

**The Lloyd Williamson Schools Foundation**

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**SAFEGUARDING & CHILD PROTECTION POLICY**

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| Date of Policy: September 2025 |
| Date for Review: September 2026 |
| Lead for Review: DSL / SLT |

**LWSF Safeguarding and Child Protection Policy**

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# Key Contacts

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Designated Safeguarding Lead (DSL): Clare Smart  
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Deputy DSL: Shaun Watson, Emmanuella Lima,   
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Nominated trustee for child protection: Noreen Hallbery (Chair of board of trustees) Contact details: chairoftrustees@lws.org.uk 020 8962 0345  
  
London Borough Kensington and Chelsea

# Core operational policies and procedures

### Purpose of policy

This policy sets out how LWSF will meet its statutory duty under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and help them to achieve good outcomes. LWSF will achieve this by providing a safe learning environment and ensuring school staff have the skills and knowledge to take action where children need extra support from early help services or require a social work service because they are in need or need to be protected from harm. The Board of Trustees will ensure that this policy is appropriate to safeguard and promote student welfare.

LWSF is committed to the safeguarding of its students and takes a holistic approach to safeguarding – student safety and welfare will be the key focus when developing policies so that LWSF environment and culture is one where:

* students know how to raise concerns, feel safe to raise concerns and are confident that their concerns will be taken seriously
* staff are equipped to deal sensitively and effectively with concerns and disclosures
* inclusive and anti-discriminatory behaviour is an expectation for staff and students
* all forms of bullying, harassment and discrimination, or inappropriate, sexualised or offensive language and behaviour are not tolerated
* the wishes and feelings of students are taken into account at all times
* the best interests of each child is always considered

# Terminology

A note on vocabulary: In this policy, the term ‘victim’ is used. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable. We also, in places, use the term ‘alleged perpetrator(s)’ and where appropriate ‘perpetrator(s)’. However, we should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for us to determine, as appropriate, on a case-by-case basis. We use inclusive terminology (e.g., 'autism') and ensure training reflects current guidance.

# Roles and responsibilities

We are based in the Royal Borough of Kensington and Chelsea where most of our pupils reside; some pupils live in other boroughs. For the purpose of this policy we will refer to Local Authority involvement (LA) as being that of RBKC.

### Royal Borough of Kensington and Chelsea (RBKC)

Local Safeguarding Children Partnership (LSCP), which includes Early Help services will support LWSF to safeguard and promote the welfare of pupils by:

Co-ordinating the delivery of integrated children’s services within the borough, including an early help service

Providing statutory social work services under the Children Act 1989

Providing LWSF with advice, support and guidance, model policies and procedures, training and dedicated lead officers with responsibility for child protection, safeguarding and online safety

Dealing with allegations against members of staff and volunteers through the Local Authority Designated Officer (LADO)

Taking responsibility for those children who are missing from or not in education, including children who are known to be home educated.

### Board of Trustees

The board of trustees will ensure that LWSF meets its statutory duties with regard to safeguarding and protecting students and that processes are in place to enable staff to understand the nature of safeguarding children in education and their role and responsibilities in doing so.

This includes LWSF’s legal duties under the Human Rights Act 1998, the Equality Act 2010 and the Public Sector Equality Duty).

In particular, the board of trustees will ensure the following:

LWSF has the following policies in place and that these are regularly monitored, reviewed annually and updated where necessary:

* Children Missing from Education Policy
* Prevent Strategy
* Anti-bullying Policy
* Exclusion Policy
* Media Policy
* Online Safety Policy
* Cyber-security Policy
* E-Safety Policy: Bring Your Own Device (BYOD) Policy for Staff and Visitors
* Data Protection Policy
* Use of Computers and Internet Access Policy
* Whistleblowing Policy
* Allegations of Abuse Against Staff Policy
* Safer Recruitment Policy
* Staff Code of Conduct
* Behaviour Policy

Safeguarding and child protection policies and procedures that are consistent with RBKC’s Local Safeguarding Children Partnership (LSCP) and RBKC’s internal policies, early help, online safety, extra-familial harm and child on child abuse

A staff code of conduct policy that covers staff/student relationships, dealing with low level concerns and allegations, whistleblowing, communications and staff use of social media

A student behaviour policy that includes measures to prevent bullying and harassment, including cyberbullying, prejudice based and discriminatory bullying

A procedure for responding to incidents where children go missing or are absent from education, particularly where there are repeated incidents that suggest potential safeguarding risks may be present.

LWSF is able to work jointly with other agencies in order to ensure students can access help and support from early help services and statutory social work services and that children’s plans are implemented and monitored.

A senior member of staff (Clare Smart) is appointed as the DSL with responsibility for carrying out the statutory duties as set out in this policy. Clare Smart is given sufficient time and resources to carry out her responsibilities as are other members of staff appointed to deputise in her absence.

Staff know that any allegation or concern against the DSL should be discussed with the headteacher.

Staff know that any allegation or low-level concern regarding a member of staff should be discussed with the headteacher.

Staff receive a thorough induction on joining and are signposted to copies of all relevant safeguarding and child protection policies and the staff code of conduct policy, which are available on LWSF website, on request in hard copy from LWSF office and on BRIGHT HR.

Staff are confident that they can raise issues with leaders where there are concerns about safeguarding practice at LWSF and there are robust whistleblowing procedures in place.

Steps are taken to ensure parents and students are aware of LWSF’s safeguarding and child protection policies and procedures, which are available on LWSF website as well as in hard copy upon request from LWSF office.

LWSF has appropriate written procedures in place to ensure safer recruitment practices and reasonable checks on visitors to LWSF, to deal with allegations against staff or volunteers and to report matters to the Disclosure and Barring Service as required, and that these policies are consistent with statutory guidance and reviewed on an annual basis.

All staff receive annual safeguarding and child protection training via TES Educare, and receive updates to ensure they remain up to date with new / updated legislation.

All trustees receive safeguarding and child protection training needed to help them effectively scrutinise school safeguarding and child protection policies so that they can ensure policies are fit for purpose.

LWSF has procedures in place to deal with allegations made against other students.

Children’s wishes and feelings are taken into account when deciding on what action to take or services to provide to protect individual children and there is a robust system in place for gaining feedback from students.

The board of trustees reviews the Safeguarding Policy whilst giving the DSL responsibility for writing the policy.

The Safeguarding Policy is reviewed annually and updated whenever needed in response to safeguarding issues as they emerge and evolve, including lessons learnt and changes in legislation. Reviews are conducted by the DSL, approved by the headteacher and ratified by the board of trustees.

### School and Senior Leadership Team

The headteacher and senior leadership team will ensure that LWSF meets its statutory safeguarding duty by ensuring the following:

All staff are aware of their role and responsibilities for safeguarding under Part 1 and Annex B of the guidance Keeping children safe in education (2025) This includes the headteacher, who joins staff in having regular child protection training via Educare and in person.

Staff are inducted thoroughly in line with the Safer Recruitment Policy and Staff Code of Conduct.

