

# SAFEGUARDING POLICY & PROCEDURES

2020/21

<b>Date of Issue</b>	September 2020
<b>Approved by</b>	The College Corporation
<b>Contact</b>	Director of Learner Services, Marketing & Communication
<b>Review Date</b>	September 2021



## 1. PURPOSE

The purpose of this policy is to offer guidance and instructions to all staff, governors, volunteers, subcontractors, and contractors that reinforces Waltham Forest College's 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 all adults at risk. For 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 need community care services because 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 (EHCP) in place is treated as a child for 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 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 2020, 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 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

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. Upskirting has also been recognised under the category of peer on peer abuse.

All disclosures will be recorded in the safeguarding case files and reviewed every week by the Designated Safeguarding Lead (DSL), Deputy DSL and the BeSafe team to ensure appropriate support mechanisms are in place for both victims and perpetrators.

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.

The College has a duty and a responsibility in the prevention of youth crime and staff will be made aware of indicators, which may signal that students are at risk from, or are involved with serious violent crime. This includes:

- Increased absence from college
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions

All staff will be made aware of the associated risks and understand the measures in place to manage these. The College will incorporate learning from the Home Office's Preventing Youth Violence and Gang Involvement and the criminal exploitation of children and vulnerable adults: county lines guidance.

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 2020'.

**The College has clear objectives:**

- To provide a safe environment for children 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 to produce 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 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 multi-agencies including the sharing of information
- Provide a safe learning environment for children and adults both online and on-campus and the use of appropriate filters to monitor student internet usage

**The College will take action to:**

- Appoint and train a Designated Safeguarding Lead with responsibilities to lead on all matters on safeguarding and child protection, and who will ensure that appropriate and robust systems and procedures are in place that will coordinate effective reporting, monitoring, referral and support. The person name, role and contact details will be available to all staff, students and parents/carers.
- Appoint trained Deputy Designated Safeguarding Lead(s) to support the work if the Designated Safeguarding Lead and support the work of effective safeguarding.
- Train all staff to recognise, respond, record and report safeguarding concerns
- 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 and adults known, or thought to be, at risk of harm, and contribute to assessments/support plans with other agencies
- Produce sources of help and support accessible for anyone who may experience all forms of abuse
- Develop effective working relationships with multi-agencies which may include the Police, social services, health authority and the local safeguarding boards
- Train staff in safe practices to protect children and adults in the learning environment, and also to protect themselves from allegations of abuse.
- Train staff in the Prevent duty and have due regard to the need to prevent people from being drawn into terrorism.

- All staff are required to access and read Part 1 of 'Keeping Children Safe in Education 2020' and sign to confirm they have read and understood this document.
- Ensure safer 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 and adults to develop their self-esteem, online safety, assertiveness and problem-solving skills that promotes their resilience and help with their personal development.

### **Duty of Care**

Staff are accountable for how they exercise authority, manage risk, use resources, and actively protect children and adults 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. All staff are expected to demonstrate the FOREST values.

### **Breach of Trust**

Under the Sexual Offences Act 2003, it is an offense 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 child is in full-time education and the person works in the same establishment as the child, 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**

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Waltham Forest College will ensure that it pursues robust and timely information sharing protocols with all of the agencies working with young people which include schools, statutory authorities, support services and social services in line with the 'Working Together to Safeguard Children 2020' document.

### **Safeguarding Reporting Protocols for staff:**

All staff are responsible for safeguarding and 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 BeSafe team as soon as is reasonably possible

### **Safeguarding Recording & Case Management Procedure**

- All safeguarding concerns are either identified by or referred through to College BeSafe team by members of staff, external agencies, students or parents. The College may also receive self-referrals by students or bring concerns about peers or parent/carers.
- The BeSafe Team will investigate all concerns and allegations, make a judgement on next steps and then refer onto the appropriate agency, and/or compose an Early Help Record, taking advice from the Designated Safeguarding Lead as and when required.
- The BeSafe Team will meet with the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Leads on a weekly basis to review all live 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 and the Designated Safeguarding Lead will always make the final judgement.
- All cases are recorded on CPOMs and the BeSafe team use a secure network on the College network.

### **14-16 Students**

- Waltham Forest College will ensure that all 14-16 year olds are cared for and have their wellbeing needs met appropriately.
- Where a child is on-roll in another education establishment, there will be protocols in place between the College and the designated safeguarding officers at these establishments for communication regarding unexplained absence or other welfare and safeguarding concerns.
- There will also be liaison with the parents or guardians and the schools.
- These learners will be appropriately supervised by qualified staff in all areas of the provision.

### **SEND Students**

- 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 2019' 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 into 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

## **Children Missing in Education**

A child missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. The College monitors attendance carefully and addresses poor or irregular attendance without delay.

A young person (14-16) joining the College must be placed on the admission register at the beginning of the first day of attendance. The register for any young person (14-16) on joining the College must be updated at the beginning of the first day of attendance. Should the young person not arrive at College a plan needs to be put into place and if necessary the local authority should be informed. When a 14-16-year-old young person leaves the College before the completion of the programme of study the Local Authority must be informed immediately.

The College liaises with social workers and local authorities to monitor the progress of Looked After Children and where there are concerns about their attendance.

## **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 robustly. 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 is required to know. Both victim and (alleged) perpetrator will receive appropriate support mechanisms from the College on a case by case basis.

