Waltham Forest College

Safeguarding Policy and Procedures

(Including Prevent)

Date of Issue	**October 2018**
Approved by	**The College Corporation**
Contact	**Director of Services for Students**
Review Date	**August 2019**

1. Purpose

To offer guidance and instructions to all staff, governors, volunteers, sub-contractors and contractors to ensure the College commitment to safeguarding and promoting the welfare of young people and vulnerable adults. If any form of abuse is suspected or if a person is identified as, being vulnerable to being drawn into terrorism-related activity, appropriate action will be taken.

The College requires all staff, governors, volunteers, sub-contractors and those contracted to provide services to share this commitment.

2. Scope

This policy deals with the protection of children and young people and all adults at risk. For the purposes of clarity, any person under the age of 18 is deemed to be a child and an adult at risk is deemed to be a person who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of themselves, or unable to protect themselves against harm or exploitation.

An adult is considered 'vulnerable' if they receive a health, personal or social care service from a professional. Personal services would include, for example, help with financial matters, feeding, washing or dressing. Any person up to the age of 24 with a current Educational Health and Care Plan in place is treated as a child for the purposes of safeguarding & child protection legislation.

All references to staff or adults comprises teaching staff, other staff and volunteers working in the organisation, visitors and includes contractors to the organisation with direct contact with learners, regardless of position, role or responsibilities.

The term 'safeguarding children, young people and adults at risk' embraces both reactive child protection and a preventative approach to keeping young people and adults safe. The statutory guidance Keeping Children Safe in Education 2018, Working Together to Safeguard Children 2018, The Protections of Freedom Act 2012, the Safeguarding Vulnerable Groups Act 2006 and the Prevent Duty Guidance are the key documents upon which this policy is predicated.

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 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.

A vulnerable student may be identified as a person who:

- Is a Looked After Child (LAC)
- Is a care leaver
- Is a young carer
- Has learning difficulties or disabilities
- Has mental health difficulties (e.g. dementia, personality and eating disorders)
- Has general welfare concerns
- Has a physical or sensory disability
- Has been involved in substance or alcohol misuse
- Has suffered from domestic violence
- Has social or emotional problems

- Has a criminal conviction
- Has a language barrier

A student of any age may also be identified as vulnerable at any time during their programme of study based on behaviour. The Channel vulnerability framework of indicators which may provide psychological hooks leading to engagement with a group, cause or ideology associated with terrorism may include:

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues

Abuse can take many forms including emotional, physical, sexual and mental. Whilst it is more common for there to be a perceived disproportionate power differential between abuser(s) and abusee(s), peer on peer abuse is a significant issue. It must never be tolerated or treated as 'banter' or just 'part of growing up.'

Peer on peer abuse will be minimised through the vigilance and awareness of staff to recognise and identify where such abuse is occurring, and to act swiftly to ensure its curtailment. All disclosures will be recorded in the Safeguarding case files and reviewed on a weekly basis by the DSL, Deputy DSL and the BeSafe team to ensure appropriate support mechanisms are in place for both victims and perpetrators.

Whilst it is clear that peer on peer abuse disproportionately affects females and the College must have appropriate support mechanisms in place, males, LGBTQ and SEND students will also be affected by this issue and staff must be aware of this and prepared to act accordingly.

Given the local context of the London Borough of Waltham Forest and the issues surrounding County Lines the College recognises that so called 'initiation ceremonies' and 'hazing' (defined as: any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them regardless of a person's willingness to participate) may be disproportionately represented amongst our student population.

Further advice and guidance on the range of abuse and indicators of abuse can be found in Annex A of 'Keeping Children Safe in Education 2018'. All staff are required to access Part 1 of this document and to read and understand it, all staff working directly with under 18s must also read and understand Annex A.

