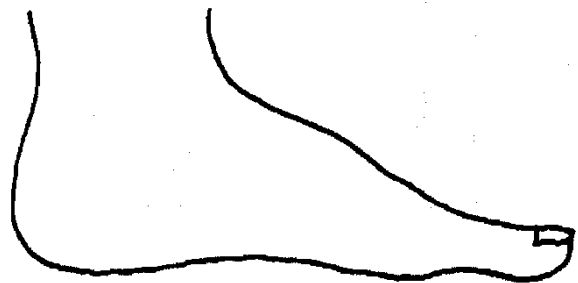


Right Bottom Left

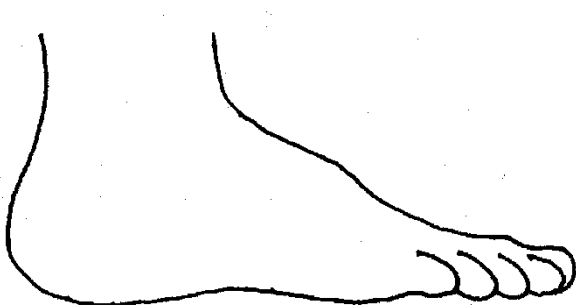


Right

Inner

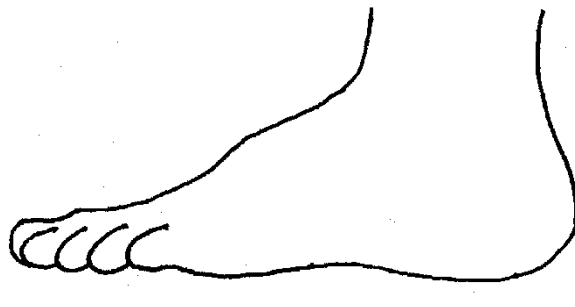


Left



Right

Outer



Left

Printed Name:

Signature:

Job title of staff:

Appendix 6: FGM Enfield Schools Checklist

Criteria	Tick when checked
<p>Have a robust attendance policy in place</p> <p>Follow up any extended period of leave requested for a female learner from a practicing community</p> <p>Last minute notifications of absence should be viewed with suspicion.</p>	
<p>Ensure that FGM is included as an appendix to the school safeguarding policy:</p> <p>There must be backing from school governors for this work</p> <p>CP leads to be trained on FGM awareness *</p> <p>CP leads ensures frontline staff/ schools receive this information through in-school awareness raising / staff meetings/continued professional development</p>	
<p>Provide information</p> <p>signposting, leaflets, posters etc. throughout the school for both learners and parents</p>	
<p>Have a thorough SRE programme in place.</p> <p>Christopher Winter project resources are recommended by Enfield. In terms of safeguarding discussions with younger learners, at the very least a school needs to provide learners with information such as the NSPCC programme – ‘Learn the Underwear Rule’ – and ensure that they understand that this includes:</p>	

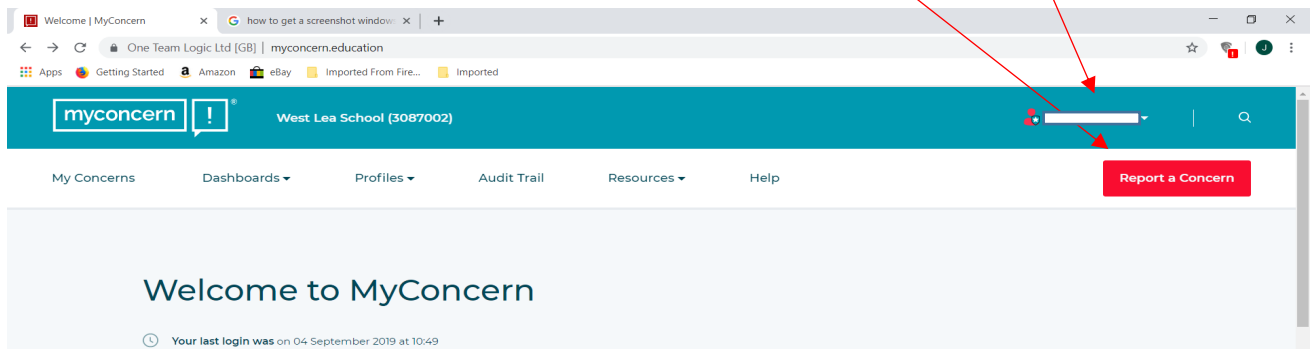
<p>No looking at</p> <p>No taking photos</p> <p>No hurting</p> <p>No bullying</p>	
<p>Ensure PSHE teachers are familiar with the importance of ground rules and the need to establish a safe learning environment</p>	
<p>6. Ensure all learners know who to go to for help if they are worried</p> <p>Signposting to School nurse/ teacher or ChildLine / NSPCC or Identified school contact</p>	