There is a face-to-face induction led by the headteacher or a DSL as well as online training modules to complete (Safeguarding young people, Prevent, Child protection, Equality and Diversity and GDPR as a minimum). It is made explicitly clear as to who the Safeguarding Team is. Staff must confirm they have read, received and understood the Safeguarding Policy, KCSIE, and all other associated policies:

* KCSIE 2025 Part 1 and Annex B (provided in different languages for applicable support staff)
* Children Missing from Education Policy
* Prevent Strategy
* Anti-bullying Policy
* Exclusion Policy
* Media Policy
* Online Safety Policy
* Cyber-security Policy
* E-Safety Policy: Bring Your Own Device (BYOD) Policy for Staff and Visitors
* Data Protection Policy
* Use of Computers and Internet Access Policy
* Whistleblowing Policy
* Allegations of Abuse Against Staff Policy
* Safer Recruitment Policy
* Staff Code of Conduct
* Behaviour Policy

Clearly signposted in the policy the role of the DSL and the local authority Safeguarding Team – who they are and how to contact them

All Staff  
Staff and trustees are given annual updated training in line with KCSIE to ensure they:

* Know the name of the DSL/Deputies and their role.
* Know how to identify the signs of abuse, neglect and exploitation, understand that children can be at risk of harm inside and outside of LWSF, inside and outside of home, and online.
* Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.
* Know how to pass on and record concerns about a student.
* Understand they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation and for referring safeguarding concerns to the DSL/DDSL.
* Understand what is meant by, and the importance of, showing professional curiosity.
* Understand that they have a responsibility to provide a safe environment in which children can learn.
* Are aware that some groups are potentially more at risk; evidence shows girls, children with special educational needs and disabilities (SEND) and LGBTQ+ children are at greater risk.
* Understand their role in the early help/target support process.
* Understand the role of filtering and monitoring and process for reporting issues.
* Staff are also emailed about updated safeguarding (and related) policies (posted on BrightHR) and must confirm that they have read, received and understood them – this is confirmed on BrightHR.
* The DSL / Leadership team ensure all staff receive appropriate ongoing safeguarding and child protection training (EDUCARE).
* The training will be updated, as required, and at least annually, to continue to provide staff with relevant skills and knowledge to safeguard children effectively.
* Safeguarding related agenda items are part of staff meetings and briefings across the academic year (including online safety and Prevent).
* All staff are able to identify those children who need extra help and can make appropriate referrals to early help services.
* All staff are vigilant to harm and abuse, are able to identify those children for whom there are safeguarding and child protection concerns, and they can make appropriate referrals to the DSL and if necessary to the LSCP.
* Staff are able to work in partnership with other agencies to safeguard children, including providing early help support, contributing to assessments and the implementation of the child’s plan, attending network meetings and case conferences, monitoring children’s progress and liaising with social workers.
* Safer recruitment practice is followed when recruiting to posts and appropriate action is taken whenever an allegation is made against a member of staff.
* LWSF offers a safe environment for staff and students to learn.
* Safeguarding issues are brought to the attention of the trustees (via NH).

### Role of the Designated Safeguarding Lead (DSL)

The role of the designated safeguarding lead and their deputies is to take lead responsibility for safeguarding and child protection within LWSF and to be available during school hours for staff to discuss safeguarding concerns. At least one member of the Safeguarding Team is always available onsite during school hours. LWSF uses LWSF internal telephone system, email and AIMS to communicate and record concerns. Staff can email or call a member of the team if required. Students can ask to speak to a trusted adult at any time in LWSF day.

For emergency contact outside of school hours (6pm – 8am) when staff and/or students need to report/ inform/ seek clarity on safeguarding related matters, the Headteacher is available.

The DSL and deputies are all trained to the Level 3 DSL standard in accordance with local practices and renew their training every two years. This is currently logged centrally in individual training files. A record of all staff safeguarding related training on EDUCARE is kept on their individual EDUCARE account page and in the Training File.

The DSL (and deputies) will:

* liaise with and manage referrals to relevant agencies such as LSCP, the LADO, the Channel Panel, the Police and the Disclosure and Barring Service (DBS) including keeping records of decisions made and the rationale for them
* keep the head teacher, senior leadership team and the board of trustees (via NH) informed of on-going safeguarding and child protection issues and enquiries
* provide advice and guidance for staff on safeguarding and child protection issues and making referrals and support them through the referral process
* ensure LWSF’s safeguarding and child protection policies are up to date and consistent with RBKC’s Local Safeguarding Children Partnership policies and that policies are reviewed annually
* ensure all staff, including temporary staff, are aware of and understand policies and procedures and are able to implement them through robust induction processes
* pass on regular updates received from RBKC to all staff members and trustees on any changes in safeguarding or child protection legislation
* have an awareness of those children who may be more vulnerable to poor educational outcomes due to safeguarding and other issues such as children in need, children with child protection plans, children with mental health issues, young carers and children who have special educational needs
* liaise with the person responsible for SEN (Jacqueline Heywood) when considering any safeguarding action for a child with special needs
* liaise with LWSF’s mental health lead (Shirley Drummond) or CAMHS team as appropriate where safeguarding concerns are linked to mental health issues
* raise awareness with staff on how children’s vulnerabilities and exposure to safeguarding issues such as neglect, abuse and trauma can negatively influence their educational attainment and behaviour and how staff can work to meet these challenges and improve outcomes
* liaise with the RBKC Virtual School Head (Natalie Stephenson, nstephenson@westminster.gov.uk, in order to meet the educational needs of children known to LSCP
* liaise with the designated teacher for LAC (currently the DSL) whenever there are safeguarding concerns relating to a looked after child or previously looked after child
* oversee child protection systems within LWSF, including the management of records, ensuring confidentiality, standards of recording, and referral processes – all records are currently on AIMS
* provide a link between LWSF and other agencies, particularly LSCP
* ensure staff, including temporary staff, receive appropriate safeguarding and child protection training every year, including online safety training, identifying the early signs of child-on-child abuse and sexual violence and sexual harassment (EDUCARE)
* ensure parents are fully aware of LWSF policies and procedures and that they are kept informed and involved
* encourage a culture where children are listened to, their views taken into account and where they are encouraged to participate in keeping themselves safe
* ensure relevant records are passed on appropriately when children transfer to other schools and where appropriate, share relevant information with schools or colleges to enable continued support for the child on transfer
* ensure the effective monitoring of the internet filter system takes place regularly

# Working with Parents and Carers

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

LWSF will:

* make parents aware of LWSF statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on where necessary, by making all school policies available on LWSF website or by hard copy on request from LWSF office
* provide opportunities for parents and carers to discuss any problems with personal tutors / teachers and other relevant staff
* consult with and involve parents and carers in the development of school policies to ensure their views are taken into account
* ensure a robust complaints system is in place to deal with issues raised by parents and carers;
* provide advice and signpost parents and carers to other services and resources where students need extra support.

# Multi-agency working

LWSF will work in partnership with relevant agencies in order to meet its obligations under section 11 of the Children Act 2004 and Working Together to Safeguard Children 2024.

As a relevant agency under the RBKC Local Safeguarding Children Partnership (LSCP) safeguarding arrangements, LWSF recognises its vital role in safeguarding school-age children and its statutory duty to co-operate with the LSCP to ensure joint working with partner agencies in order to improve outcomes for children in RBKC.

Trustees and the senior leadership team will ensure these safeguarding arrangements are followed and that LWSF is able to raise any safeguarding issues and emerging trends with the LSCP.

### Contacting the police

In the event that a criminal offence takes place on LWSF premises or police assistance is needed to deal with incidents, LWSF will follow the guidance set out in the NPCC guidance ‘When to call the police’.