## **Prevent Strategy**

To ensure that the College effectively safeguards students and staff, manages risks and can 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 use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The College will endeavour to implement an effective approach to online safety to protect and educate the college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. Appropriate IT filters will be in use that monitors all internet usage within the College IT infrastructure in a responsible and transparent way in order to maintain the safety of all.

## **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, this includes both inside and outside the classroom environment. Anyone not wearing a lanyard will be challenged and

- 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 Learner 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**

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 to safeguarding and all safeguarding training will acknowledge and reference this 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 is Nicola Sands, Welfare and Wellbeing Adviser.

## **Partnership and Information Sharing**

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The College will ensure that arrangements are in place that set out clearly the processes and principles for sharing information and with the three safeguarding partners, other organisations, agencies and practitioners as required.

Waltham Forest College will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

All safeguarding referral protocols will reflect the guidance laid down in Keeping Children Safe in Education 2020 and Prevent referrals to Channel process. 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**

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

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.

Staff should also be mindful that:

- 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 BeSafe team should be advised of any such action as soon as possible.

## **Use of Reasonable Force by staff on students:**

Keeping Children Safe in Education 2020 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 children. This can range from guiding a child 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.

## **Role of the Designated Safeguarding Lead**

An appropriate senior member of staff, from the college leadership team, is appointed as the designated safeguarding lead. The Designated Safeguarding Lead is Amir Ahmed, Director of Learner Services, Marketing & Communication and the role includes:

- Take lead responsibility for all safeguarding and child protection
- 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 for safeguarding to inform of any issues/ongoing investigations, and ensure there is always cover for the role
- Ensure training is delivered to all staff on 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 2019 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
- Ensure all staff have child protection/Safeguarding induction training and can recognise and report any concerns as they arise
- Keep detailed, accurate and secure records of referrals/concerns.
- Have access to resources and attend relevant or refresher training courses and to update training annually
- The completion and action monitoring of the college Prevent Action Plan
- Ensure the Safeguarding Policy is updated and reviewed annually, and the following ratification is returned by the governing body
- Ensure students/parents/carers have access to key safeguarding information
- Where a young person is a leaver, ensure the safeguarding file/information is transferred to a provider
- Provide regular safeguarding reports to the senior leadership team and the Corporation Board

## **Role of the Deputy Designated Safeguarding Leads**

The Deputy Safeguarding Leads are Shiguftah Gulzar, Welfare and Wellbeing Manager and Rosemary Partin, SEND Manager and the roles includes:

- To support the work of the Designated Safeguarding Lead and the operational management of effective safeguarding arrangement
- Support the delivery of safeguarding training across the organisation which includes refresher training and staff induction
- Review safeguarding tutorial resources ensuring that are relevant and up to date
- Maintain and keep accurate records of all safeguarding cases
- Create effective strategies in conjunction with the Designated Safeguarding Lead to ensure robust safeguarding arrangements are embedded throughout the organisation
- Represent the College in key safeguarding forums

## **Role of the Governing Body**

Paul Butler is the nominated link governor with special responsibility for Safeguarding nominated by the Board of the Corporation. Paul 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 to safeguard and promote 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 College has a robust 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 2020 statutory guidance, 'Working Together to Safeguard Children 2015 (updated September 2018),' and the Prevent Duty Guidance 2015;
- The College 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 Designated Safeguarding Lead and BeSafe team

- 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.

### **Role of the Principal and CEO**

Janet Gardner is the Principal and CEO of Waltham Forest College.

The Principal works in accordance with the requirements upon all college staff. In addition, the Principal ensures that all safeguarding policies and procedures adopted by the governing body are followed by all staff. The Principal will ensure that young people and vulnerable adults are taught about safeguarding, including on-line as part of the broad and balanced curriculum.

The Principal will make sure that she is satisfied that any young people and vulnerable adults in the college who are placed with an alternative education or training provider can meet the needs of the young people or vulnerable adult and obtains written confirmation that the appropriate safeguarding checks have been carried out.

### **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**

Waltham Forest College will ensure that all staff undergo safeguarding and child protection training (including online safety) during induction and that training will be in line with advice from the local three safeguarding partners.

In addition, all staff will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Opportunity will be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

### **7. Online Safety**

Waltham Forest College will ensure children are safeguarded from potentially harmful and inappropriate online material by ensuring appropriate filters and appropriate monitoring systems are in place.

### **7. Review**

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

### **8. Access to Policy**

The Safeguarding Policy is available on the College website and intranet.

### **9. Mechanisms for Feedback**

Constructive comment on the continued improvement of safeguarding procedures is welcomed and should be forwarded to the Director of Learner Services, Marketing and Communication.