** If there is a disclosure the designated CP lead will refer to the Local Safeguarding Children’s board (LSCB). It is not advisable to contact parents at this point as this may place the learner at increased risk of harm. For further advice and guidance refer to the multi- agency practice guidelines:<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> If you are concerned about someone who is at risk call NSPCC FGM helpline 0800 028 355*

Appendix 7: Using My Concern to report an allegation/incident

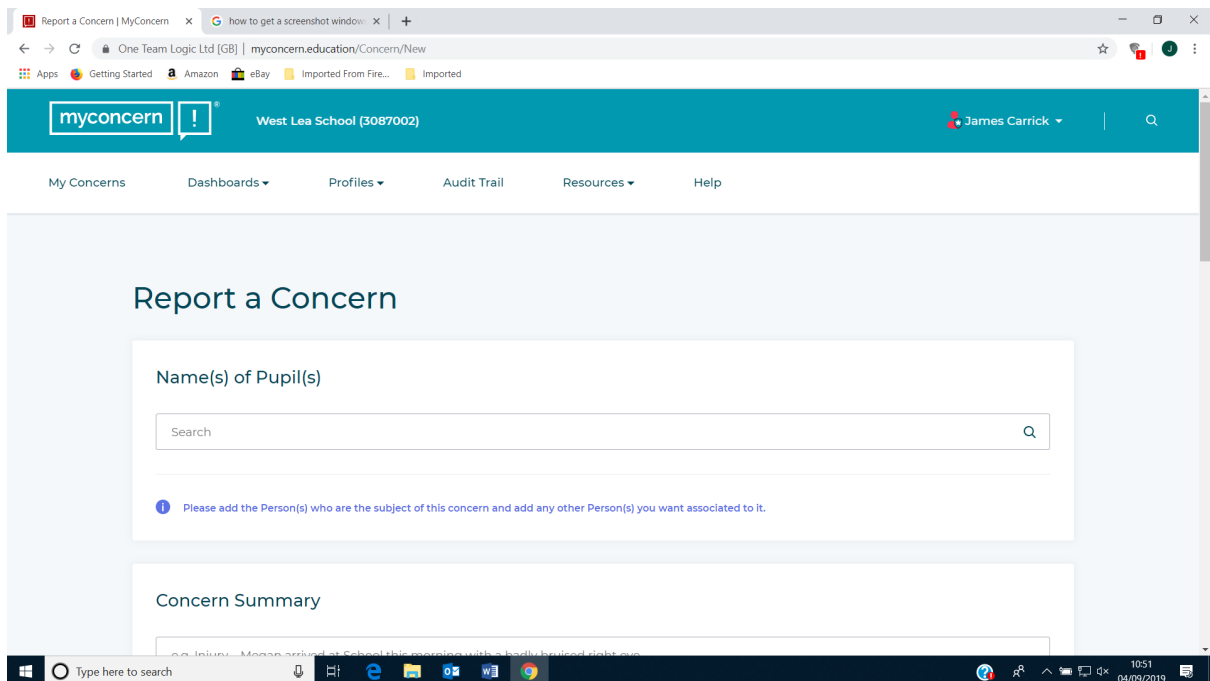
Once you have logged on you will see Screen One below your name will appear here. Click on the red button marked 'Report a Concern' which will take you to the reporting page.

