



Westminster Tutors

SAFEGUARDING AND CHILD PROTECTION POLICY

1. INTRODUCTION AND RATIONALE

In line with the Government's vision for all services for children and young people and the Department for Education **Statutory Guidance Keeping Children Safe in Education** (September 2019), the Proprietor and all college staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. This college is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, Proprietor and college staff will be committed to ensuring that all members of the college community are aware of college responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

In addition, while a 'child' is defined as anyone under the age of 18, the college also admits students who are aged 18 and above. As young adults, statutory procedures relating to Child Protection do not apply, however, the college's absolute commitment to safeguarding and promoting the welfare of those in its care extends to ALL students at the college, regardless of age.

2. AIMS OF POLICY

- To raise awareness of all college staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;

- To ensure pupils and parents are aware that the college takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection and safeguarding curriculum within the existing curriculum, allowing for continuity and progress through Key Stages 4 and 5;
- To make appropriate links and reference to policies in related areas such as behaviour and anti-bullying.

All college staff should as part regular safeguarding and child protection training cover the following areas:

- Legislative framework
- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect
- Action by person receiving or identifying a concern
- Action by DSL or Deputy
- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The Proprietor and SLT will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Peer-on-peer abuse, sexual violence and sexual harm can also occur;
- Staff must be sensitive to the family's cultural and social background;
- Children must have the opportunity to express their views and be heard

- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child;
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know;
- All staff should have access to appropriate and regular training;
- College management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.

4. RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD (DSL)

The Proprietor will ensure that the college has identified a Designated Safeguarding Lead for child protection. **The Designated Safeguarding Lead at Westminster Tutors, is the Principal, Virginia Maguire.** The Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with college and Bi-borough (RBKC and Westminster) procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with college staff and support services over child protection issues;
- To be aware of all children within the college who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if any such child is subject to an exclusion from the college;
- To ensure the college is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors;

- To maintain accurate and secure child protection records and send on to new colleges (where relevant).

The role of ensuring that ensuring all of the above responsibilities are fulfilled rests with the Designated Safeguarding Lead. For the purposes of staff reporting concerns or managing specific children's cases, responsibility can be devolved to the Deputy Designated Safeguarding Lead. **The Deputy Designated Safeguarding Lead at Westminster Tutors is Joe Mattei.** Either Virginia Maguire or Joe Mattei will be on duty on all college days within term-time, or during any out of term activities at the premises.

The college external and impartial advisor with designated responsibility for Child Protection is Michael May (currently acting as a civil servant for the Independent Inquiry into Childhood Sexual Abuse) who can be contacted on mvmay2000@yahoo.com or 07896 614093.

5. RESPONSIBILITIES OF COLLEGE STAFF

All college staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the pupils in their college. In doing so they should seek advice and support as necessary from the DSL, Deputy DSL and other senior staff members.

Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour as set out in the Behaviour Policy.

All college staff are expected to:

- Be able to identify signs and symptoms of abuse, including specific safeguarding issues outlined in the statutory guidance Keeping Children Safe in Education (DfE September 2018, specifically Part 1 and Annex A, or any subsequent updates).
- Report concerns (including concerns about other staff/professionals) to the DSL, Deputy DSL or other senior staff members as appropriate;
- Be aware of the relevant local procedures and guidelines;
- Monitor and report as required on the welfare, attendance and progress of all pupils;
- Keep clear, dated, factual and confidential records of child protection concerns;
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental, do not promise confidentiality and keep records).

6. GUIDANCE FOR STAFF

Types of abuse and neglect

All college staff should be aware 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.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a 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 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy 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.

What to do if you have concerns

The safeguarding of children and protecting them from harm is a highly sensitive issue and anyone involved must be careful that they follow the correct procedure as outlined below. In the event that you are concerned about a child's welfare, as their teacher you may approach them directly and gently enquire about their well-being, but you should not ask leading or direct questions about abuse or neglect. If, after your conversation, you remain concerned about the child's welfare, you should make a note of your conversation immediately and report your concern to the DSL.

Any member of staff who is told of any incident or strong suspicion of child abuse should report this to the DSL, Virginia Maguire, immediately. If Virginia Maguire is not available, the report should be made to the Deputy DSL, Joe Mattei. The DSL or Deputy DSL to whom you have made your report is then responsible for ensuring the possible victim is safe from immediate harm.

It is difficult to identify clear signs of abuse, but some possible warning signs are:

- Children whose behaviour changes: they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired or hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;

- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

Disclosures: What should you do if a child wants to talk with you?

- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the student by making suggestions or asking questions that introduce your own ideas about what may have happened. This is essential as a possible victim of child abuse may only be interviewed once, and this interview should be conducted by an expert police officer to gain evidence.
- Stop asking any more questions as soon as the child has disclosed that he or she believes that something abusive has happened.
- Be very gentle and open, listen very carefully and accept what you are told
- Do not react in any way to what you are being told or show any disgust or disapproval
- Reassure the child that in telling you something important they have not done anything wrong
- You should not promise to keep whatever is being divulged confidential, but do reassure the child that only those people who need to know will be informed. Your role is to listen, ask very basic questions, but not to interrogate the child.
- Make basic notes when speaking to the child; after you have finished immediately make more comprehensive notes of what both you and the child said in written form. Make a report to the DSL/ Deputy DSL who will discuss the matter with you and will also make notes.

What happens next?

If the matter is to be taken further, the DSL/Deputy DSL has a duty of care to inform to the local social services in the local authority that the student is resident in and/or police and allow them to assess the situation and decide an appropriate course of action.

Where there are 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the DSL should discuss these with the student's local authority child protection advisors as the child may benefit from Early Help.

If a member of staff reports an allegation or suspicion of abuse in accordance with this policy, but believes that the report has not been acted upon appropriately, then he or she should draw the matter again to the attention of the DSL/ Deputy DSL. Alternatively, the staff member may report the matter directly to the relevant local authority of the student and should advise the DSL that this action has been taken. On making a referral to any social worker, you should receive a response within 24 hours. If the DSL/ Deputy DSL/ particular member of staff believes the local authority has not taken sufficient action s/he has a responsibility to be proactive and urge again that action is taken.

The Bi-/Tri-Borough Child Protection and Safeguarding contact information is given below:

The Royal Borough of Kensington and Chelsea (RBKC) – Child Protection Referrals, Consultation & Advice about a child/young person resident:

- **Kensington and Chelsea Duty Line**

- ☎ Duty Line – 020 7361 3013
 - Out of hours – 020 7361 3013

- **Rupinder Virdee – Family Support and Child Protection Advisor**

- ☎ Direct Line: 07989 155 271
 - ✉ rupinder.virdee@rbkc.gov.uk

- **Sarah Stalker – Family Support and Child Protection Advisor (Mon-Weds only)**

- ☎ Direct Line: 020 7598 4640/07971 322 482
 - ✉ sarah.stalker@rbkc.gov.uk

- **Angela Clayton – Family Support and Child Protection Advisor (Weds-Fri only)**

☎ Direct Line: 07807 159 907
✉ angela.clayton@rbkc.gov.uk

The City of Westminster – Consultation & Advice about a child/young person resident in:

▪ **Westminster Duty Line**

☎ Duty Line: 020 7641 4000
Out of hours: 020 7641 2388

▪ **John Griffin** – Child Protection Advisor

☎ Direct Line: 020 7641 1615
✉ jgriffin@westminster.gov.uk

▪ **Gabby Bernard** – Child Protection Advisor (Maternity Leave)

☎ Direct Line: 020 7641 3195/07903 154 517
✉ gbernard@westminster.gov.uk

▪ **Prabha Vashee** – Child Protection Advisor

☎ Direct Line: 020 7641 4003
✉ pvashee@westminster.gov.uk

▪ **Leonie Bingham** – Child Protection Advisor

☎ Direct Line: 020 7641 4199
✉ lbingham@westminster.gov.uk

If the student is not resident in a local London borough

You can use the government website (which searches by postcode) to find the appropriate local authority contact number <https://www.gov.uk/report-child-abuse-to-local-council#>

7. PEER ON PEER ABUSE

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting,

hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

If staff have any concerns about a child's welfare in relation to peer-on-peer abuse the same reporting procedures set out in Section 6 above, Guidance for Staff, should be followed.

8. APPOINTMENT OF STAFF (SAFER RECRUITMENT PROCEDURES)

When appointing staff, the Proprietor and Principal will adhere to all statutory Safer Recruitment procedures, as set out in Keeping Children Safe in Education (DfE, September 2019) or any subsequent/ additional guidance. The following safeguards will be observed:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the college and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and that email addresses in the referee's professional capacity (as opposed to personal email addresses) are required;
- That a reference will always be obtained from the last employer;
- At least one member of staff on the recruitment panel will have received Safer Recruitment training. The Principal/ DSL has received this training and is involved in the recruitment and appointment of all new members of staff;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to enhanced DBS checks;
- That the candidate's medical fitness to work as a teacher or in a capacity which involves access to/ responsibility for children and young people will be checked at the stage of appointment
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The college will maintain an accurate Single Central Record for all staff and adults in the college.