The College has clear objectives:

- To provide a safe environment for children, young people and adults in which to work, learn and take part in social and recreational activity

- To identify people who are experiencing, or likely to experience significant harm, providing support and taking appropriate action with the objective of producing positive outcomes for those people
- To foster, promote and maintain a genuine feeling of safety throughout the College via the curriculum, pastoral support, and appropriate working practices through the promotion of a College ethos where everyone feels secure, valued and listened to
- To take action where appropriate to safeguard the person through working in partnership with other agencies
- To educate all students and staff in safeguarding and child protection issues so that they become more aware and confident in dealing with issues relating to those matters

The College has processes which:

- Identify children, young people and adults at risk of significant harm, or where there are concerns for a person's welfare, provide procedures for reporting and addressing such concerns;
- Prevent unsuitable people from working with children, young people and adults;
- Maintain channels for reporting and dealing with all allegations of abuse;
- Work in partnership with local agencies including the sharing of information;
- Provide a safe environment for children, young people and adults within the College; Appropriately filter and monitor student internet usage

The College will take action to:

- Appoint and train a Designated Safeguarding Lead with responsibilities to lead on all matters pertaining to safeguarding and child protection, and who will ensure that appropriate and robust systems are in place that will coordinate reporting, monitoring, referral and support procedures. Name, role and contact details will be available to all staff, students and parents/carers;
- Appoint a train a Deputy Designated Safeguarding Lead to act as the operational manager of day to day safeguarding issues.
- Train all staff to Recognise, Respond, Record and Report in regard to Safeguarding procedures with training updates provided on an annual basis. Induction training that include safeguarding procedures and Part One of Keeping Children Safe in Education September 2018 will be mandatory for all new staff working in the College;
- Keep accurate and secure records of concerns about individuals, even when there is no need for immediate referral to outside agencies; provide a systematic means of monitoring children, young people and adults known, or thought to be, at risk of harm, and contribute to assessments/support plans with other agencies;
- Make sources of help and support accessible for anyone who may experience abuse;
- Develop effective working relationships with other agencies: Police, Social Services, Health Authority and the Local Safeguarding Children's Board (LSCB);
- Train staff in safe practices to protect children, young people and adults in the learning environment, and also to protect themselves from false allegations of abuse;
- Ensure safe recruitment practices by implementing enhanced checks on all new and existing staff in accordance with the Disclosure and Barring Service (DBS), taking of references, and training interviewers in accordance with Department of Education guidance to effectively establish suitability for role at the time of employment ;
- Provide tutorial or other curriculum, learning or pastoral support. The curriculum (both formal and informal) will be used to help children, young people and adults to

develop their self-esteem, assertiveness and problem-solving skills, to promote their resilience, and help with behaviour problems such as anger.

Duty of Care

Staff are accountable for the way in which they exercise authority, manage risk, use resources, and actively protect children and people from discrimination and avoidable harm. Staff should develop respectful, caring and professional relationships between themselves and all other users of the College. Staff behaviour should demonstrate integrity, maturity and good judgement, e.g. management of risk in external visits/residential visits.

Breach of Trust

Under the Sexual Offences Act 2003, it is an offence for a person over 18 to have a sexual relationship with a young person under 18 where that person is in a position of trust in respect of that young person, even if the relationship is consensual. This applies when the young person is in full time education and the person works in the same establishment as the young person, even if he/she does not teach the child. Where a sexual relationship exists between a staff member and a student aged 18 or over, it is required that the staff member discloses this to HR immediately.

Information Sharing

Waltham Forest College will ensure that it pursues robust and timely information sharing protocols with all of the agencies working with young people including schools, statutory authorities, support services and social services in line with the 'Working Together to Safeguard Children 2018' document.

Safeguarding Reporting Protocols for staff:

All staff are responsible for safeguarding one another and our students. Where a student makes a disclosure to a member of staff they should do the following:

- **LISTEN** carefully, stay calm; do not express shock or embarrassment
- **DO NOT** guarantee confidentiality, but be clear that you will act sensitively and explain what will happen next
- **GIVE REASSURANCE** that you are taking the information seriously
- **DO NOT** ask leading questions
- **DO NOT** examine any physical injuries
- **DO NOT** attempt to investigate the allegations yourself
- **NEVER JUDGE** – even if the allegation is against a colleague
- **RECORD** what was said, also time, date and place.
- **CONTACT** a member of the Safeguarding Team as soon as is reasonably possible

College Safeguarding Recording & Case Management Procedure

- All safeguarding concerns are either identified by, or referred through to, the Safeguarding Team by members of staff, the Complex Needs Panel, external agencies, students (either self-referring or bringing concerns about peers) or parent/carers
- The Safeguarding Team will investigate all concerns and allegations, make a judgement on next steps and then refer on to the appropriate agency, and/or compose an Early Help Record, taking advice from the DSL as needed
- The Safeguarding Team will meet with the DSL on a weekly basis to review all new cases, monitor on-going cases, and review and monitor a watch-list of those cases

where there are concerns or known pertinent information but that have not yet met an intervention threshold
- Cases are opened and closed by common agreement with the DSL. The DSL always makes final judgement.
- All cases are recorded in a secure folder on the College's G Drive