Screen One



When you click on Report a Concern you will be directed to Screen Two below. Although there are several screenshots Screen Two is one continuous screen which is where you complete your concern.

Screen Two



It is important that you select the right audience for your concern so that it can be dealt with promptly. When you click on Send Concern to you will be given the following options;

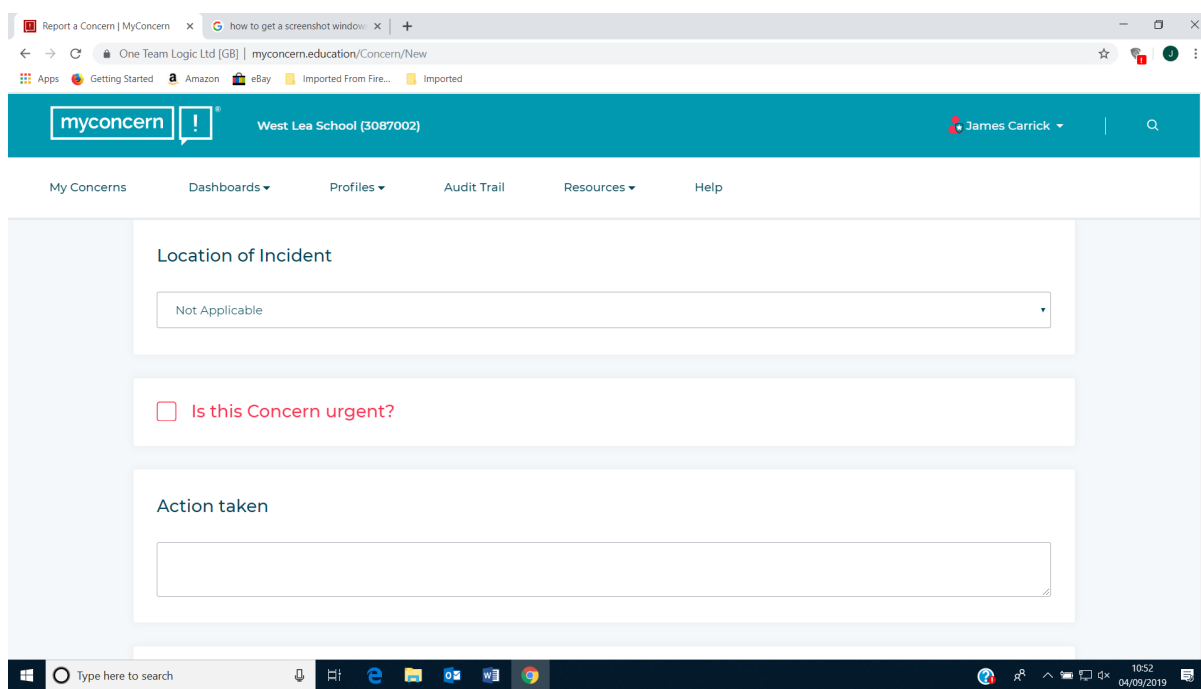
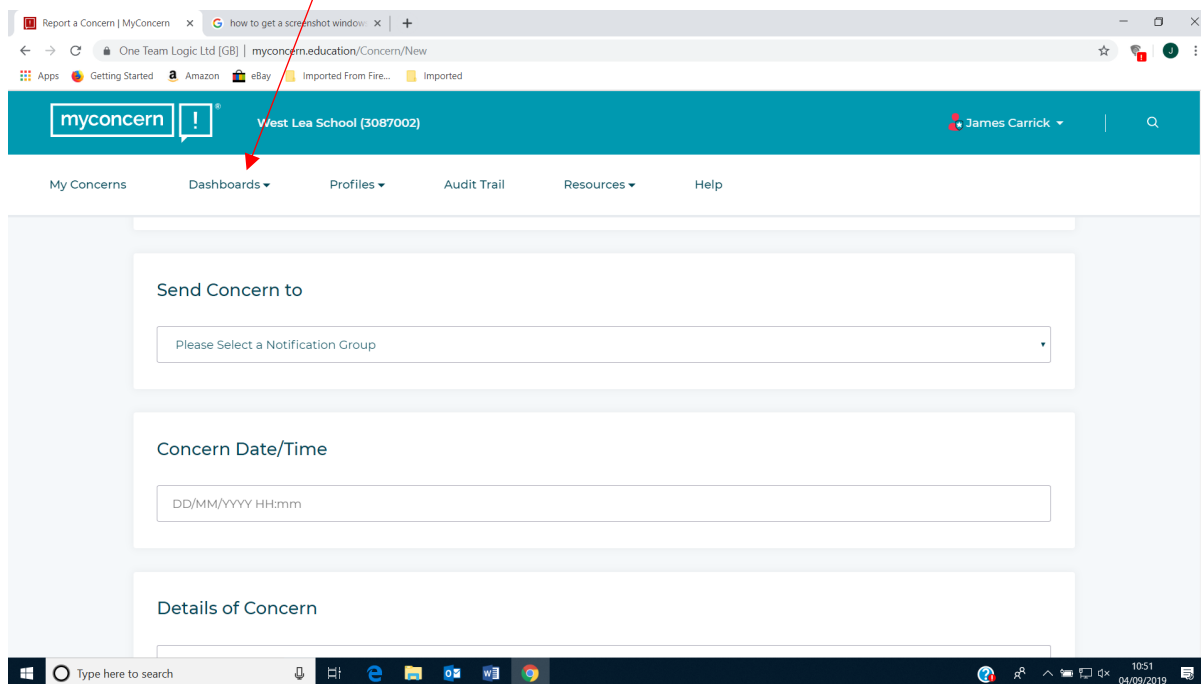
DSLs