## APPENDIX 1: Further safeguarding information

Waltham Forest 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	<p>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. 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.</p>
Physical abuse	<p>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.</p> <p>Indicators of physical abuse / factors that should increase concern:</p> <ul style="list-style-type: none"><li>• Multiple bruising or bruises and scratches (especially on the head and face)</li><li>• Clusters of bruises e.g. fingertip bruising (caused by being grasped)</li><li>• Bruises around the neck and behind the ears – the most common abusive injuries are to the head</li><li>• Bruises on the back, chest, buttocks, or on the inside of the thighs</li><li>• Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle</li><li>• Bite marks</li><li>• Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette</li><li>• Scalds with upward splash marks or tide marks</li><li>• Untreated injuries</li><li>• Recurrent injuries or burns</li><li>• Bald patches</li></ul>
Emotional abuse	<p>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.</p> <p>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.</p>

	<p>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. Indicators of emotional abuse:</p> <p>Developmental issue</p> <ul style="list-style-type: none"> <li>• Delays in physical, mental and emotional development</li> <li>• Poor school performance</li> <li>• Speech disorders, particularly sudden disorders or changes.</li> </ul> <p>Behaviour</p> <ul style="list-style-type: none"> <li>• Acceptance of punishment which appears excessive</li> <li>• Over-reaction to mistakes</li> <li>• Continual self-deprecation (I'm stupid, ugly, worthless etc)</li> <li>• Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)</li> <li>• Self-mutilation</li> <li>• Suicide attempts</li> <li>• Drug/solvent abuse</li> <li>• Running away</li> <li>• Compulsive stealing, scavenging</li> <li>• Acting out</li> <li>• Poor trust in significant adults</li> <li>• Regressive behaviour – e.g., wetting</li> <li>• Eating disorders</li> <li>• Destructive tendencies</li> <li>• Neurotic behaviour</li> <li>• Arriving early at school, leaving late</li> </ul> <p>Social issues</p> <ul style="list-style-type: none"> <li>• Withdrawal from physical contact</li> <li>• Withdrawal from social interaction</li> <li>• Over-compliant behaviour</li> <li>• Insecure, clinging behaviour</li> <li>• Poor social relationships</li> </ul> <p>Emotional responses</p> <ul style="list-style-type: none"> <li>• Extreme fear of new situations</li> <li>• Inappropriate emotional responses to painful situations (“I deserve this”)</li> <li>• Fear of parents being contacted</li> <li>• Self-disgust</li> <li>• Low self-esteem</li> <li>• Unusually fearful with adults</li> <li>• Lack of concentration, restlessness, aimlessness</li> <li>• Extremes of passivity or aggression</li> </ul>
Sexual abuse	Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of 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



	<p>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. Indicators of sexual abuse:</p> <p>Physical observations</p> <ul style="list-style-type: none"> <li>• Damage to genitalia, anus or mouth</li> <li>• Sexually transmitted diseases</li> <li>• Unexpected pregnancy, especially in very young girls</li> <li>• Soreness in genital area, anus or mouth and other medical problems such as chronic itching</li> <li>• Unexplained recurrent urinary tract infections and discharges or abdominal pain</li> </ul> <p>Behavioural observations</p> <ul style="list-style-type: none"> <li>• Sexual knowledge inappropriate for age</li> <li>• Sexualised behaviour or affection inappropriate for age</li> <li>• Sexually provocative behaviour/promiscuity</li> <li>• Hinting at sexual activity Inexplicable decline in school performance</li> <li>• Depression or other sudden apparent changes in personality as becoming insecure or clinging</li> <li>• Lack of concentration, restlessness, aimlessness</li> <li>• Socially isolated or withdrawn</li> <li>• Overly-compliant behaviour</li> <li>• Acting out, aggressive behaviour</li> <li>• Poor trust or fear concerning significant adults</li> <li>• Regressive behaviour,</li> <li>• Onset of wetting, by day or night; nightmares</li> <li>• Onset of insecure, clinging behaviour</li> <li>• Arriving early at school, leaving late, running away from home</li> <li>• Suicide attempts, self-mutilation, self-disgust</li> <li>• Suddenly drawing sexually explicit pictures</li> <li>• Eating disorders or sudden loss of appetite or compulsive eating</li> <li>• Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys</li> <li>• Become worried about clothing being removed</li> <li>• Trying to be 'ultra-good' or perfect; overreacting to criticism.</li> </ul>
Neglect	<p>Neglect is 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.</p>

	<p><b>Physical indicators of neglect</b></p> <ul style="list-style-type: none"> <li>• Constant hunger and stealing food</li> <li>• Poor personal hygiene - unkempt, dirty or smelly</li> <li>• Underweight</li> <li>• Dress unsuitable for weather</li> <li>• Poor state of clothing</li> <li>• Illness or injury untreated</li> </ul> <p><b>Behavioural indicators of neglect</b></p> <ul style="list-style-type: none"> <li>• Constant tiredness</li> <li>• Frequent absence from school or lateness</li> <li>• Missing medical appointments</li> <li>• Isolated among peers</li> <li>• Frequently unsupervised</li> <li>• Stealing or scavenging, especially food</li> <li>• Destructive tendencies</li> </ul>
--	---