14 – 16s in College

- The College will ensure that all 14–16 year olds are cared for and have their wellbeing needs met appropriately.
- Where young people are on the roll of another education establishment there will be protocols in place between the College and the designated officers at these establishments for communication regarding unexplained absence or other concerns.
- There will also be liaison with the parent and the schools.
- Young people will be appropriately supervised and registered by qualified staff in all areas of the provision

SEND students in College

- Students with SEND are more likely to be abused and/or neglected. The College will monitor and support these students through College staff and support structures in order to ensure these students are appropriately identified and supported
- The College will ensure that guidance is available so that all staff have an awareness that: behaviour, mood and injury may relate to potential abuse and not just as a result of SEND
- SEND students face a higher risk of peer group isolation
- That bullying/cyberbullying has a disproportionate impact on SEND students
- That difficulties with communication may also adversely impact SEND students

Early Help

Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of 'Working Together to Safeguard Children 2018' provides detailed guidance on the Early Help process. The Safeguarding Team will be responsible for identifying and implementing any Early Help measures which are required.

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

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

- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child

Child on child sexual violence and sexual harassment:

Where any reports are made of child on child sexual violence or sexual harassment these must be dealt with seriously and quickly. The normal disclosure protocols apply. Where such an allegation is made, the BeSafe Team will conduct a thorough risk assessment that considers:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All the other children (and, if appropriate, adult students and staff) at the college, especially any actions that are appropriate to protect them;

This will be recorded and communicated to all staff that are required to know. Both victim and (alleged) perpetrator will receive appropriate support mechanisms form the College on a case by case basis.

Prevent Strategy

To ensure that the College effectively safeguards students and staff, manages risks and is able to deal appropriately with issues around radicalisation and extremism, the College will;

- Understand the nature of the threat from extremism and how this may impact directly or indirectly on the College
- Encourage staff and students to respect and adhere to fundamental British values
- Ensure staff receive awareness training in recognising and preventing extremism and radicalisation
- Understand and manage potential risks within the College and from external influences including the display of extremist materials and the hiring of College premises
- Respond rapidly and appropriately to events in local, national or international news that may impact on the College community
- Ensure measures are in place to minimise the potential for acts of extremism within the College
- Ensure plans are in place to respond appropriately to a threat or incident within the College
- Work with sub-contractors, employers and work placement providers to ensure they are compliant with the Prevent Duty and the College's safeguarding procedures
- Adopt effective ICT security and responsible user policies and promote these to all staff and students

On-line safety and E-safety

The College will endeavour to both filter and monitor all internet usage within the College in a responsible and transparent way in order to ensure and maintain the safety of staff and students.

Wearing of Identity Badges

In order to ensure that anyone accessing the College Campus is provided with a safe environment, it is a requirement that all staff, students and visitors visibly wear ID badges on the College lanyards provided whenever they are out of the classroom environment.

- No College services will be provided to any person not wearing their lanyard & ID badge
- All teaching staff are required to check their students' ID badges are worn at the start and at the end of all teaching sessions
- Any student who has forgotten or lost their ID badge must get a Temporary ID from Student Services. If a student records three Temporary ID badges requests in any one term their name must be passed to the relevant Head of Learning to invoke a meeting with the student

Contextual Safeguarding & Local Circumstances

Waltham Forest College believes all students have the right to be able to access and enjoy a high quality teaching, learning and assessment with a rich learning experience that both enhances and increases their life chances. The College serves the needs of students from a range of backgrounds including higher proportions of:

- Students from socio-economically deprived areas
- High Needs SEND students
- LAC's/ Care Leavers and Young Carers
- Waltham Forest also faces on-going challenges with gang welfare

The College will ensure that all staff have an effective understanding of the local context and all safeguarding training will acknowledge and reference the local context to ensure that staff are adequately prepared to manage such issues that arise from this.

LAC and Care Leavers

The College will work in close collaboration with the Virtual School and Children's Social Services to ensure all Looked After Children (and previously LAC) are identified and offered appropriate support mechanisms.

The Designated Teacher for LAC students will be Nicola Sands, Welfare and Wellbeing Adviser.