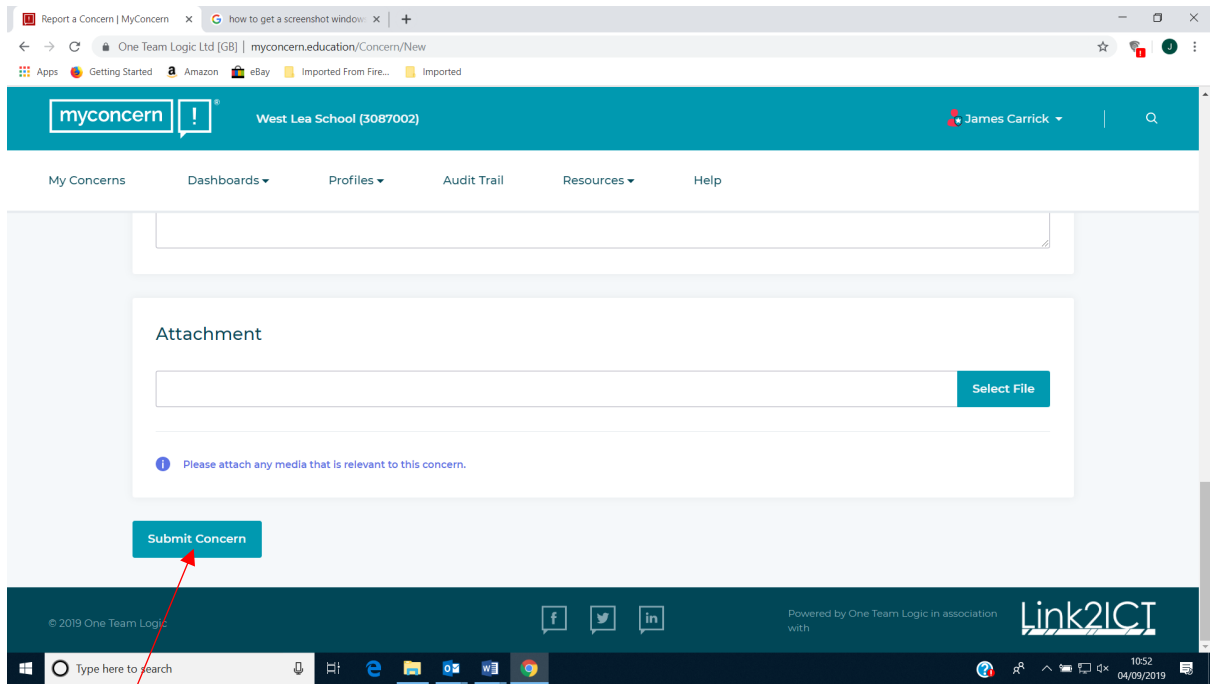
Haselbury

Learning for Life

Meridian

Horizon





Once the referral is completed remember to click this button to ensure the concern is logged.