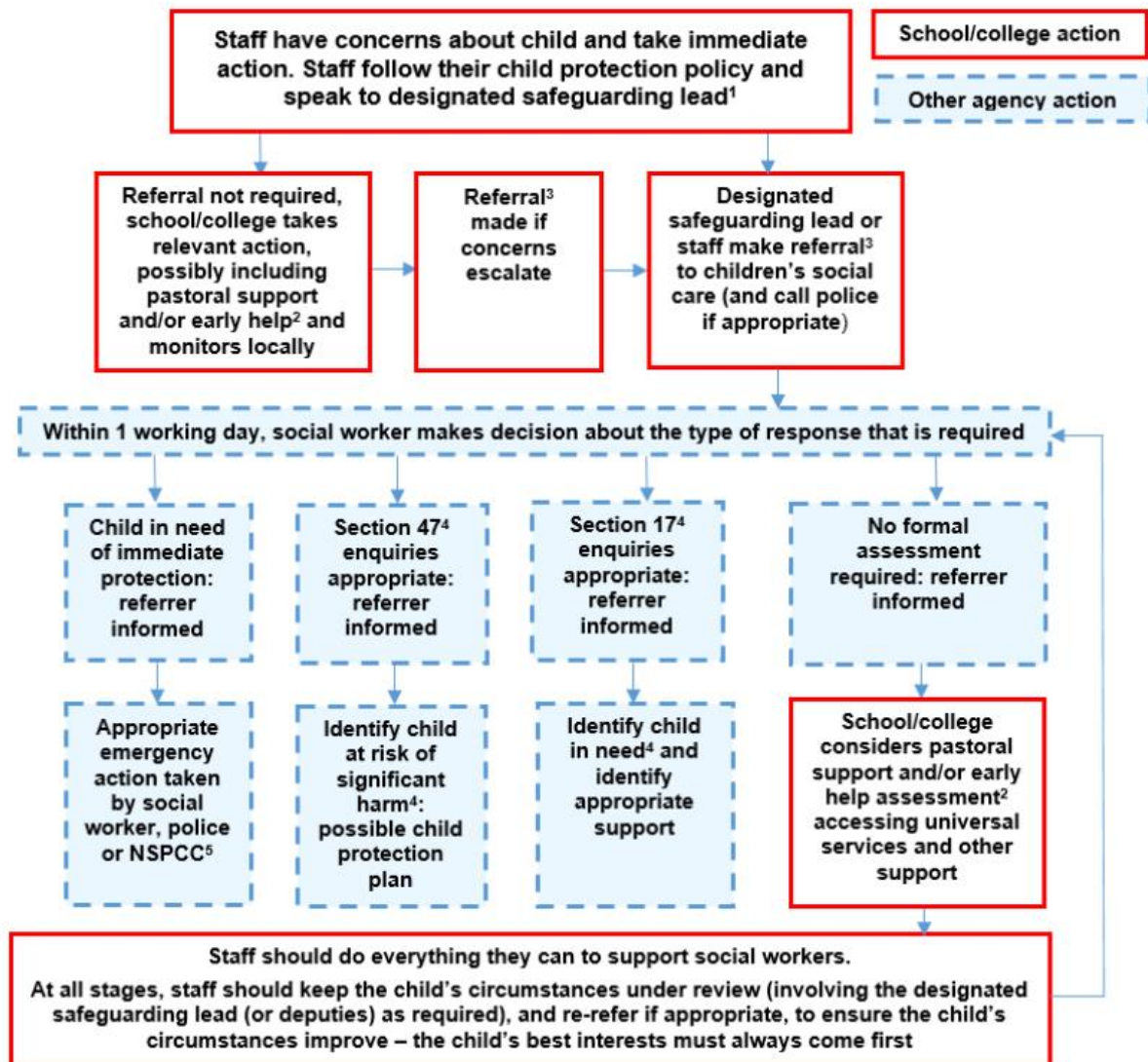
### **Specific Safeguarding Issues**

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:

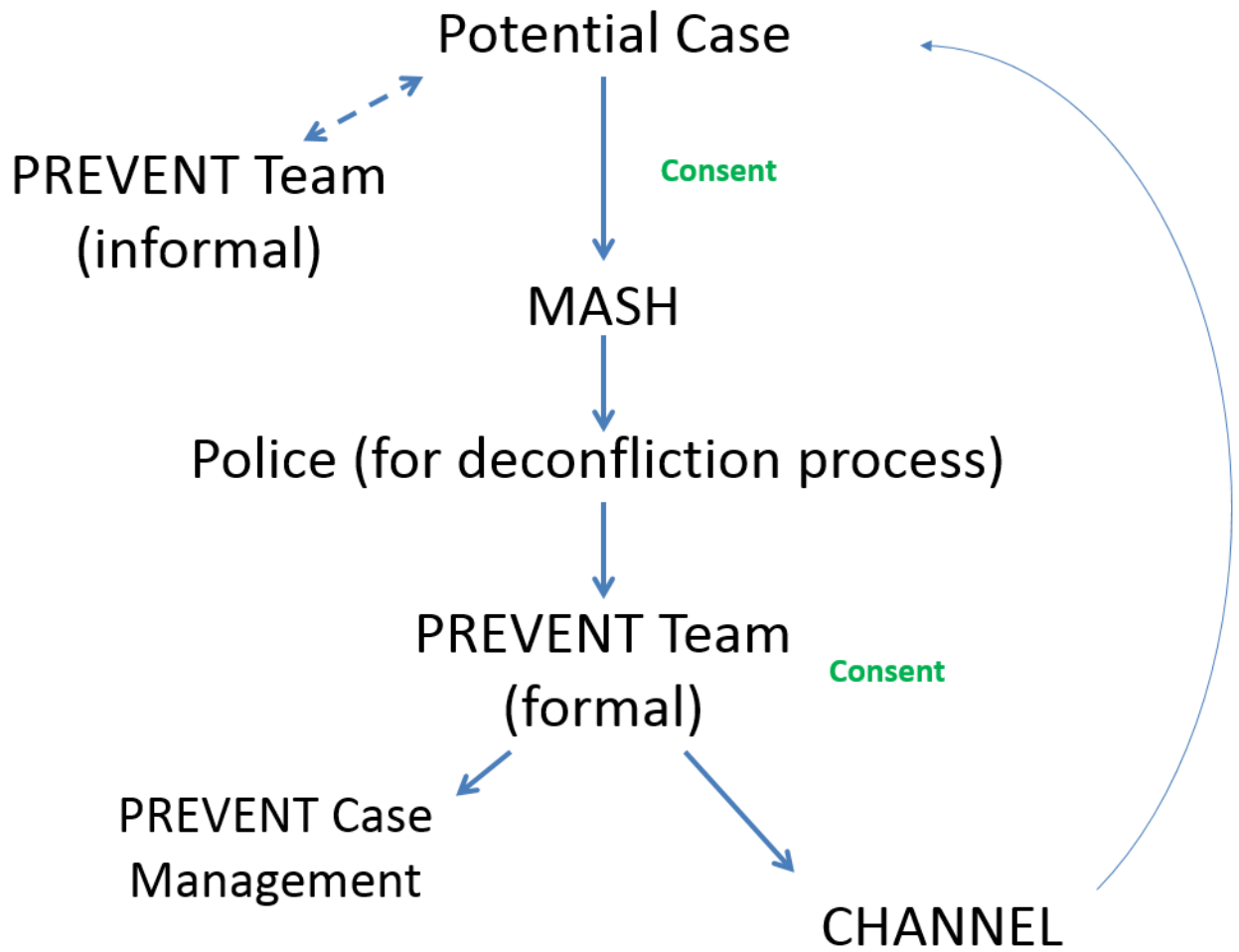
- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Children and the court system
- County lines
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls
- Hate
- Homelessness
- Mental health
- Missing children and adults
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Serious violence
- Staff allegations
- Trafficking
- Youth produced sexual imagery (sexting)