Partnership and Information Sharing

The College will work in conjunction with the local authority and other external agencies such as the Metropolitan Police to ensure information is passed freely where there are safeguarding concerns and information sharing protocols are well established.

All safeguarding referral protocols will reflect the guidance laid down in Part 1 of KCSiE 2018, including Prevent referrals to Channel.

The Counter-Terrorism and Securities Act (2015) places additional responsibilities on Further Education College's to include working with multi-agencies as part of the Channel Process.

3. Roles and Responsibilities

All staff

All members of staff, volunteers, sub-contractors and contractors have a responsibility to be aware of the procedures to be followed in cases of suspected abuse or people at risk of being drawn into terrorism-related activity. Staff who are in regular contact with students are well-placed to notice signs of abuse, behavioural change or failure to develop as expected

If a member of staff suspects a student may be at risk or hears a disclosure from a student, the BeSafe team should be informed as soon as possible. Tutors are responsible for identifying students at risk and will work with the BeSafe Team to develop a College support plan.

During the application and interview process, staff are responsible for identifying students with criminal convictions and referring them to a designated member of staff in Student Services. Staff will liaise with the BeSafe team so that detailed disclosures can be captured by liaising with multi-agencies, such as the Youth Offending Team. The BeSafe team will carry out necessary risk assessments and drafting a support, where appropriate.

- Concerns are any worries about a particular student or colleague that need to be referred onto the Safeguarding Team, wherever there is a lack of surety or clarity about someone's safety.
- Risk of immediate danger or harm means a situation where action must be taken without delay in order to ensure adequate protection is put in place for the person at the centre of the issue. Staff are able to refer direct to Social Services or the Police in these circumstances should the need arise. The Safeguarding Team should be advised of any such action as soon as possible.

Use of Reasonable Force by staff on students:

KCSiE 2018 states that there are circumstances when it is appropriate for staff to use reasonable force to safeguard students. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. This can range from guiding a student to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The College has adopted the Department for Education's guidance on the use of reasonable force in schools which is made available to all members of staff within the College (https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

Designated Safeguarding Lead

- Take lead responsibility in all safeguarding matters
- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the College when deciding whether to make a referral by liaising with relevant agencies

- Liaise with Principal and Link Governor to inform of any issues/ongoing investigations, and ensure there is always cover for the role
- Train in how to recognise signs of abuse, and when it is appropriate to make a referral. Training should be updated on an annual basis
- Ensure all safeguarding team members have access to appropriate supervision as required
- Working knowledge in how the Local Safeguarding Children's Board works (until such time as new arrangements are put in place as specified in Working Together to Safeguard Children 2018 comes into effect and then to work collaboratively within those new arrangements), the conduct of case conferences, and be able to attend and contribute to these when necessary.
- Ensure all staff have access to and understand the College Safeguarding policy, and to make it available in a range of formats including audible and non-English where requested
- Ensure all staff have child protection/Safeguarding induction training and are able to recognise and report any concerns as they arise
- Keep detailed, accurate and secure written records of referrals/concerns.
- Have access to resources and attend relevant or refresher training courses and to update training annually
- Ensure Safeguarding policy is updated and reviewed annually, and following ratification is returned by the governing body to the Local Authority
- Ensure students/parents/carers have access to copies of the College Safeguarding Guidance, which alerts them to the fact that referrals may be made, contact details for the Safeguarding Team, and the role of the establishment
- Where a young person leaves an establishment, ensure the file/information is transferred to a new establishment in line with the Working Together to Safeguard Children Guidance
- Provide regular safeguarding reports to the Board of the Corporation
- The Designated Safeguarding Lead for Amir Ahmed, Director of Services for Students

Deputy Designated Safeguarding Lead

- To take responsibility for day-to-day operational management of safeguarding issues under the direction of the DSL
- Monitor staff induction and ensure induction resources are relevant and up to date
- Maintain and keep accurate records of all safeguarding cases
- Create effective strategies in conjunction with the DSL to ensure safeguarding is embedded throughout the College
- The Deputy Designated Safeguarding Lead is Shiguftah Gulzar, Team Leader for Welfare and Wellbeing

Role of the Governing Body, Senior Management Team and Principal & Chief Executive

Paul Butler is the nominated link governor with special responsibility for Safeguarding Children nominated by the Board of the Corporation. He will liaise closely with the

Designated Safeguarding Lead and ensure appropriate systems and procedures are in place that meet the statutory requirements for this area of activity.