Appendix 8: Incident/concern form

The following form can be used by anyone wanting to report a concern but does not have access to My Concern i.e., visitors.

- Write a full factual account after the incident using the learner’s own words where possible, after having spoken to a member of the Safeguarding Team.
- Give to a member of the Safeguarding Team a.s.a.p. (this will be uploaded to My Concern)
- Complete all relevant boxes.

Date:	Professional’s Full Name:	Role:
D.O.B:	Learner’s Full Name:	Campus/Class:
Time:		Location:
Name of adults and learners involved in the incident:		
Factual Description of incident/disclosure: (Remember to use TED questions: Tell – Explain – Describe)		
Opinion:		
How worried are you?		
1 2 3 4 5 6 7 8 9 10		
Very worried		Not worried

Please state if the learner has siblings: (age, gender, names or class if known)

Note of any action taken by you:

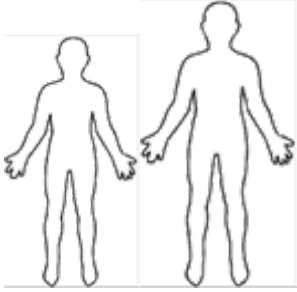
How can you support the learner in future?

Name: _____ Signed: _____ Position: _____

Action taken by Designated Teacher

Signature of Designated Teacher: _____ Date: _____

This body outline (which can be the front or back of a learner) can be used to record marks or bruises.



Front

Back

Important Things to Know/Remember

Responding to concerns:

Safeguarding concerns can relate to:

- Information you overhear e.g., a learner talking to another learner about an incident.
- A concern you observe e.g., a bruise on a learner's face, a learner's knowledge which is not age appropriate
- Information passed to you by another person e.g., a parent of another learner.
- Something a learner tells you. This is known as a disclosure.
-

Who can a learner make a disclosure to and when can this happen?

- A pupil may make a disclosure **at any time** to any member of staff, volunteer, visitor or Governor.

How to respond to a disclosure

- Evidence shows that some young people have made repeated attempts in the past to make a disclosure and have been unsuccessful.
- Remember it is a great complement to you if a pupil feels they can disclose information to you.
- Even if you are busy, please **STOP** what you are doing and **LISTEN** if a learner says they want to speak to you. If you are on your way to a lesson, ask the learner to accompany you to the classroom and speak to them once you are sure another adult is in the classroom to supervise the rest of the class.
- Some learners feel more comfortable speaking to someone while sitting or standing alongside another person rather than making direct eye contact.
- Do not interrupt the learner while they are speaking to you. Repeat back to them that they have told you to clarify your understanding of what they have told you. Do not question the learner or state an opinion or judgement.

What to say if a pupil asks you to promise confidentiality

- Tell the learner how pleased you are that they have spoken to you.
- Reassure the learner that what they have told you will not become public knowledge and that you are taking what they have said seriously.
- Explain that you will have to pass the information on to certain people such as their Head of School or another member of the Safeguarding team.
- Reassure the pupil that the person you are passing the information on to will be able to help sort out the problem or worry and they will do everything they can to make sure the learner is safe.

What to say if another adult asks you to promise confidentiality

- The same procedure as above relates to this situation.
- You can never make the promise of confidentiality to an adult such as a parent.

Immediate Action

- **Speak** to a member of the Safeguarding team immediately.
- Do not email any concerns.
- If you are unable to leave the classroom, send another adult to get a member of the Safeguarding team to come to speak to you.

- If the concern occurs outside of school hours or during the holidays, call a member of the safeguarding team to discuss the concern.
- If you deem a learner to be in immediate danger you should call the police by ringing 999.