## APPENDIX 2: Safeguarding Flowchart

### Actions where there are concerns about a child



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

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

## **APPENDIX 5: Allegations of abuse against members of staff or volunteers**

These procedures should be used in all cases in which it is alleged that a member of staff or volunteer has:

- Behaved in a way that has harmed, or may have harmed, a young person or vulnerable adult;
- Possibly committed a criminal offence against, or related to a young person or vulnerable adult; or
- Behaved towards a young person or vulnerable adult in a way that indicates he/she would pose a risk of harm.

The College also has a duty of care to its employees, and will act to manage and minimise the stress inherent in the allegations process. Support will be made available to anyone facing an allegation; such support may include access to counselling/medical advice, or, where applicable, support from a trade union representative or work place colleague.

It is essential that any allegation of abuse made against a member of staff is dealt with very quickly, in a fair and consistent way that provides effective protection for the young person/vulnerable adult, and at the same time supports the person who is the subject of the allegation.

### **1. Receiving an Allegation from a Young Person or Vulnerable Adult**

- 1.1 If a member of staff receives an allegation against a member of staff, this should be reported immediately to the Designated Safeguarding Lead (DSL), unless this manager is the person against whom the allegation is made. In these circumstances, the report should be made to the Principal. In the event of the Principal being unavailable, the allegation will be reported to the Deputy Principal. The Principal will be subsequently notified of the allegation at the earliest opportunity. In the case of allegations against the Principal, the report should be made to the Chair of the Corporation.
- 1.2 Due regard must be given to the statutory guidance Keeping Children Safe in Education 2020, when dealing with any allegations against staff or volunteers. The following procedures take account of that guidance accordingly.

### **2. Receiving an allegation from a member of staff**

- 2.1 Where a member of staff has a concern about other another member of staff, the concern should be referred to the DSL. Where the concern relates to the Principal, the Chair of Governors should be informed.
- 2.2 In the first instance, the DSL (case manager) will immediately discuss the allegation with the Local Authority's Designated Officer for safeguarding. The purpose of the initial discussion will be for the Designated Officer and the case manager to consider the nature, content and context of the allegation, and agree a course of action. The Designated Officer may also ask the case manager to provide or obtain relevant additional information, such as previous history, whether the young person/vulnerable adult or their family have made similar allegations previously, and the individual's current contact with young people/vulnerable adults.

- 2.3 There may be situations when the case manager will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to young people/vulnerable adults, or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the Designated Officer in order to help determine whether police involvement is necessary to support the investigation process.
- 2.4 The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In such circumstances this decision and a justification for it will be recorded by both the case manager and the Designated Officer, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the Designated Officer what action should follow both in respect of the individual and the person who made the initial allegation.
- 2.5 The case manager will inform the member of staff about the allegation as soon as possible after consulting the Designated Officer. Wherever possible, the case manager will provide him/her with as much information as possible at that time; however, where a strategy discussion is needed, or the police or Social Care need to be involved, this will not be possible until those agencies have been consulted, and have agreed what information can be disclosed to the accused.
- 2.6 The case manager will provide the employee with a named contact who will keep the employee informed of progress of the case and consider what other support may be available to the individual.
- 2.7 If there is cause to suspect a young person/vulnerable adult is suffering, or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the statutory guidance contained within the 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education 2020' document. Where the strategy discussion or initial evaluation decides that it is clear that an investigation by the police or Social Care is unnecessary, the Designated Officer will discuss the next steps with the case manager. In those circumstances, the options open to the College will depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action, dismissal after proceeding to the College's disciplinary procedure, the provision of relevant training, or, where the individual concerned is not an employee of the College, taking the decision not to use the person's services in the future.
- 2.8 If further enquiries are needed to enable a decision to be made about how to proceed, the Designated Officer will discuss with the case manager, how and by whom, any investigation will be undertaken. It is likely that in straightforward cases, any investigation would normally be undertaken in line with the College's own Disciplinary Policy.