### Operation Encompass

LWSF will take relevant action on receipt of all police notifications of children who have been involved in domestic abuse incidents via Operation Encompass.

Operation Encompass is a national initiative that helps to safeguard children and young people who may have been exposed to domestic abuse. In practice, this means that if the police are called to a domestic abuse incident and a child has been present when this happened, then the police will notify the child’s school/college’s DSL. This will be done as early as possible in the morning and allow LWSF to discreetly and appropriately support the child. This allows for rapid provision of support within LWSF environment and means that children are better safeguarded against the potential impact of domestic abuse.

The DSL will share details of the notification with staff members on a ‘need to know’ basis only, to keep the information confidential; this may be the class teacher, or the form tutor, school coordinator.

# Safeguarding Students

LWSF will carry out its duty to safeguard students by:

* providing help and support to meet the needs of children as soon as problems emerge
* protecting children from maltreatment whether that is within LWSF, or outside, including the home and online
* preventing impairment of children’s mental and physical health or development
* ensuring children have the best opportunity to grow up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcomes
* Where LWSF places a pupil in Alternative Provision, LWSF retains safeguarding responsibility.

LWSF will refer to RBKC LSCP if necessary to help make decisions on the child’s level of need and the appropriate service to refer on for services. Staff will consult with the DSL who will lead on making referrals for services.

To make a referral to children's services in the Royal Borough of Kensington and Chelsea (RBKC), the DSL / relevant staff will call 020 7361 3013 and / or email socialservices@rbkc.gov.uk.

#### When to call

Call the Social Services Line if you have immediate safety concerns for a child

Call the Emergency Duty Team on 020 7373 2227 if you have immediate safety concerns outside of 9am–5pm

#### What to consider

Before making a referral, confirm that the child and their family live in RBKC. If the child is from another borough, the DSL will locate the specific details and contact the correct team.

If not sure which social work team to contact, call the Social Services Line and they can direct you to the correct team

If the DSL / staff are concerned that someone is in immediate danger, they will call 999

#### Other ways to get help

The DSL / relevant staff can also contact the Early Help Service on 020 7598 4608 or email earlyhelp@rbkc.gov.uk

As schools have a legal basis to share information parental consent is not required for a referral to be made but, unless told otherwise by social services / police, parents will be informed that a referral is being made and their agreement sought.

Staff will also share information and work in an integrated way to ensure a co-ordinated response from agencies to support families and meet the child’s needs.

LWSF aims to create a culture of listening to students through:

* A culture of raising issues/concerns by signposting how to get support in assemblies and PSHE lessons, which raise awareness of safeguarding (including online safety) and creates a safe space for discussion
* A student council
* Awareness of safeguarding leads and who they can talk to
* An independent listener (trusted adult)

Staff will identify children who need extra help at an early stage and provide help and support in order to prevent concerns from escalating. In particular, staff will be aware of the needs of the following groups of children whose circumstances may mean they will require early help:

* children with disabilities and additional needs, including those with special educational needs
* children with mental health needs
* young carers
* children showing early signs of being drawn into anti-social or criminal behaviour, including gangs and organised crime or county lines
* children who frequently go missing from home, school or care
* children who have experienced multiple suspensions, are at risk of being permanently excluded from school
* children who are misusing drugs or alcohol
* children at risk of exploitation through modern slavery and trafficking
* children whose home circumstances are negatively affected by adult substance misuse or mental ill health or domestic abuse
* children who have returned home from care
* children who show early signs of abuse or neglect
* children at risk of radicalization
* children who are at risk from misinformation, disinformation and conspiracy content online
* children at risk from honour-based abuse ie: FGM, forced marriage
* children who have a parent in prison or who are affected by parental offending
* privately fostered children
* children who are persistently absent from school including for part of LWSF day

Where the child’s extra needs require services, consideration will be given to what early help support can be offered to a child by LWSF.

If the child requires an early help service from another agency, LWSF will make a referral to the Early Help service (via the RBKC contact for early help) for appropriate help and support. Staff will consult with parents prior to making any referral to discuss the matter and gain consent to refer the child. Where the child is receiving an Early Help service, LWSF will work as part of the Team around the Family and take up the role of lead professional where this is appropriate.

Early help provision will be monitored by the DSL / relevant staff involved and reviewed to ensure outcomes for the child are improving. If LWSF believes that this is not the case, consideration will be given to making a referral for a statutory social work service.

# Referral for a statutory social work service

Where there are concerns about a child’s welfare, staff will act immediately by seeking the advice of the DSL or one of the deputies as they are most likely to have the most complete safeguarding overview. Following consultation, the DSL will decide on whether to make a referral to the child’s relevant social services team.

Where the referral raises concerns that the child is at risk of significant harm, the case will passed on to RBKC’s LSCP MASH team to gather relevant information from other agencies.

The MASH contact will inform LWSF within 1 working day of the outcome of any referral and what action will be taken. This may include any of the following:

Carrying out a child and family assessment to identify the child’s needs and establish if the child is a child in need under section 17 of the Children Act 1989. These are children (including disabled children) who are unlikely to meet a reasonable standard of health and development unless provided with services.

Convening a strategy meeting under child protection procedures as set out in section 5 for any child where there are concerns about significant harm and/or taking any immediate action to protect the child.

Providing services for the child and their family in the meantime whilst work is on-going (including details of services).

# Child protection procedures

### Role of LWSF

LWSF will follow policy documents to support the protection of students who are at risk of significant harm:

* Working together to safeguard children (DfE 2023)
* What to do if you’re worried a child is being abused (DfE 2015)
* The London Safeguarding Children Board child protection procedures
* Keeping children safe in education (DFE 2025)
* Prevent Duty Guidance: for England and Wales (July 2015, updated April 2021)
* Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, updated September 2021), Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)

In line with these policies and procedures, LWSF will:

* identify those students where there are child protection concerns and make a referral to the relevant service
* attend child protection case conferences to effectively share information about risk and harm
* contribute to the development and monitoring of child protection plans as a member of the core group
* carry out LWSF’s role in implementing the child protection plan and continually monitoring the child’s wellbeing and liaising with the allocated social worker as required

#### Recognition

Staff have a responsibility to identify those children who are suffering from abuse neglect or exploitation and to ensure that any concerns about the welfare of a student are reported to the DSL.

Staff should refer to the London Safeguarding Children Procedures for full definitions of abuse, harm and neglect. CP1. Recognising Abuse and Neglect (londonsafeguardingchildrenprocedures.co.uk)

https://www.londonsafeguardingchildrenprocedures.co.uk/responding\_concerns.html

Any concerns held by staff should be discussed in the first instance with the DSL or one of the deputies and advice sought on what action should be taken. Where required, advice on thresholds and indicators of harm can be obtained from the MASH social worker on a no-names basis.

Concerns that reach the threshold for possible child protection will be monitored over time and recorded on AIMS. Details of any concerning incidents should also be recorded on AIMS.

#### Dealing with disclosures

Staff should bear in mind that children may not find it easy to disclose abuse and may need time before they feel ready to do so; in some cases, for example child exploitation, they may not recognise that what they are experiencing is abusive. Disclosure is more likely where there is a trusting relationship with the staff member and the student feels safe to share information.