Follow Up Action – Recording the concern

- Record the concern on My Concern or if you don't have access, please use this form.
- Make sure your report is factual and details what has been seen, heard or reported to you.
 - Make sure to attribute comments made to the correct person
 - Ensure full names are made at the start of the report and add abbreviations in brackets after the name, so you can use abbreviations later on e.g., Renee Flourentzou (RF), Catherine Goodwin (CG)
 - Add details of time, date and location and names of any witnesses.
 - Do not base your report on opinion or hear-say.
 - Complete a body map if the learner has an injury.
 - Remember your report could be used as evidence in a Safeguarding investigation.

Post Incident Action

- It can be distressing dealing with a Safeguarding disclosure so be aware of how you are feeling and speak to a member of the Safeguarding Team if you wish to talk thorough what has happened.

Safeguarding concerns are confidential and should not be discussed with other members of staff unless directed to do so by a member of the Safeguarding Team

Seen by: Campus DSL

Date Received

Date Uploaded to My Concern.....

Additional Sheet:

Learner's Name:

Date:

Factual Description of incident/disclosure: (Remember to use **TED** questions: **Tell – Explain – Describe**)

Opinion:

Appendix 9: Useful contacts/references

Safeguarding learners is everyone's responsibility. As someone who work or study in Enfield you have a role too. If you are worried about someone or yourself, please talk to us. You can call us at any time and you don't have to say who you are. You can get help in any of these ways:

Ring the Children Multi-Agency Safeguarding Hub (MASH) Team on 020 8379 5555, Monday to Thursday 9.00am to 5.00pm and Friday 9.00am to 4.45pm

Call the emergency duty team on 020 8379 1000 at night and weekends, and tell them what is happening.

You can email at: ChildrensMash@enfield.gov.uk

In an emergency ring the police on 999. You can also ring ChildLine on 0800 1111 or visit the ChildLine website.

Safeguarding concerns about Adult Learners

If you are concerned about an adult with care and support needs who is experiencing or is at risk of abuse or neglect, the best way to report your concerns is:

- to [complete the online referral form](#)
- call our Adults MASH (Multi-Agency Safeguarding Hub) on 020 8379 3196 (Monday to Friday, 9am to 5pm)
- call the Adult Abuse line on 020 8379 5212 (this is 24-hours and you can leave your concern anonymously)

For support and resources on adults, visit [MyLife Enfield](#).

Working Together to Safeguard Children 2023	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Keeping children safe in Education 2024	Keeping children safe in education 2024 (publishing.service.gov.uk)
What to do if you are worried a child is being abused 2015	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
Disqualification by Association	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_stat-guidance_Feb_15__3_.pdf

Information Sharing Advice 2024 - DFE	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
Searching, screening and confiscation - DFE	https://www.gov.uk/government/publications/searching-screening-and-confiscation
Teaching Online Safety in Schools	https://www.gov.uk/government/publications/teaching-online-safety-in-schools
NAPAC- National Association for People Abused in Childhood	0800 085 3330 www.napac.org.uk
N.S.P.C.C. – National Association for the Prevention of Cruelty to Children)	www.nspcc.org.uk 0808 800 5000
Safer Recruitment Consortium Guidance	http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf
Home Office Prevent E-learning	https://www.elearning.prevent.homeoffice.gov.uk
Channel Panel E-learning	http://course.ncalt.com/Channel_General_Awareness/01/index.html
Home Office FGM E-learning	https://www.fgmelearning.co.uk
Prevent Duty Guidance – Home Duty	https://www.gov.uk/government/publications/prevent-duty-guidance
Prevent Duty – Schools and Childcare	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
Prevent Duty for work-based learners	https://www.gov.uk/government/publications/work-based-learners-and-the-prevent-statutory-duty
National FGM Centre	http://nationalfgmcentre.org.uk
Sexting in Schools and Colleges	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
DfE: Use of Reasonable Force in Schools	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