The Governing Body must:

- Make arrangements for ensuring that their functions relating to the conduct of the institution are exercised with a view to safeguarding and promoting the welfare of children receiving education or training at the institution and in considering those arrangements, have regard to any guidance given from time to time by the Secretary of State
- The governing body should ensure the institution has a safeguarding policy and procedures that satisfy and evidence statutory requirements and consider safeguarding needs as set out in the Department of Education, Keeping Children Safe in Education 2014 (updated September 2016, September 2018)' statutory guidance, 'Working Together to Safeguard Children 2015 (updated September 2018),' and the Prevent Duty Guidance 2015;
- Have procedures for dealing with allegations against staff/volunteers that comply and balance the need to protect children whilst protecting staff/volunteers from false/unfounded accusations
- Have a senior staff member to lead on Safeguarding, advise/support staff/ liaise with Local Authority and other agencies who is a member of Senior Leadership Team who has status/authority to carry out the role e.g. commit resources to Safeguarding and direct staff as appropriate;
- Ensure all new staff who work with young people receive written guidance about the institution's Safeguarding policy/procedures and name/contact of DSL
- All staff receive refresher training annually;
- All students receive appropriate safeguarding and Prevent education
- Remedy any deficiencies or weaknesses in Safeguarding arrangements without delay
- Annually review policies/procedures and how duties are discharged
- Ensure a senior manager is designated as the senior lead for Prevent;
- Scrutinise the work of the DSL and Safeguarding Team;
- In addition, the Chair of the Board is nominated to be responsible for liaising with partner agencies, as appropriate in the event of the allegation of abuse being made against the Principal.

The Principal should ensure through the Senior Management Team:

- Policies and procedures are fully implemented and followed by all staff
- Sufficient resources and time are allocated so that the DSL and staff can attend strategy discussions, interagency meetings, contribute to assessments etc.
- Personally make referrals to the Local Authority Designated Officer where allegations of abuse by staff are brought forward, or delegate that responsibility to the DSL where required
- Staff/volunteers feel able to raise concerns about poor/unsafe practices by addressing these sensitively and effectively in a timely manner in accordance with public interest disclosure policies;
- The operation of safer recruitment and checks on new staff and volunteers
- The reporting of cases to the Secretary of State. It is essential that cases are reported if a person ceases to work in an education setting and there are grounds for believing he/she may be unsuitable to work with children, or may have committed

misconduct. The Secretary of State will consider whether to prohibit the person from working with children in the future or place restrictions on their employment in educational establishments. FE institutions have a statutory duty to make reports, and to provide relevant information to the Secretary of State.

4. Public Interest disclosure

Staff should acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant external agencies (Public Interest Disclosure Act 1998). This should be a mechanism by which staff can voice concerns, made in good faith, without fear of repercussion. Staff should consult the Waltham Forest College Public Interest Disclosure Policy and can also use the NSPCC whistle-blowing helpline number 0800 028 0285, if required.

5. Confidentiality

Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the student is the overriding concern. The degree of confidentiality will be governed by the need to protect the student. The student must be informed at the earliest possible stage of the disclosure that the information will be passed on. Discussions of the case must only be with the appropriate staff and any discussion must be private and shared on a need to know basis.

Waltham Forest College is committed to protecting the rights and privacy of individuals, including learners, staff and others, in accordance with the General Data Protection Regulation (GDPR) May 2018 and complies with the requirements of the Data Protection Act 1998 that allows for disclosure of personal data where this is necessary to protect the vital interests of the students.

6. Staff Training

All staff will receive adequate training to familiarise themselves with Safeguarding issues and responsibilities at induction (to include 'Part One of KCSiE 2018') and on at least an annual basis, and all staff with a role in directly working with under 18s will be required to read and understand Part One and Annex A of KCSiE 2018.

7. Review

This policy statement will be reviewed annually or sooner, in response to changes in legislation or College organisation. This will be initiated by the Designated Safeguarding Lead.

8. Access to Policy

This Procedure is available on the College Intrane and website.

9.Mechanisms for Feedback

Constructive comment on the continued improvement of these procedures is welcomed and should be forwarded to the Director of Services for Students

Appendix 1

The College recognises that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. The following categories of abuse are recognised for the purposes of the child protection register and have been augmented to cover vulnerable adults.