It is important that where staff have reason to believe a student is at risk of harm but there is no disclosure, they persevere, giving the student time and space to disclose when they feel comfortable to do so. Any concerns, even if before disclosure, should be shared with the DSL so that advice and support can be offered on how to support the student to engage. Consideration should also be given to addressing any communication difficulties that may be a barrier to disclosure.

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

* listen to what is said without displaying shock or disbelief and accept what the child is saying
* allow the child to talk freely
* reassure the child but tell them it may not be possible to keep, or promise confidentiality, as a referral may have to be made to the relevant service
* reassure the child that what has happened is not their fault and that they were right to tell someone
* not ask direct questions but allow the child to tell their story
* not criticise the alleged perpetrator
* explain what will happen next and who has to be told
* make a formal record and pass this on to the DSL as soon as possible. This can be done via email and should include: the students name, date/time of disclosure, location of disclosure, the student’s account (when, where, who, what, how). This should then be recorded on AIMS. Handwritten notes are scanned onto AIMS and originals are kept in student folders.

# Referrals

Where possible, a decision on whether or not to refer a student to social services should be made by the DSL or a deputy following a discussion with the member of staff who has raised concerns. However, this should not delay any referral, and any member of staff may make a referral if this is necessary, but staff should discuss the matter with a member of the senior leadership team and take advice from a duty social worker in the child’s home borough. The DSL should be informed as soon as possible.

To make a referral to children's services in the Royal Borough of Kensington and Chelsea (RBKC), the DSL / relevant staff will call 020 7361 3013 and / or email socialservices@rbkc.gov.uk.

Call the Social Services Line if you have immediate safety concerns for a child.

Call the Emergency Duty Team on 020 7373 2227 if you have immediate safety concerns outside of 9am–5pm.

Following the call, relevant staff will be required to fill in a RBKC Inter-Agency Referral Form. The DSL / staff member making the referral should check which form is relevant to the child’s home borough.

Where there is any doubt about whether the concerns raised meet the thresholds for a child protection referral, the DSL may discuss the case on a “no names” basis with the contact team social worker to obtain advice on how to proceed.

Parental consent should be sought prior to the referral being made but a referral can be made if parents refuse consent where there are safeguarding concerns about the child and referral is a proportionate response to these concerns. Consent should not be sought if this would place the child at risk of further harm, interfere with a criminal investigation or cause undue delay.

If the student already has an allocated a social worker, the referral should be made directly to them. If the child is not already known to social services, referrals should be made as above. If the child lives outside RBKC, a referral should be made to their home local authority.

If LWSF does not think the child’s situation is improving within a reasonable timescale following referral, this should be taken up with Early Help services via the DSL.

# Attendance at case conferences and core groups

The DSL will liaise with social services to ensure that all relevant information held by LWSF is provided during the course of any child protection investigation.

The DSL will ensure that LWSF is represented at child protection case conferences and core group meetings. Where possible, a member of staff who knows the child best will be nominated to attend; failing that, the designated safeguarding lead or a deputy will attend. If no-one from LWSF can attend, the DSL will ensure that a report is made available to the conference or meeting.

# Monitoring

Where a student is the subject of a child protection plan and LWSF has been asked to monitor their attendance and welfare as part of this plan the DSL will open a highly confidential specific file for monitoring:

Monitoring will be carried out by the relevant staff member in conjunction with the DSL

All information will be recorded in the designated file prior to each conference and core group meeting

The completed information will be kept on the student’s individual AIMS profile and copies made available to all conferences and core group meetings

the DSL will notify the allocated social worker if the child is removed from LWSF roll, excluded for any period of time or goes missing.

# Records

Child protection records relating to students are highly confidential and will be securely held on AIMS with restricted access on a ‘need to know’ basis.

The designated safeguarding lead is responsible for ensuring that records are accurate, up to date and that recording is of a high standard.

All information should be recorded on AIMS and all records should be dated.

Records should show:

* What the concerns were
* What action was taken to refer on concerns or manage risk within LWSF
* Whether any follow-up action was taken
* How and why decisions were made
* Any incidents, disclosures or signs of neglect or abuse should be fully recorded with dates, times and locations. Records should also include a note of what action was taken.

The records must be completed:

* whenever concerns arise or there is a serious incident or
* where a child is being monitored, prior to a case conference or core group meeting.

Child protection files must be accessed, and information shared by members of staff on a “need to know” basis only.

Where a child who is subject to a child protection plan transfers to another school, the DSL is responsible for ensuring that copies of all relevant records are passed to the DSL at the new school immediately. This will be done by official school email and password protected attached files (password to be sent in a separate email) after having confirmed that the student has transferred to the new school. Confirmation of receipt of will be requested.

The designated safeguarding lead may also consider contacting the new school to share relevant information in order to ensure the child receives the support they need as soon as they transfer.

All other relevant safeguarding records are sent to receiving schools or establishments when a student moves, within five days, in accordance with ‘Keeping Children Safe in Education, 2025.

# Confidentiality and information sharing

All information obtained by school staff about a student will be kept confidential and will only be shared with other professionals and agencies with the family’s consent unless there are safeguarding concerns that need to be shared with the social services at the borough and parents refuse consent or seeking consent would place the child at further risk.

If the child is under 12, consent to share information about them must be obtained from their parents or carers.

Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues, otherwise consent should be sought from parents.

Young people aged 16 and 17 are able to give their own consent if they are thought to have the capacity to do so under the Mental Capacity Act 2005, otherwise consent should be sought from parents.

Where a child is at risk of suffering significant harm, schools and colleges have a legal duty to share this information with social services and make appropriate referrals. Equally, where a child is subject to a child protection investigation, schools and colleges must share any information about the child requested by social services.

Schools have a lawful basis for sharing information without parental consent where there are safeguarding risks. Parental consent to making a child protection referral should be sought but if withheld, the referral must still be made and parents should be made aware of this.

Parents should be informed of any referral unless this would cause further harm to the child, interfere with a criminal investigation or cause undue delay in taking action to safeguard the child.

Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure and remind recipients that the information is confidential and only to be used for the stated purpose.

LWSF will take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

If a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of LWSF’s duty to share information.

Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated safeguarding lead or seek advice from the contact team social worker.

# Health and Safety and Risk Assessments

### Responsibility for Health and Safety

The board of trustees and Headteacher will ensure that there is a robust Health and Safety Policy in place to meet the statutory responsibility for the safety of students and staff within LWSF environment.

Any health and safety policy adopted by LWSF will be based on the government guidance and will seek to balance risk avoidance against providing students with opportunities to take part in activities that help them learn to manage risk themselves.

Day-to-day responsibility for health and safety issues in LWSF will be delegated to a member of staff who is competent to carry out these duties and who has received the appropriate training. This is: Shirley Drummond / Fiona Bool (Director of Operations).

### Risk assessments

LWSF will seek to identify and manage risk through the use of risk assessments. These will be carried out:

* on an annual basis for LWSF environment as a whole
* for all school trips
* for students travelling between locations during LWSF day
* for all work-based learning or work experience placements
* when a student who has been excluded for risky or violent behaviour is returning to LWSF
* whenever there are any changes to LWSF environment or school practices
* following any serious incident

# Working with aggressive and violent parents

Where schools are working with families who are known to CSFH and there are concerns about the behaviour of parents towards members of school staff, this must be discussed with the Headteacher and the DSL and the information shared with CSFH.