DfE: Guidance for schools on preventing and responding to bullying	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
NSPCC How Safe are our Children? 2016	https://www.nspcc.org.uk/globalassets/documents/research-reports/how-safe-children-2016-report.pdf
Expect Respect – Advice for teachers regarding teenage abusive relationships	https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/
Domestic Violence and Abuse (March 2016)	https://www.gov.uk/guidance/domestic-violence-and-abuse
Young Minds – Child and Adolescent Mental Health	https://youngminds.org.uk
MindEd is a free educational resource on learners' s mental health for all adults.	https://www.minded.org.uk
Updates to the Law and social media	https://www.saferinternet.org.uk/blog/law-and-social-media
Support for Learners	<p>NSPCC: Children with special educational needs and disabilities (SEND) NSPCC Learning and Safeguarding d/Deaf and disabled children and young people NSPCC Learning</p> <p>ChildLine: www.childline.org.uk</p> <p>Papyrus: www.papyrus-uk.org</p> <p>Young Minds: www.youngminds.org.uk</p> <p>The Mix: www.themix.org.uk</p>

Children Act 1989 Volume	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274179/Children_Act_1989_court_orders.pdf
Children Act 2004 Section 11	www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_1
The Childcare Act 2006	http://www.legislation.gov.uk/ukpga/2006/21/contents
Counter-Terrorism and Security Act 2015	http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted
Early Years Foundation Stage 2022 (Department for Education)	http://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf
Preventing and Tackling Bullying	https://www.gov.uk/government/publications/preventing-and-tackling-bullying#history
The Prevent Duty 2015	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
Children Missing Education	https://www.gov.uk/government/publications/children-missing-education
Mandatory Reporting of FGM	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf
National FGM Centre	http://nationalfgmcentre.org.uk
Channel Duty Guidance	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf
Early Years Inspection Handbook (Ofsted September 2024)	https://www.gov.uk/government/publications/inspecting-registered-early-years-providers-guidance-for-inspectors
Further Education & Skills Inspection Handbook (Ofsted February 2024)	https://www.gov.uk/government/publications/inspecting-registered-early-years-providers-guidance-for-inspectors

Common Inspection Framework Education, Skills & Early Years (Ofsted July 2024)	https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015
Inspecting safeguarding in early years, education and skills settings (updated September 2024)	https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015
Professional Online Safety Helpline	www.saferinternet.org.uk/helpline
Online Safety	www.ceop.police.uk www.thinkuknow.co.uk www.internetmatters.org www.parentzone.org.uk www.parentinfo.org www.saferinternet.org.uk www.net-aware.org.uk www.kids.youtube.com www.kids-search.com www.swiggle.org.uk https://www.childline.org.uk https://www.iwf.org.uk <p>- 02 / NSPCC helpline: 0808 800 5002</p> <p>- POSH - Professional Online Safety Helpline: helpline@saferinternet.org / 0844 381 4772</p> <p>- Zipit app: https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/zipit-app/</p>

Radicalisation and social media	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440450/How_social_media_is_used_to_encourage_travel_to_Syria_and_Iraq.pdf
Fundamental British Values – Foundation Years	http://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf
Prevent Tragedies – Police Initiatives	http://www.preventtragedies.co.uk Educate against Hate: www.educateagainsthate.com Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism True Vision: www.report-it.org.uk
Promoting the Fundamental British Values	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf
Support for Adults	Family Lives: www.familylives.org.uk Crime Stoppers: www.crimestoppers-uk.org Victim Support: www.victimsupport.org.uk Kidscape: www.kidscape.org.uk The Samaritans: www.samaritans.org Mind: www.mind.org.uk NAPAC (National Association for People Abused in Childhood): www.napac.org.uk MOSAC: www.mosac.org.uk Action Fraud: www.actionfraud.police.uk
Support for Learning Difficulties	Respond: www.respond.org.uk Mencap: www.mencap.org.uk
Support for Domestic Abuse	Refuge: www.refuge.org.uk Women’s Aid: www.womensaid.org.uk Men’s Advice Line: www.mensadvice.org.uk