### **3. Suspension**

- 3.1 The case manager must give careful consideration to whether the circumstances of the case warrants the member of staff being suspended from contact with young people/vulnerable adults, or whether alternative arrangements can be put in place until the allegation or concern is resolved. Suspension will not be an automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step. Suspension should be considered only in cases where there is cause to suspect a young person/vulnerable adult, or other young

people/vulnerable adults at College, is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

- 3.2 If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by the case manager. This will also include what alternatives to suspension were considered, and why they were rejected.
- 3.3 Where it has been deemed appropriate to suspend the individual, written confirmation of this decision will be issued within one working day, and will give as much detail as appropriate for the reasons for the suspension. The individual will also be informed who their named contact is within the organisation and be provided with their contact details.

#### **4. Confidentiality**

- 4.1 It is extremely important that when an allegation is made, every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the Designated Officer, police and Social Care services (if applicable), to agree the most appropriate way in which to manage the situation.
- 4.2 Parents/carers of the young person/vulnerable adult (without mental capacity) involved in the safeguarding issue, will be told about the allegation as soon as possible, if they do not already know of it. However, where a strategy discussion is required, or police or Social Care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents/carers.
- 4.3 Parents/carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. Although the deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, the parents/carers will be told the outcome in confidence.
- 4.4 Parents/carers should also be made aware of the requirement to maintain confidentiality about any allegations made against individuals while investigations are on-going.

#### **5. Disciplinary Action**

- 5.1 The College shall hold in abeyance its own internal enquiries while any formal police or Social Care investigations proceed; to do otherwise may prejudice the investigation.
- 5.2 At the point at which criminal/Social Care proceedings have been completed, or where, after consideration of the allegation such proceedings are not deemed necessary, the College will instigate disciplinary proceedings where appropriate. If there are on-going safeguarding concerns whilst managing the allegation through the College's internal processes, the case manager will discuss these with the Designated Officer.
- 5.3 Where the College does proceed to disciplinary action as a result of a safeguarding concern, the statutory guidance 'Working Together to Safeguard Children 2018' and



'Keeping Children Safe in Education 2020' will be followed in respect of timescales and inter-agency sharing of information where appropriate, and will take precedence over the College's internal disciplinary processes.

5.4 Where the police have been involved, wherever possible the case manager will ask the police to obtain consent from the individuals involved to share their statements or and evidence for use in the College's disciplinary process. This will be done as the police investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

5.5 If the accused member of staff resigns, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with the statutory guidance. The College will make every effort to reach a conclusion in all cases of allegations relating to the safety or welfare of young people or vulnerable adults, including any in which the person concerned refuses to co-operate with the process. Wherever possible the accused will be given a full opportunity to answer the allegation and make representations about it.

5.6 However, the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, will continue even if that cannot be done, or the accused does not co-operate. Whilst it may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, it is nevertheless important to reach and record a conclusion.

## **6. Timescales**

6.1 It is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. The statutory guidance Keeping Children Safe in Education 2020 outlines clear expectations in relation to timescales for the resolution of cases of allegations against staff, which will take precedence over any timescales outlined in the College's internal disciplinary procedure.

## **7. Specific Actions**

7.1 Following a criminal investigation or a prosecution, the police will inform the case manager and Designated Officer immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged.

7.2 In those circumstances, the Designated Officer will discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or Social Care services should inform that decision. The options will depend on the circumstances of the case and consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

## **8. On conclusion of a case**

8.1 If the allegation is substantiated and the individual is dismissed following a disciplinary hearing, or the College ceases to use the individual's services, or the individual resigns or otherwise ceases to provide his/her services, the Designated

Officer will discuss with the case manager whether the College needs to make a referral to the Disclosure and Barring Service (DBS), for consideration of whether inclusion on the barred lists is required.

- 8.2 If an allegation is shown to be deliberately invented or malicious, the case manager should consider whether any disciplinary action is appropriate against the individual who made it, or whether the police should be asked to consider if action might be appropriate against the person responsible.

## **9. Effectiveness and Monitoring**

- 9.1 At the conclusion of a case in which an allegation is substantiated, the Designated Officer will review the circumstances of the case with the case manager and other colleagues as appropriate to determine whether there are any improvements to be made to the College's procedures or practice to help prevent similar events in the future, including staff training. This should include issues arising from the decision to suspend the member of staff if applicable, the duration of the suspension and whether or not suspension was justified.

- 9.2 The Designated Officer and case manager should also consider how future investigations of a similar nature could be carried out without suspending the individual.

## **10. Record Keeping**

- 10.1 Details of allegations that are found to have been malicious will not be kept on an individual's personnel file. However, for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the personnel file of the staff member concerned, and a copy provided to the person concerned.

- 10.2 The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will also provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if an allegation re-surfaces after a period of time.