If there are high levels of risk involved in contact with parents, CSFH may convene a risk assessment meeting with the network to discuss strategies to reduce risk, LWSF should be part of this process.

# Site security and visitors

The Headteacher is responsible for the security of LWSF premises and will take steps to ensure it is a safe environment and securely protected against trespass and/or criminal damage – there is only one entrance to the Lower School opened with a secure code – the code changes on a regular basis. There is a locked door to enter the building which can be accessed by a keypad code. There are entry phone systems with cameras in place for parents/visitors to gain access via the administrators. There is one entrance (main door) into the Upper School and is accessed by a keypad code. Parents/visitors gain access via the administrators using the camera entry phone system outside the gates.

In general, occasional visitors to LWSF such as parents will not be subject to DBS checks but their movement around the premises will be supervised.

The headteacher and the Board of Trustees will ensure that any contract entered into with contractors sets out clearly the expectations for worker’s behaviour and the responsibility of contractors to monitor and ensure compliance with school policies. The headteacher will decide whether or not contractors should be subject to DBS checks before being allowed access to the building, depending on the level of access they are likely to have to students.

Contracted workers will not be allowed to approach or speak to students in any circumstances and must ensure that all equipment and working practices are in line with health and safety standards.

Where the visitor is employed by an organisation where DBS checks are normally required, for example NHS staff, the head teacher will request written confirmation that relevant checks have been carried out for that individual.

Visiting organisations such as theatre groups who will be performing for or working directly with students will be expected to have adequate child protection procedures in place and must agree with class teachers in advance what level of supervision or contact they will have regarding students.

Visiting speakers will always be supervised.

All visitors and contractors will be:

* informed to report to reception on arrival
* expected to provide proof of identity
* expected to wear a visitors’ lanyard at all times when on LWSF premises
* suitably always supervised by school staff
* made aware of school health and safety procedures

# Use of LWSF premises by other organisations

LWSF will only allow use of LWSF premises by other organisations outside of school hours for the purposes of providing supplemental schooling if the organisation can demonstrate it is able to keep children safe. The Headteacher will ensure:

* the organisation provides an overview of what it intends to teach so that the board of governors is able to make a judgement on whether this is in line with the promotion of British values
* the organisation can provide copies of child protection policies and procedures and LWSF accept these as adequate
* the organisation can provide evidence that they have followed safer recruitment practices and that their staff have the requisite DBS checks
* the following reasonable and due diligence checks are taken out on the organisation by LWSF:
* an internet search on the organisation
* checks with RBKC or the borough in which the organisation is based
* checks with Prevent Education officer
* details of the agreement are recorded in writing with clear provision for the circumstances under which the agreement can be terminated by LWSF for breach of any terms and conditions.

Organisations will be expected to meet the requirements set out in the DfE guidance below before LWSF will allow the premises to be used.

https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code- of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non- statutory-guidance-for-providers-running-out-of-school-settings

Any allegations arising from incidents happening when LWSF is being used by another organisation should be dealt with by LWSF under the LSCP Guidance for schools on dealing with allegations against staff and volunteers.

# Monitoring and review

To enable LWSF to monitor the safety of the premises and LWSF environment, as well as the implementation of policies, the Headteacher and the Board of Trustees will ensure that:

* all school policies are regularly monitored by the DSL and annually reviewed by the Headteacher and Board of Trustees
* LWSF keeps a central record of all accidents and incidents including what action was taken and by whom
* staff are aware of their responsibility to record accidents and incidents
* the Headteacher has an overview of all accidents/incidents
* serious accidents and incidents are reported to the board of trustees
* the DSL ensures a high standard of recording of all concerns held about children
* all accidents and incidents are scrutinised on a regular basis by the board of governors to identify any problems or weaknesses around school safeguarding policies and procedures or any emerging patterns, and agreeing to any course of action.
* H&S incidents are logged on AIMS as well as the Accident Book kept in the main offices.

# Part B: Additional safeguarding policies and procedures

### B1 Children who are missing or absent from education or home educated

Schools need to be aware of those children who are persistently absent or missing from school as this may be an indicator of welfare concerns.

LWSF is aware of those students who are persistently absent from school from the daily / lesson attendance record. The Attendance Policy and the Children Missing from Education, states clearly who needs to be notified and what action should be taken and any relevant timescales.

LWSF recognizes that attendance is a safeguarding indicator. Patterns of absence will prompt checks for underlying welfare or protection concerns.

Parents are asked to provide contact details for at least two or more people who can be contacted if a child does not attend school.

Where a parent, agent, or guardian notifies LWSF that they are removing the child so they can be educated at home, the following notifications should be made:

The Pupil Attendance Service must be notified of all decisions.

If the child is already known to social services, their allocated social worker should be notified immediately.

If the child is not known to social services, but LWSF has concerns about their welfare, the DSL should make a referral to the relevant safeguarding officer in RBKC or in the child’s home borough.

### B2 Child on child abuse

LWSF’s PSHE programme, inclusive of RSE, teaches about developmentally, age-appropriate healthy relationships, consent, and respect. This helps safeguard our students and enable them to make positive decisions about their safety and wellbeing.

Sexual activity of any kind on site is prohibited. Any such activity would result in disciplinary action in accordance with the Behaviour Policy.

LWSF will ensure that all staff are aware of child-on-child abuse and recognise that children are capable of abusing their peers (including online). Staff should know what action to take when a student’s behaviour is likely to cause harm to other students.

This may be through:

* bullying (including cyberbullying, prejudice-based and discriminatory bullying)
* abuse in intimate personal relationships between peers
* physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
* sexual violence, sexual harassment and harmful sexual behaviour
* consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
* causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
* upskirting
* initiation rites/hazing type violence and rituals

All incidents of child on child abuse will be dealt with under the child on child and sexual violence and harassment guidance for schools and colleges.

Any such concerns must be reported to the DSL (or a deputy DSL) who will then consider the case and whether it should be dealt with at a local level or whether the abuse meets the threshold for referral to the relevant referral team.

All staff must challenge such abusive behaviour and promote a zero-tolerance approach to it – not accepting excuses for it (e.g. banter) – as this can lead to a culture of unacceptable behaviours. Staff must also accept that whilst there may be no reported cases, it is likely that such abuse is taking place within LWSF but not reported (likely because of the ‘normalisation’ of such abuse). LWSF takes a position of ‘it is probably happening here’.

Risks are minimised by educating students on healthy relationships and understanding safeguarding through Induction to LWSF and PSHE. Students know how to report abuse and who to go to, knowing their concerns will be taken seriously and that they are not creating a problem by disclosing the abuse, but doing the right thing and they should not feel ashamed in any way (as with any safeguarding concern).

Our alumni: If an alumnus has experienced any form of child-on-child abuse and not previously reported it, we strongly encourage them to contact LWSF. We would advise them to either contact the Designated Safeguarding Lead or the head teacher.

### Harmful sexual behaviour, sexual violence and harassment

LWSF recognises that sexual violence and sexual harassment between students is a serious safeguarding issue, and such behaviour will not be tolerated. All incidents involving sexual violence or sexual harassment between students will be dealt with under the Child on child and sexual violence and harassment guidance for schools and colleges.

### B3 Prevention of radicalisation

LWSF’s safeguarding duty includes the duty to promote British values in order to counter extremist narrative and prevent young people from being radicalised and drawn into terrorism and to build resilience to radicalisation through the curriculum.