	Mankind: www.mankindcounselling.org.uk
Honour Based Violence	Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage
Sexual Abuse – Child Sexual Exploitation Awareness and support	Lucy Faithfull Foundation: www.lucyfaithfull.org.uk Stop it Now: www.stopitnow.org.uk Parents Protect: www.parentsprotect.co.uk CEOP: www.ceop.police.uk Marie Collins Foundation: www.mariecollinsfoundation.org.uk Internet Watch Foundation (IWF): www.iwf.org.uk PACE (Parents Against Sexual Exploitation www.paceuk.info) National Working Group: http://www.nwgnetwork.org Contextual Safeguarding Network: https://contextualsafeguarding.org.uk/ Centre of expertise of child sexual abuse: Home CSA Centre

Appendix 9: Supervision during unstructured times

At West Lea School, safeguarding our learners is of the utmost priority and as such we adhere to and expect the highest standards of supervision at all times of the day when the learners are in our care.

Part of this expectation includes unstructured times, where learners can be particularly vulnerable.

The following expectations are therefore non-negotiables, to ensure we all fulfil our individual responsibilities in our roles as per the Code of Conduct.

DO's	DON'T's
I will look at and ensure I understand my duties as per the morning, break time, lunch time and end of day duty rotas.	<p>I will not expect someone else to tell me where I am supposed to be and when.</p> <p>I will not ignore my responsibility to check my emails regularly and the staffroom boards.</p>
I will be at my assigned duty at the correct time and fulfil the duration of the time at my post and my teacher will ensure this by not giving me other jobs at duty times.	<p>I will not be late for my duty or leave my duty at any time. I will not start another job, such as photocopying, making a phone call etc. when my duty time is about to begin.</p> <p>I will not leave my assigned area to chat to adults.</p>
<p>I will be vigilant on duty and engaged fully with learners by engaging in conversations, joining or initiating games, whilst scanning my area and pre-empting and responding to situations promptly in line with school policies.</p> <p>If based at a door/gate, I will be vigilant and challenge learners and visitors appropriately.</p>	<p>I will not stand around idle whilst on my duty. I will not focus on chatting to one or two children and ignore what else is going on around me.</p> <p>I will not leave others to pick up challenging situations or learners.</p> <p>I will not let any learner out of the gate without ensuring they are on an independent travellers list.</p> <p>I will not let adults in without checking who they are.</p>
I will ensure drinks, mobile phones and social conversations are limited to the staffroom at assigned break times.	<p>I will not take drinks on duty.</p> <p>I will not take out my mobile phone anywhere except the staffroom, including playground, classroom and corridors.</p> <p>I will not stand around chatting to other staff.</p>
I will wear a high viz vest whilst on duty	I will not lose or forget my high viz when going on duty.
I will flag up any noticed health and safety concerns to the receptionist or SLT as soon as reasonably possible that day – I will report urgent concerns immediately	<p>I will not ignore health and safety issues, such as rubbish, broken glass, animal droppings, broken equipment and bricks/poles lying around.</p> <p>I will not assume someone else will report it.</p>

I will arrange a suitable swap and inform school leaders in advance if I am not going to be at my duty due to cover, leave etc. If I am tied up with a learner, I will ask my teacher to take over or send a message to a leader that I cannot get to my duty.	I will not expect someone else to arrange cover for me when I know I am going to be out/preoccupied.
As the teacher on duty, I will scan the entire area and ensure staff are where required and direct accordingly. As the leader responsible for duties, I will ensure gaps resulting from absence are covered.	I will not stand around idle or chatting whilst on my duty. I will not overlook inadequate supervision or fail to report concerns to school leaders.

Failure to adhere to one or more of the above non-negotiables puts the safety of our learners at risk and contradicts the school's Code of Conduct (see pages 3, 4, 6, 7, 8 and 9 of the Code of Conduct for more information).

As per Section 15 and Appendix 1 of the Code of Conduct (pages 27 and 28), any such matters would be dealt with as a matter of misconduct, which could lead to disciplinary action.

If there is anything in this policy that you do not understand, it is your responsibility to clarify this with your line manager or senior leadership team.



community
kindness
learning for life
innovation **inclusion**