Abuse	Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child or vulnerable adult by inflicting harm or by failing to act to prevent harm. Children or vulnerable adults may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They 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 or vulnerable adult. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. **Indicators of physical abuse / factors that should increase concern:** • Multiple bruising or bruises and scratches (especially on the head and face) • Clusters of bruises – e.g., fingertip bruising (caused by being grasped) • Bruises around the neck and behind the ears – the most common abusive injuries are to the head • Bruises on the back, chest, buttocks, or on the inside of the thighs • Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle • Bite marks • Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette • Scalds with upward splash marks or tide marks • Untreated injuries • Recurrent injuries or burns • Bald patches
Emotional abuse	Emotional abuse is the persistent emotional maltreatment of a child or vulnerable adult causing severe and persistent adverse effects on the child's or vulnerable adult'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 feature age of developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's development capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing 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 or vulnerable adult, although it may occur alone.

	Indicators of emotional abuse: **Developmental issues** • Delays in physical, mental and emotional development • Poor school performance • Speech disorders, particularly sudden disorders or changes. **Behaviour** • Acceptance of punishment which appears excessive • Over-reaction to mistakes • Continual self-deprecation (I'm stupid, ugly, worthless etc) • Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking) • Self-mutilation • Suicide attempts • Drug/solvent abuse • Running away • Compulsive stealing, scavenging • Acting out • Poor trust in significant adults • Regressive behaviour – e.g., wetting • Eating disorders • Destructive tendencies • Neurotic behaviour • Arriving early at school, leaving late **Social issues** • Withdrawal from physical contact • Withdrawal from social interaction • Over-compliant behaviour • Insecure, clinging behaviour • Poor social relationships **Emotional responses** • Extreme fear of new situations • Inappropriate emotional responses to painful situations ("I deserve this") • Fear of parents being contacted • Self-disgust • Low self-esteem • Unusually fearful with adults • Lack of concentration, restlessness, aimlessness • Extremes of passivity or aggression
Sexual abuse	Sexual abuse involves forcing or enticing a child or young person or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child or vulnerable adult is aware of what is happening. The activities may involve physical contact, including assault by (for example rape or oral sex) or non-penetrative acts such as masturbating, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children or vulnerable adults in looking at, or in the production of, sexual images, watching sexual activities, , or encouraging children or vulnerable adults to behave in sexually inappropriate ways, or

	grooming a child or vulnerable adult in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children. **Indicators of sexual abuse:** **Physical observations** • Damage to genitalia, anus or mouth • Sexually transmitted diseases • Unexpected pregnancy, especially in very young girls • Soreness in genital area, anus or mouth and other medical problems such as chronic itching • Unexplained recurrent urinary tract infections and discharges or abdominal pain **Behavioural observations** • Sexual knowledge inappropriate for age • Sexualised behaviour or affection inappropriate for age • Sexually provocative behaviour/promiscuity • Hinting at sexual activity Inexplicable decline in school performance • Depression or other sudden apparent changes in personality as becoming insecure or clinging • Lack of concentration, restlessness, aimlessness • Socially isolated or withdrawn • Overly-compliant behaviour • Acting out, aggressive behaviour • Poor trust or fear concerning significant adults • Regressive behaviour, • Onset of wetting, by day or night; nightmares • Onset of insecure, clinging behaviour • Arriving early at school, leaving late, running away from home • Suicide attempts, self-mutilation, self-disgust • Suddenly drawing sexually explicit pictures • Eating disorders or sudden loss of appetite or compulsive eating • Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys • Become worried about clothing being removed • Trying to be ‘ultra-good’ or perfect; overreacting to criticism.
Neglect	Neglect is the persistent failure to meet a child's or vulnerable adults basic physical and/or psychological needs, likely to result in serious impairment of the child's or vulnerable adult’s health or development. Neglect may occur during pregnancy because 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 caregivers): or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