LWSF will follow government guidance and ensure appropriate training for staff and robust filtering and monitoring to IT systems to prevent online radicalisation.

LWSF has a duty to identify where a child is at risk of radicalisation and seek multi-agency advice and support via a referral to RBKC’s Prevent Team. To get in touch with the Prevent Teams:

Hammersmith & Fulham and Kensington and Chelsea  
Telephone: 020 8753 5727  
Shared inboxes: prevent@lbhf.gov.uk and prevent3@rbkc.gov.uk

Westminster  
Telephone: 07817 054759  
Email: prevent@westminster.gov.uk

Schools should always be a safe space for young people to explore new ideas and perspectives and develop their critical thinking skills. Where there are concerns about radicalisation and a referral under the Prevent duty to Channel Panel is being considered LWSF should discuss these concerns internally and also consider external advice and guidance where necessary and appropriate.

PSHE lessons will address areas of support where students may be encouraged to develop their resilience to extremism and radicalisation.

### B4 Mandatory reporting of Female Genital Mutilation (FGM) and Children at risk of ‘Honour-Based’ Abuse (HBA)

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK.

LWSF will follow the statutory guidance on FGM in order to safeguard girls who are at risk of FGM:

Multi-agency statutory guidance on female genital mutilation - Publications - GOV.UK

Where a student makes a disclosure of FGM, LWSF will follow the mandatory reporting rules and make a referral to the Police.

All concerns around FGM, including any disclosure made by a student, will be discussed with the DSL before any action is taken. Whilst it is good practice for professionals to consult with their agency’s designated safeguarding lead prior to reporting, this should not hold up making a report.

Honour-Based Abuse can be defined as:

‘An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator’s perception that an individual has shamed, or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community’s accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.’

LWSF takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage is 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

LWSF will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

### B5 Online safety

LWSF has a separate policy for Online Safety which includes regard for KCSiE 2025, as part of its duty to provide a safe learning environment and ensure pupils are taught how to remain safe online. children who are at risk from misinformation, disinformation and conspiracy content online

LWSF is aware of the risks of the use of mobile technology in and out of school. LWSF does not allow student to have on their person a mobile device and has procedures outlined in the Online Policy which advises students how to manage their mobile away from school. LWSF encourages children to recognise and report incidences affecting them or other fellow students both in and out of school. Students are more likely to have such knowledge of other students’ online behaviour than staff and therefore encouraging reporting is the most effective approach in this context.

LWSF has adequate filtering systems to keep the students safe when accessing the internet at school through the Wi-Fi network.

All pupils are expected to follow LWSF's policy for safe internet and technology use.

Our filtering system, FamiSafe, is a comprehensive online safety and device management application. It is installed on all school-issued laptops and tablets to cultivate a secure and productive learning environment.

Its’ features encompass screen time management, website filtering, application blocking, location tracking, and activity reporting, facilitating effective oversight of student device usage.

LWSF receives weekly FamiSafe reports detailing device activity, including usage times, applications accessed, and total screen time.

As part of routine maintenance, Shaun Watson (IT Lead) conducts weekly reviews of device browser histories to identify any potentially concerning activity.  While user identification relies primarily on staff adherence to device sign-out procedures and designated seating arrangements within ICT classrooms, these systems provide a reasonable degree of accountability.  In instances where concerning activity is identified, it is brought to the attention of the DSL and / or the Headteacher for review and determination of appropriate action.

See the Online Safety Policy for further details.

### B6 Looked after and previously looked after children and care leavers

LWSF recognises that looked after and previously looked after children and care leavers are particularly vulnerable due to their status and their pre-care experiences.

LWSF’s designated lead for LAC and care leavers has access to specialist knowledge of the issues faced by this cohort. The nominated member of staff is the designated safeguarding lead. LWSF rarely (if ever) has such students on roll. If LWSF does have such a student on roll, the DSL will consult with the LSCP to seek advice.

### B7 Children with special education needs or disabilities (SEND)

LWSF is aware that children with special education needs or disabilities may be more vulnerable to harm and abuse and may be more likely to experience bullying. They may also have difficulty in reporting harm and abuse due to communications difficulties and professionals may miss vital indicators.

School policies reflect these issues and recognise that staff need to be able to help this group to overcome barriers to seeking help. Where a student has been identified as requiring a SEND assessment., LWSF will recommend parents consult an Educational Psychologist. LWSF will follow the recommendations of an appointed Educational Psychologist as appropriate to the needs of the child.

Where there are concerns about abuse involving a student with SEND, the DSL will liaise with the LSCP and/or an external expert. LWSF will consider extra pastoral support for students with SEND including extra help in supporting communication.

### B8 Safeguarding vulnerable groups

LWSF is aware that some students may be living in circumstances that may make them more vulnerable to abuse, neglect or poor outcomes and who may need help or intervention from Early Help Services, or other agencies to overcome problems or keep them safe.

LWSF recognises that children who are receiving a social work service and who are subject to child in need or child protection plans are likely to have experienced abuse, neglect and trauma and that this could have a negative effect on their behaviour and learning.

RBKC’s (or the child’s relevant borough’s) social workers will inform schools whenever a child is receiving a service and the DSL will keep a record of all students who have an allocated social worker.

LWSF will work in partnership with social workers and the relevant borough’s Virtual School Headteacher to implement the child’s plan in order to support their education and safeguard and promote their welfare. A representative of LWSF who knows the student well will become part of the professional network and will share information about safeguarding risks and attend planning meetings. In their absence, a suitable colleague will deputise for the member of staff or a written report will be provided for meetings. LWSF will liaise with the Virtual School Head regarding support for children in kinship care arrangements.

Staff should be aware of the nature of domestic abuse and the Domestic Abuse Act 2021 and have knowledge of the nature of domestic abuse and the harm it may cause to children who witness incidents, who are now considered to be victims of domestic abuse in their own right. All concerns should be discussed with the DSL, who will follow relevant guidance from LSCP in the child’s relevant borough. The definition of domestic abuse now includes victims aged 16 and 17 years old who are experiencing abuse within their own intimate relationships. Concerns should be referred to the DSL.

#### Privately fostered children

LWSF via the DSL will notify RBKC, or the child’s home borough of any student they know to be privately fostered.

#### Young carers

Concerns about a student they believe to be a young carer, will be addressed by the DSL who will seek advice from the borough. for advice refer the student on for services and support. Further details can be found on the website. www.family-action.org.uk

#### Pupils who are lesbian, gay, bi or trans (LGBTQ) or gender questioning

LWSF recognises that LGBT students, or students who are perceived to be LGBTQ, may be more vulnerable to bullying, harassment and victimisation and may find it difficult to disclose to staff due to a lack of trust in adults. LWSF will provide safe spaces and opportunities for LGBT students to raise concerns and will ensure that LBGTQ inclusion is part of the sex and relationships / PSHE curriculum at age appropriate levels.

LWSF will exercise caution with regard to children who are questioning their gender. They will take into consideration any guidance issued by the Government, the complexity of the child’s situation and the possibility that they may have additional needs and vulnerabilities, whilst also having regard for their safeguarding responsibilities. LWSF will work in partnership with parents/carers and the child to explore how to best meet the child’s needs (unless this would put the child at risk of harm) and support them to seek timely and appropriate clinical advice.