Pre-Appointment Checks

- Verification of the candidate's identity
- Verification that the candidate is entitled to work in the UK
- Verification of qualifications
- Verification of professional status where required
- A Barred List (List 99) check

- Verification of the candidate's current address
- An Enhanced DBS check
- For teachers with PGCEs/QTS an additional check on whether the applicant has been prohibited from teaching by the Secretary of State
- Receipt of two satisfactory written references
- (From September 2018), the current Keeping Children Safe In Education makes it clear that an additional Section 128 check (whether a person has been prohibited from the management of a school) is required not only for the Proprietor but also for senior management positions, which will include the Principal, the two Directors of Studies and the Registrar at Westminster Tutors. An enhanced DBS check includes a Section 128 check will show whether or not an individual has been barred from management in an educational setting.

9. ALLEGATIONS AGAINST STAFF

The Proprietor and Principal/ DSL recognise that because of their daily contact with children in a variety of situations teachers and other college staff are potentially vulnerable to accusations of abuse. As an employer, the college has a duty both to safeguard children attending the school, and to deal quickly and fairly with all staff (whether teachers, other members of staff or volunteers) if an allegation of abuse is made against them. The Department of Education first issued statutory guidance on the procedures which must be followed when dealing with an allegation of abuse in October 2012. The Principal/DSL is responsible for implementing and following procedures as set out in current statutory guidance so that the College's duty of care to both students and employees is fulfilled.

The Proprietor and Principal/ DSL further recognise that, regrettably, in some cases such accusations may be true. The Proprietor, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Principal/ DSL and notification/consultation with the Local Authority Designated Officer (LADO). Local LADO contact information is:

Bi-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Kembra Healy – Bi Borough Safer Organisations Manager and Local Authority Designated Officer (LADO)

 Direct Line: 07522 217 314

 kembra.healy@rbkc.gov.uk

Make LADO referrals to the following phone numbers/emails depending on the borough where the incident took place or where the employing agency is. There is a referral form which can be requested.

Kensington and Chelsea: 020 7361 3013/KCLADO.Enquiries@rbkc.gov.uk

Where an allegation is made about the headteacher the Proprietor should be informed and the LADO should be notified by the Proprietor/ Deputy DSL/ the individual member of staff.

Where the DSL has concerns about the role of the Proprietor, or where there are circumstances where there may be allegations against the owner or those who are close to him, the DSL should bypass in-college systems and deal directly with the local authority LADO. This enables separation between the Proprietor and the DSL. The DSL should also be able to gain access to an educational lawyer should s/he feel this additional support is necessary, with this being funded by the college

10. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with students, all college staff should familiarise themselves with the college's expectations regarding professional conduct.

As a matter of policy, all staff are required to adhere to the **Guidance for safer working practice for those working with children and young people in education settings (updated 2019)**: this serves as our Code of Conduct for staff. All staff should be made aware that this non-statutory guidance should not only affords the children and young people in their care appropriate safeguarding measures, but also affords staff some degree of protection from allegations of inappropriate conduct or abuse.

The Use of Reasonable Force

The use of control and physical restraint is last resort and should only be considered in exceptional circumstances to keep the young person safe and/or those around them safe. No member of staff at Westminster Tutors has training in physical restraint and for this reason the college does not admit students with behavioural or emotional difficulties that may give lead to any actions which require physical restraint. The college also gives due regard to Keeping Children Safe in Education 2018, which emphasizes that an individualised planning should help minimise the risk of challenging behaviour and the use of physical restraint to de-escalate a situation.

Since September 2008 no teacher or other staff member has had occasion to use control or physical restraint at Westminster Tutors, but if a critical situation does ever arise a record will be made, with a full report being made to the Principal/ DSL and the parents will be informed.

11. STAFF TRAINING AND SUPPORT

The Proprietor recognises the importance of child protection training for the DSL, Deputy DSL and for all other college staff who have contact with children.

The Proprietor expects the DSL to ensure that all college staff, including support and ancillary staff, receive training in child protection and safeguarding that new staff are given appropriate induction and are made aware of college policies, procedures and guidelines when they join the college, and that they receive annual training thereafter.

Staff induction should include the college's Behaviour Policy, the procedure for managing Children who are Missing Education (CME), our Code of Conduct (Safer Working Practice, 2019), and our Safeguarding and Child Protection Policy, as well as Keeping Children Safe in Education Part 1 with Annex A.