- 10.3 The record should be retained at least until the member of staff concerned has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

## APPENDIX 6: Safeguarding Team

Name	Role	Contact
Amir Ahmed	Director of Learner Services, Marketing & Communication Designated Safeguarding Lead Prevent Lead	020 8501 8079 07824 691 411 <a href="mailto:Amir.Ahmed@waltham.ac.uk">Amir.Ahmed@waltham.ac.uk</a>
Shiguftah Gulzar	Welfare & Wellbeing Manager Deputy Designated Safeguarding Lead	020 8501 8330 <a href="mailto:shiguftah.gulzar@waltham.ac.uk">shiguftah.gulzar@waltham.ac.uk</a>
Rosemary Partin	SEND Manager Deputy Designated Safeguarding Lead	020 8501 8282 <a href="mailto:Rosemary.Partin@waltham.ac.uk">Rosemary.Partin@waltham.ac.uk</a>
Nicola Sands	Welfare & Wellbeing Advisor Designated Teacher for LAC	0208 501 8104 <a href="mailto:Nicola.Sands@waltham.ac.uk">Nicola.Sands@waltham.ac.uk</a>
Jessica Kabra	Welfare & Wellbeing Advisor/ Counsellor	0208 501 8104 <a href="mailto:Jessica.Kabra@waltham.ac.uk">Jessica.Kabra@waltham.ac.uk</a>
Shazia Aslam	Welfare & Wellbeing Advisor	0208 501 8217 <a href="mailto:Shazia.Aslam@waltham.ac.uk">Shazia.Aslam@waltham.ac.uk</a>
Liz Tattle	Head of Additional Support & Inclusion	0208 501 8259 <a href="mailto:Lizz.Tattle@waltham.ac.uk">Lizz.Tattle@waltham.ac.uk</a>

### Useful Contacts

#### Waltham Forest College Safeguarding Team

[besafe@waltham.ac.uk](mailto:besafe@waltham.ac.uk)

020 8501 8111

#### Local Area Designated Officer

[lado@walthamforest.gov.uk](mailto:lado@walthamforest.gov.uk)

020 8496 3646

## APPENDIX 7: COVID-19 College Arrangements for Safeguarding

### 1. Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible. Colleges, schools and all childcare providers were at the same time asked to provide care for a limited number of children – children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum to Waltham Forest College Safeguarding Policy and Procedures contains details of our individual safeguarding arrangements in the following areas:

1. Context
2. Vulnerable children
3. Attendance monitoring
4. Designated Safeguarding Lead (DSL)
5. Reporting a concern
6. Safeguarding training and induction
7. Safer recruitment/volunteers and movement of staff
8. Online safety in schools and colleges
9. Children and online safety away from school and college
10. Supporting children not in school
11. Supporting children in school
12. Peer on peer abuse
13. Support from the Local Authority for Maintained Schools
14. Support from the Multi Academy Trust
15. Support from the Safeguarding in Education Team

### Key Contacts

Role	Name	Contact Number	Email
Designated Safeguarding Lead	Amir Ahmed	07824 691 411	<a href="mailto:amir.ahmed@waltham.ac.uk">amir.ahmed@waltham.ac.uk</a>
Deputy Designated Safeguarding Lead	Shiguftah Gulzar	020 8501 8330	<a href="mailto:shiguftah.gulzar@waltham.ac.uk">shiguftah.gulzar@waltham.ac.uk</a>
Deputy Designated Safeguarding Lead	Rosemary Partin	020 8501 8282	<a href="mailto:rosemary.partin@waltham.ac.uk">rosemary.partin@waltham.ac.uk</a>
Principal & CEO	Janet Gardner	07472 637 347	<a href="mailto:janet.gardner@waltham.ac.uk">janet.gardner@waltham.ac.uk</a>
Deputy Principal: Curriculum & Quality	Stella McManus	07769 143 820	<a href="mailto:stella.mcmanus@waltham.ac.uk">stella.mcmanus@waltham.ac.uk</a>
Chair of Governors (Safeguarding link Governor)	Paul Butler		<a href="mailto:val.bartlett@waltham.ac.uk">val.bartlett@waltham.ac.uk</a>

## **2. Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those that are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk assessed in consultation with the Local Authority and /or parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting their home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Waltham Forest College will continue to work with and support children's social workers to help protect the vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for care experienced children and young people. The lead person for this will be Amir Ahmed, Designated Safeguarding Lead.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Waltham Forest College will explore the reasons for this directly with the parent and/or the social worker.

Where parents/carers are concerned about the risk of the children contracting COVID-19, Waltham Forest College or the social worker will talk through these anxieties with the parents/carers following the advice set out by Public Health England.

Waltham Forest College will encourage our vulnerable children and young people to attend a school, including remotely if needed.

## **3. Attendance monitoring**

Local Authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If Waltham Forest College has any children in attendance (e.g. because they are vulnerable or their parent(s)/Carer(s) are critical workers) we will submit the daily attendance sheet to the Department of Education by 12 noon.

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the College has closed, we will complete the return once as requested by the DfE.

Waltham Forest College and social workers will agree with parents/carers whether children in need should be attending school – Waltham Forest College will then follow up on any learners that they were expecting to attend, who does not. Waltham Forest College will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, Waltham Forest College will, when communicating with parents/carers confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Waltham Forest College will notify their social worker.

#### **4. Designated Safeguarding Lead**

Waltham Forest College has a Designated Safeguarding Lead (DSL) and deputy DSL's.

The Designated Safeguarding lead is: Amir Ahmed

The Deputy Designated Safeguarding Leads are: Shiguftah Gulzar and Rosemary Partin

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video – for example when working from home. A trained DSL will always be contactable.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management systems, safeguarding reporting systems and liaising with the off site DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or carry out statutory assessments for Waltham Forest College.