### B9 Extra-familial harm and exploitation

LWSF is aware of the risk to children and young people from extra-familial harm and staff will be vigilant to the indicators of extra-familial harm in relation to students.

Whenever staff are made aware of any safeguarding incident or concerning behaviour that has taken place out of the home and that has put a student at risk, staff will discuss the matter with the DSL and consider the level and nature of the risk before making decisions on referrals.

Young people experience physical, cognitive and emotional changes during adolescence and will grow more independent, spending more time away from home. They may pursue risky behaviours and as a result, they may face heightened risk from safeguarding threats outside of the home.

These threats may be from within the community, from other students at school or from their own peer group rather than from within the family and there may be no concerns about parenting other than concerns about supervision. Sources of harm and exploitation can include:

* child sexual exploitation
* child criminal exploitation including county lines
* modern slavery and trafficking
* gang activity and youth violence
* radicalisation

Exploitation is a form of abuse involving an imbalance of power within a relationship that allows one party to use this power to manipulate another to carry out an act. The victim may believe that they are acting on their own accord but in fact their consent has been obtained through deception, duress or force and threats of violence. They may also be moved into the UK or around other towns and cities in the UK to facilitate their exploitation. The exploitation of the young person is a form of modern slavery and their forced movement is trafficking, both of which are criminal offences.

Factors such as substance misuse and periods of going missing from home or school can also add to young people’s vulnerability to extra-familial harm and are often indications that exploitation may be taking place.

Criminal exploitation occurs where a person or a group of people takes advantage of their contact with and influence over a young person to coerce or manipulate them into carrying out a criminal act. Examples of criminal exploitation are:

* county lines
* benefit fraud
* forced theft
* forced begging
* cannabis cultivation
* money mule (where the young person’s bank account is used by others for money laundering)

County lines is when gangs and organised crime groups exploit young people to transport and sell drugs, sometimes across county boundaries but also locally and within the borough. The young people involved have dedicated mobile phone ‘lines’ for taking orders for drugs and are used as they are less likely to be stopped by police, allowing adult dealers to avoid the risk of arrest.

Indicators include unexplained money, having several mobile phones, frequent calls, being in trouble with the police for possession of drugs, being found in an area to which they have no connection. LWSF will address all concerns with the LSCP via the DSL.

#### Young people at risk from gang activity or serious violence

Schools should be aware of the indicators that a young person may be involved in violent crime or may be being criminally exploited and as such at risk from becoming a victim of violence. Indicators include absenteeism, changes in friendship groups, declining academic performance, changes in emotional welfare and signs of physical assault.

The DSL will refer to the Youth Offending Team for advice.

The Youth Offending Team (YOT) is a multi disciplinary team which sits under Family and Children's Services in the local authority. Staff are seconded from the Metropolitan Police Service, CNWL NHS Trust, CLCH NHS Trust, Coram, QPR and National Probation.

Contact: socialservices@rbkc.gov.uk

#### Children who run away/go missing

LWSF understands that many of these forms of risk and exploitation are linked and that going missing from home or from education can be an indicator that young people are involved in child sexual exploitation, gang activity, modern slavery, criminal exploitation and trafficking.

### B10 Children and young people experiencing mental health issues

LWSF recognises that some students may experience mental health issues that can negatively affect their behaviour and their ability to participate fully in education.

Where there are safeguarding concerns arising from a student’s mental health issues, staff will discuss concerns with the DSL to agree any actions to be taken.

LWSF will ensure that staff are teaching about mental wellbeing as part of PSHE to help reduce the stigma attached to mental and emotional problems and ensure students know how to keep themselves mentally healthy and know how to seek support.

LWSF will also ensure early identification of students who have mental health needs and put in place appropriate support and interventions, recommending specialist services, where appropriate.

LWSF will take account of the government guidance Mental health and behaviour in schools.

LWSF has a separate Mental Health Policy which works to promote the positive mental health and wellbeing of all of LWSF community to enable them to flourish.

The mental health lead is the DSL. Where a student is assessed as requiring additional specialist support beyond the capacity of LWSF pastoral tutors, with regards to their mental health, LWSF will recommend parents seek support for their child from a well-qualified and experienced psychologist.

# Appendices

# Appendix 1: Child protection definitions and indicators

### Definitions

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

Neglect: failure to provide basic care to meet the child’s physical needs, such as not providing adequate food, clothing or shelter; failure to protect the child from harm or ensure access to medical care and treatment.

Physical abuse: causing physical harm or injury to a child.  
Sexual abuse: involving children in sexual activity, or forcing them to witness sexual activity, which includes involving children in looking at or the production of pornography.

Emotional abuse: failure to provide love and warmth that affects the child’s emotional development; psychological ill treatment of a child through bullying, intimidation or threats.

Possible indicators of abuse, neglect or exploitation:

* Neglect
* Inadequate or inappropriate clothing
* Appears underweight and unwell and seems constantly hungry
* Failure to thrive physically and appears tired and listless
* Dirty or unhygienic appearance
* Frequent unexplained absences from school
* Lack of parental supervision
* Physical abuse
* Any injury such as bruising, bite marks, burns or fractures where the explanation given is inconsistent with the injury
* Injuries in unexpected places or that are not typical of normal childhood injuries or accidents
* High frequency of injuries
* Parents seem unconcerned or fail to seek adequate medical treatment
* Sexual abuse
* Sexual knowledge or behaviour that is unusually explicit or inappropriate for the child’s age/stage of development
* Sexual risk taking behaviour including involvement in sexual exploitation/older partner
* Continual, inappropriate or excessive masturbation
* Physical symptoms such as injuries to genital or anal area or bruising, sexually transmitted infections, pregnancy
* Unwillingness to undress for sports
* Emotional abuse
* Developmental delay
* Attachment difficulties with parents and others
* Withdrawal and low self-esteem
* Indirect indicators of abuse and neglect
* Sudden changes in behaviour
* Withdrawal and low self-esteem
* Eating disorders
* Aggressive behaviour towards others
* Sudden unexplained absences from school
* Drug/alcohol misuse
* Running away/going missing
* Parental Attributes
* Misusing drugs and/or alcohol
* Physical/mental health or learning difficulties
* Domestic violence
* Avoiding contact with school and other professionals

# Appendix 2: Legal duties

### Human Rights Act 1998

The Human Rights Act 1998 sets out an individual’s rights and freedoms under the European Convention and public organisations such as schools must ensure that these rights and freedoms are protected whenever decisions are being made about an individual pupil. The relevant rights are:

* Right to an education (Article 2)

Right to freedom from inhuman and degrading treatment (Article 3); this is an absolute right that cannot be limited in any way

Right to respect for privacy and family life (Article 8); this is a qualified right which must be balanced against the rights of others.

Any form of (sexual) harassment, violence or abuse may be a breach of these rights.

### Equality Act 2010

The Equality Act states that public organisations such as schools must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, or sexual orientation. This means schools must consider whether they are affording the same level of safeguarding to pupils with these protected characteristics as all other pupils.

Schools must be able to demonstrate that they have taken proportionate positive action and/or made reasonable adjustments in order to deal with the disadvantages faced by these groups. For more guidance see:

Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)

### Equality Duty

Under the Equality Act, public organisations such as schools have a duty to eliminate unlawful discrimination, harassment and victimisation and ensure equality of opportunity for all pupils. When making decisions, schools must be aware of this duty and ensure that decisions do not unlawfully discriminate against groups of pupils who are protected under the Act. For example, schools should be aware that some groups of pupils, for examples girls or LGBTQ pupils may be more vulnerable to sexual violence or harassment.