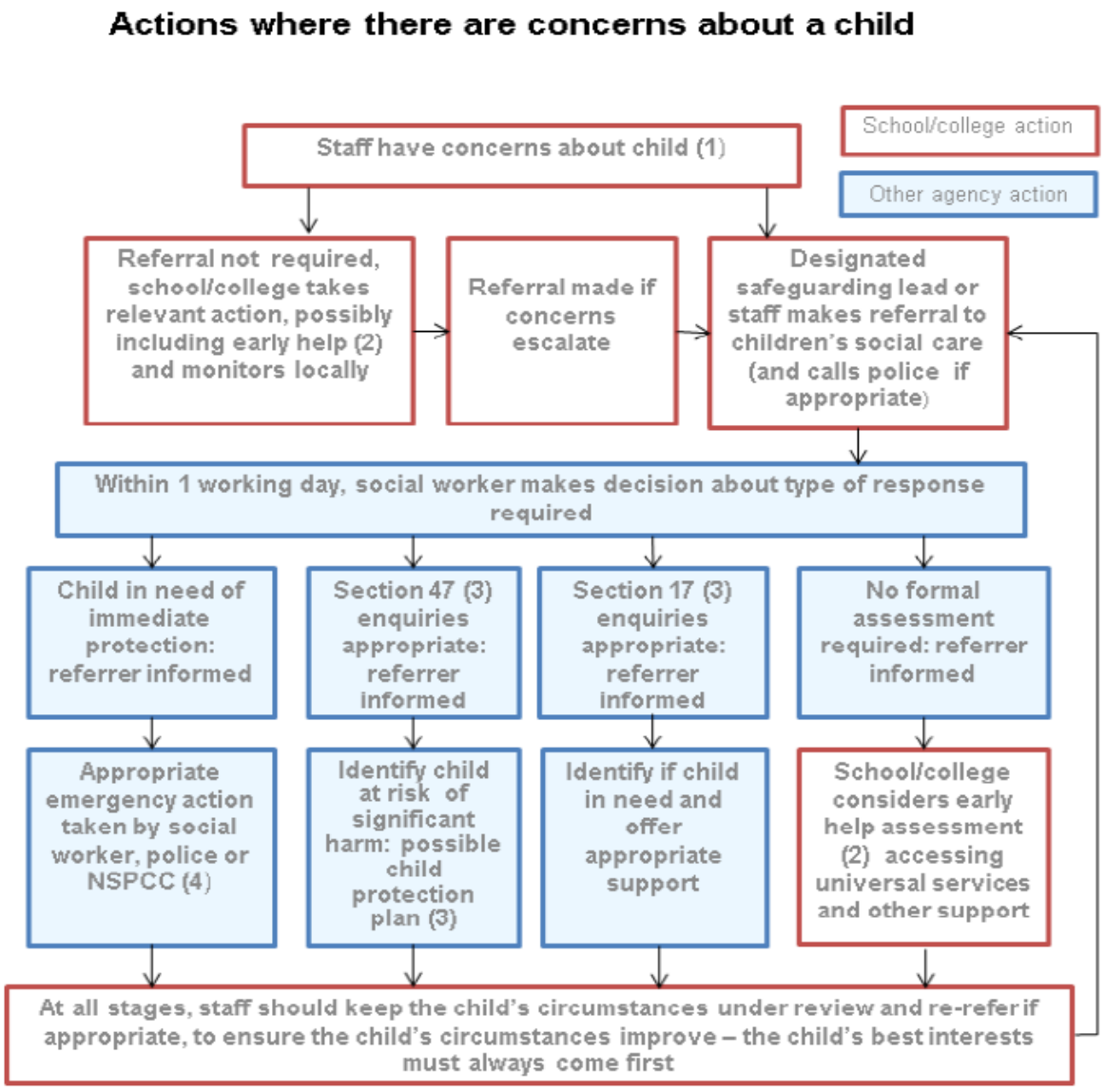
	Physical indicators of neglect • Constant hunger and stealing food • Poor personal hygiene - unkempt, dirty or smelly • Underweight • Dress unsuitable for weather • Poor state of clothing • Illness or injury untreated **Behavioural indicators of neglect** • Constant tiredness • Frequent absence from school or lateness • Missing medical appointments • Isolated among peers • Frequently unsupervised • Stealing or scavenging, especially food • Destructive tendencies