It is important that all Waltham Forest College staff and volunteers have access to a trained DSL or deputy DSL. On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL (or deputy) will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

#### **5. Reporting a concern.**

Where staff have a concern about a learner, they should continue to follow the process outlined in the College's Safeguarding Policy and Procedures, this includes making a report via the schools safeguarding reporting system, this can be done remotely.

In the unlikely event that a member of staff cannot access the schools safeguarding reporting system remotely, they should email the Designated Safeguarding Lead, Principal or Deputy Principal. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working or volunteering in the College, they should follow the school reporting process and inform the Designated Safeguarding Lead, Principal or the Head of HR as soon as possible.

Concerns around the Principal should be directed to the Chair of Governors, Paul Butler.

If staff are concerned that they cannot report this they should utilise the whistleblowing process and contact [lado@walthamforest.gov.uk](mailto:lado@walthamforest.gov.uk)

## **6. Safeguarding Training and Induction**

Designated Safeguarding Lead training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

For the period COVID-19 measures are in place a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss the refresher training.

All existing College staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so that they know what to do if they are worried about a learner.

Where new staff are recruited, or new volunteers enter Waltham Forest College, they will continue to be provided with a safeguarding induction.

If staff are deployed to another education or children's workforce setting or are deployed to Waltham Forest College, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children.
- There is no ongoing disciplinary investigation relating to that individual.

For movement between colleges/schools or indeed between employers, schools should seek assurance from the originating establishment that the member of staff has received the appropriate safeguarding training.

Upon arrival, they will be given a copy of the host setting's Safeguarding Policy and Procedures, confirmation of the local processes and confirmation of the DSL arrangements.

## **7. Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Waltham Forest College will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in Part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face to face contact.

If staff are deployed from another education or children's workforce setting to Waltham Forest College, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children.
- There is no ongoing disciplinary investigation relating to that individual.

Where Waltham Forest College are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167-172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Waltham Forest College will continue to follow the legal duty to refer to the Local Authority Designated Officer ([lado@walthamforest.gov.uk](mailto:lado@walthamforest.gov.uk)) and DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Waltham Forest College will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that the College is aware, on any given day, which staff/volunteers will be in the college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Waltham Forest College will continue to keep the single central record (SCR) up to date as outline in paragraphs 148 to 156 in KCSIE.

## **8. Online safety in schools and colleges**

Waltham Forest College will continue to provide a safe environment, this includes online. This will include the use of an online filtering system.

Where students are using computers in College, appropriate supervision will be in place.

### **Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and Procedures Policy, and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principals as set out in Waltham Forest College's code of conduct.

Waltham Forest College will ensure any use of online learning tools and systems is in line with the privacy and data protection/GDPR requirements.



Below are some things we will consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1's, except for where there is an additional learning support need, the learner is classed as vulnerable and/or the learner is over 19. All other sessions should be conducted in groups.
- Staff and students must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred, where possible.
- The live class should be recorded so that if issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by their senior managers and approved by the IT Manager to communicate with learners.
- Staff should record the length, time, date and attendance of any sessions held.

## **9. Supporting children not in school.**

Waltham Forest College is committed to ensuring the safety and well being of all learners.

Where the DSL has identified a learner to be on the edge of social care support, or who would normally receive pastoral type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on the safeguarding recording system as should a record of the contact made.

The communication plans can include; remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

Waltham Forest College and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The College will share safeguarding messages on its website, via parent communication and its social media pages.

Waltham Forest College recognises that the College is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers at Waltham Forest College need to be aware of this in setting expectations of pupils' work where they are at home.

## **10. Supporting learners in College**

Waltham Forest College is committed to ensuring the safety and wellbeing of all its students.

Waltham Forest College will continue to be a safe space for all learners to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate to maximise safety.

Waltham Forest College will refer to the government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and others measures to limit the risk of the spread of COVID-19.

Waltham Forest College will ensure that where we care for the learners of critical workers and vulnerable children on site, we ensure that appropriate support is in place for them. This will be bespoke to each learner and recorded.

Where Waltham Forest College has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Local Authority leads.

### **11. Peer on peer abuse**

Waltham Forest College recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principals as set out in Part 5 of KCSIE and those outlined in our safeguarding and child protection policy.

We will listen and work with the young person/parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions will be recorded on our safeguarding recording system and appropriate referrals will be made.

### **Support from the Local Authority**

The Local Authority education team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes supporting them to access child protection files for the purpose of quality assurance, support, guidance and direction.

### **Support from the Multi-Academy Trust**

The Multi Academy Trust (MAT) safeguarding team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing child protection files for the purpose of quality assurance, support, guidance and direction.

The MAT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

## Support from the Safeguarding in Education Service

The Safeguarding in Education Service will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes providing support, guidance and direction.

The Safeguarding in Education Service can provide group and individual supervision sessions. This may take the form of an online meeting.

## Useful Contact Numbers

<b>MASH</b>	020 8496 2310
<b>LADO</b>	<a href="mailto:lado@walthamforest.gov.uk">lodo@walthamforest.gov.uk</a> 020 8496 3646 Caroline: 07770 052 421 Gill: 07791 559 789
<b>Safeguarding in Education</b>	<a href="mailto:Safeguardingineducation@walthamforest.gov.uk">Safeguardingineducation@walthamforest.gov.uk</a> Caroline: 07770 052 421 Gill: 07791 559 789