For more information please see: Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission (equalityhumanrights.com)

# Appendix 3

# Safeguarding Audit Policy and Procedure:

### 1. Policy Statement:

LWSF is committed to ensuring the safety and well-being of all pupils.

To achieve this, regular safeguarding audits will be conducted to evaluate the effectiveness of our safeguarding policies, procedures, and practices.

These audits will be conducted in accordance with the standards set by the Independent Schools Inspectorate (ISI), including those outlined in the ISI inspection framework.

The audit process aims to identify areas of strength and areas for improvement, ensuring continuous enhancement of our safeguarding provision.

### 2. Audit Objectives:

To assess the school's compliance with relevant legislation and ISI safeguarding standards.

To evaluate the effectiveness of safeguarding policies and procedures.

To identify any gaps or weaknesses in safeguarding practices.

To ensure that safeguarding is embedded in the school's culture.

To ensure that the school is meeting the requirements of “Keeping Children Safe in Education (2024)”.

### 3. Audit Procedure:

#### 3.1 Planning:

LWSF has an audit team with relevant expertise (Headteacher, DSL, SLT) who conduct regular audits.

The team define the scope of each audit, including key areas for review (e.g., policies, training, recruitment, record-keeping, student voice).

Follow the audit checklist (Appendix 4).

#### 3.2 Data Collection:

The audit team will:

* Review relevant documentation (safeguarding policy, training records, risk assessments, Single Central Record).
* Conduct interviews with staff, pupils, and trustees as relevant.
* Observe safeguarding practices in various school settings.
* Gather feedback from pupils and parents through surveys or focus groups.
* Review records of contact with external agencies.

#### 3.3 Analysis and Reporting:

The audit team will:

* Analyse the collected data to identify strengths and areas for improvement.
* Prepare a comprehensive audit report with findings and recommendations.
* Present the report to the senior leadership team and board of trustees.

#### 3.4 Action Planning and Monitoring:

The audit team will:

* Develop an action plan to address the audit recommendations.
* Assign responsibilities and timelines for implementation.
* Regularly monitor the progress of the action plan.
* Evaluate the effectiveness of implemented changes.
* Regularly review the audit procedure.

#### 3.5 Key Considerations:

The audit team will account for the following in any audit:

* ISI Standards: Ensure the audit aligns with the latest ISI inspection framework and safeguarding requirements.
* KCSIE: Ensure that all procedures are in line with the latest version of “Keeping children safe in education” (2024).
* Confidentiality: Maintain confidentiality throughout the audit process.
* Objectivity: Ensure objectivity and impartiality in data collection and analysis.
* Record Keeping: Maintain accurate and secure records of the audit process.

### 4. Responsibilities:

The Headteacher is responsible for overseeing the safeguarding audit process.

The Designated Safeguarding Lead (DSL) is responsible for coordinating the audit.

All staff are responsible for cooperating with the audit process.

### 5. Review:

This policy and procedure will be reviewed regularly to ensure its effectiveness and compliance with current legislation and ISI standards.

# Appendix 4

# LWSF Safeguarding AUDIT Checklist for DSLs:

**Lloyd Williamson Schools**

**Safeguarding Audit Form (2025)**

1. **Leadership & Governance**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Audit Item** | **Completed by** | **Date** | **No Action Necessary** | **Action Needed** | **Approved by** | **Update Due Date** |
| DSL and DDSL(s) are appointed, trained, and clearly identified |  |  |  |  |  |  |
| Safeguarding is a standing item on SLT and governor agendas |  |  |  |  |  |  |
| Governors receive safeguarding training and updates |  |  |  |  |  |  |
| Safeguarding policy is updated annually and reflects KCSIE 2025 |  |  |  |  |  |  |

1. **Policies & Procedures**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Audit Item** | **Completed by** | **Date** | **No Action Necessary** | **Action Needed** | **Approved by** | **Update Due Date** |
| Safeguarding and child protection policy is compliant with KCSIE 2025 |  |  |  |  |  |  |
| Staff Code of Conduct includes online behaviour and AI use |  |  |  |  |  |  |
| Whistleblowing policy is accessible and understood |  |  |  |  |  |  |
| Allegations against staff are managed per Part 4 of KCSIE |  |  |  |  |  |  |

1. **Safer Recruitment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Audit Item** | **Completed by** | **Date** | **No Action Necessary** | **Action Needed** | **Approved by** | **Update Due Date** |
| Single Central Record (SCR) is complete and up to date |  |  |  |  |  |  |
| All staff have enhanced DBS checks and barred list checks where required |  |  |  |  |  |  |
| References are obtained and verified for all new staff |  |  |  |  |  |  |
| Volunteers and contractors are risk assessed and supervised appropriately |  |  |  |  |  |  |

1. **Training & Awareness**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Audit Item** | **Completed by** | **Date** | **No Action Necessary** | **Action Needed** | **Approved by** | **Update Due Date** |
| All staff have read and understood Part 1 or Annex A of KCSIE 2025 |  |  |  |  |  |  |
| DSL and DDSL(s) have up-to-date Level 3 training |  |  |  |  |  |  |
| Regular safeguarding updates are provided (e.g. INSET, bulletins) |  |  |  |  |  |  |
| Staff understand how to report concerns and use CPOMS or equivalent |  |  |  |  |  |  |

1. **Pupil Voice & Welfare**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Audit Item** | **Completed by** | **Date** | **No Action Necessary** | **Action Needed** | **Approved by** | **Update Due Date** |
| Pupils know who to talk to if they feel unsafe |  |  |  |  |  |  |
| Mental health support is available and accessible |  |  |  |  |  |  |
| RSHE curriculum includes consent, online safety, and abuse awareness |  |  |  |  |  |  |
| Systems are in place to identify and support vulnerable pupils |  |  |  |  |  |  |

1. **Online Safety & Digital Safeguarding**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Audit Item** | **Completed by** | **Date** | **No Action Necessary** | **Action Needed** | **Approved by** | **Update Due Date** |
| Online safety is embedded in curriculum and staff training |  |  |  |  |  |  |
| Filtering and monitoring systems meet DfE standards |  |  |  |  |  |  |
| Staff and pupils are aware of misinformation, disinformation, and AI risks |  |  |  |  |  |  |

1. **Early Years (EYFS) Specific**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Audit Item** | **Completed by** | **Date** | **No Action Necessary** | **Action Needed** | **Approved by** | **Update Due Date** |
| EYFS safeguarding policy aligns with KCSIE and EYFS Framework |  |  |  |  |  |  |
| Staff ratios and supervision meet statutory requirements |  |  |  |  |  |  |
| Paediatric first aiders are always present |  |  |  |  |  |  |

1. **Inspection Readiness**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Audit Item** | **Completed by** | **Date** | **No Action Necessary** | **Action Needed** | **Approved by** | **Update Due Date** |
| All safeguarding records are up to date and securely stored |  |  |  |  |  |  |
| DSL has completed a self-evaluation against ISI criteria |  |  |  |  |  |  |
| Safeguarding is embedded in school culture and practice |  |  |  |  |  |  |