Specific Safeguarding Issues

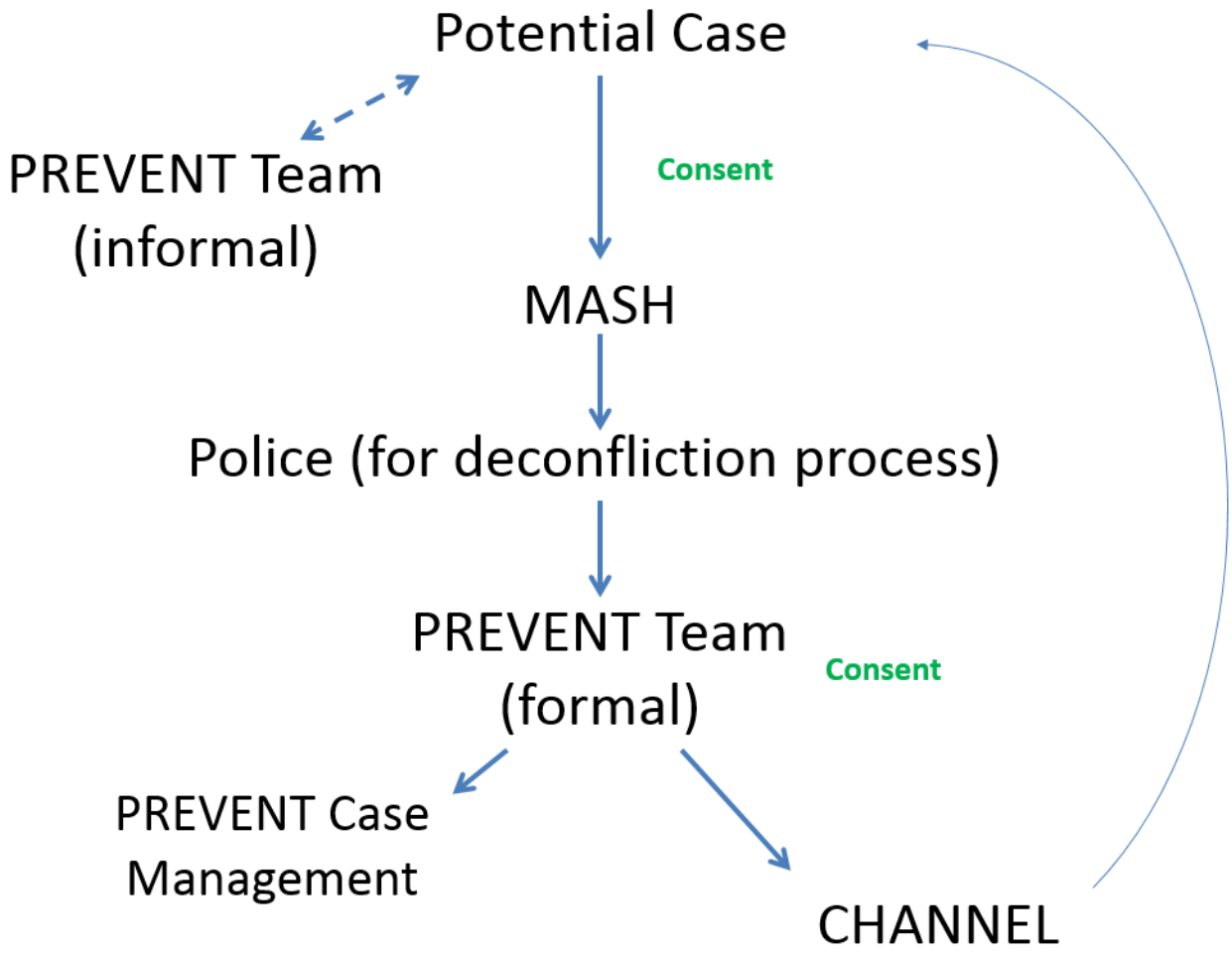
Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The BeSafe Team are aware of specific safeguarding issues, some of which are listed below:

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Trafficking
- Youth produced sexual imagery (sexting)

Appendix 2 Safeguarding Flowchart



Appendix 3 The Channel Process



Appendix 4 Disclosure Form

Waltham Forest College

Student Statement Form

This form will be used to record information on the version of events and depending on the nature of disclosure, information may be shared with internal and external professionals in order to investigate the matter further and by signing the statement, you provide your consent for this to take place.

Please ensure you record as much detail as possible and include:

- When it happened (Date and time)
- Where it happened (Exact place)
- What happened
- Who was involved and if anyone witnessed what took place

Full Name:	**Student ID:**
Date of Birth:	**Emergency contact:**
Student Statement:	
I confirm by signing the below the above statement is a true reflection of what took place. **Signed:** **Date** **Time** **Place**	