The Principal/DSL is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

12. CURRICULUM

The Proprietor, Principal and Directors of Studies believe that the college curriculum is important in the protection of children and in the promotion of their wellbeing. They will aim to ensure that curriculum development meets the following objectives through the PSHCE programme, in lessons and in other activities where such opportunities arise:

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils;
- Developing an awareness that sexual violence, harassment or harm will not be tolerated;
- Incorporating teaching online safety into the KS4 and KS5 curriculum in line with the DfE guidance Teaching Online Safety in Schools (June 2019).

13. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The Proprietor, Principal/DSL (also the college SENCO), Deputy DSL (also the college SEN Mentor) recognise that children with special educational needs may be especially vulnerable to abuse or neglect. In turn, all staff need to be careful about not assuming that possible signs of abuse or neglect are simply part of the student's SEN or disabilities. Specifically, all staff should be alert to the following:

- Behaviour, mood and injury may relate to possible abuse, not just the SEND
- Students with SEND have a higher risk of peer group isolation
- Bullying can have a disproportionate impact
- Students with SEND may have difficulties with communication
- Schools should consider extra pastoral support for children with SEND

The DSL/SENCO and Deputy DSL will identify pupils with particular communication needs, including those with ASC, and be alert to the fact they might be less able to evaluate appropriate adult behaviour or articulate their concerns. As a matter of general practice, students with SEND and particularly students with ASC do have greater access to mentoring and support at Westminster Tutors and all staff are encouraged to alert students' Personal Tutors if they believe a student needs additional pastoral support.

14. STUDENTS AGED 18+ WITH SPECIAL EDUCATIONAL NEEDS

In addition, any student who has a disability as defined by the Equality Act 2010 or who has a Statement of Special Educational Needs/ECHP should be regarded as a potentially vulnerable young adult, and our duty of care therefore extends to students aged 18 and above. In situations where concerns about abuse may arise or the student makes a disclosure, the same internal reporting procedure should be followed by staff members and the adult social services team in the local authority where the student resides should be contacted by the DSL.

15. CONFIDENTIALITY

The Proprietor and Principal accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

16. RECORD KEEPING AND REPORTS

The Proprietor expects all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

The Proprietor further expects college staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required. All records relating to disclosures, safeguarding or child protection issues are kept separately from student files and are stored confidentially. Practices relating to safeguarding and child protection records are also in line with GDPR requirements, which came into force in May 2018.

17. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

The Proprietor expects the Principal/ DSL to ensure that teachers closely monitor the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

18. COMMUNICATING POLICY TO PARENTS AND STUDENTS

The Proprietor expects parents and pupils to be informed that the college has a Safeguarding and Child Protection Policy, and that the college is required to follow national and local guidance for reporting suspected abuse to the local authority where the student is resident. The Safeguarding and Child Protection Policy will be made publicly available on the college website.

Students and parents should know how the college's child protection system works and with whom they can discuss any concerns. They should also be directed to local or national telephone help lines. In the first instance parents and pupils should speak to the Principal/ DSL, Virginia Maguire. If they choose to discuss the matter with another member of staff, they may either contact the Deputy DSL, Joe Mattei or the Proprietor Mr David Game, whose head office is on site at Westminster Tutors, 86 Old Brompton Road SW7.

19. MONITORING AND EVALUATING EFFECTIVENESS OF COLLEGE'S POLICY

The Proprietor requires the Principal/ DSL to review the effectiveness of the college's Safeguarding and Child Protection Policy annually and to report any associated issues in the college over the preceding year.

20. CHILD PROTECTION IN RELATION TO OTHER COLLEGE POLICIES

This policy should be read in conjunction with other relevant college policies such as the college Anti-Bullying, Behaviour, Curriculum, Equality and Inclusion policies.

21. GUIDANCE WHICH MUST BE FOLLOWED IN CONJUNCTION WITH THIS POLICY

Proprietor, Principal/ DSL, Deputy DSL and SLT:

Keeping Children Safe in Education (DfE, September 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf

ALL staff:

Keeping Children Safe in Education: Part 1 and Annex A (DfE, September 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828587/Keeping_children_safe_in_education_part_one.pdf

What To Do If You Are Concerned A Child Is Being Abused: Advice for Practitioners (DfE, 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Guidance for Safer Working Practice For Those Working With Children and Young People in Education (Updated by Safer Recruitment Consortium, May 2019)

<https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2019/>

Teaching Staff:

Teaching Online Safety in Schools (DfE, June 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Relationships Education, Relationships and Sex Education(RSE) and Health Education (DfE, June 2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Teaching About Mental Health and Emotional Wellbeing (PSHCE

Association/ DfE March 2019)

<https://www.pshec-association.org.uk/sites/default/files/u26918/Teaching%20about%20mental%20health%20guidance%20March%202019%20update.pdf>

Updated VM September 2019