



**Safeguarding Children Policy
&
Child Protection Procedure**

Updated 1st of September in line with KCSIE 2025

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Safeguarding

The school adopts a whole school approach to safeguarding whereby all systems, policies and processes operate with the best interests of the child at their heart, enabling students to learn in a safe environment where they can thrive and reach their full potential.

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Who this document applies to:

This document applies to all young people under 18 at the school.

This policy is written to include the statutory updates from KCSIE 2025 and in conjunction, but not exhausted by the school's following policies:

Anyone coming into contact with our young people or visiting any of the school sites must abide by this policy.

Everyone working at or for the school as a member of staff, trustee, visitor or volunteer has a duty to safeguard and protect our young people. They must read this policy as well as Keeping Children Safe in Education Part 1 (or Annex A as appropriate) and Annex B (depending on their role), and sign to say they understand them and agree to work to them.

Keeping young people safe is our **top concern**.

If on your visit you have any worries at all, please raise them with a member of staff or ask to speak to the school Directors.

If you are still worried or do not feel able to share your concern with us, you can:

- Speak to Georgina McDermott, the DSL, on 020 8743 3856
- Contact Hammersmith & Fulham Initial Consultation and Advice Team (ICAT) on 020 8753 6600 (Out of hours – 020 8748 8588)

This is achieved through an open and inclusive culture where it is safe to report concerns that are taken seriously; through effective policies, procedures and reporting systems that adhere to statutory requirements; through a safe and secure physical environment where risk assessments comply with health and safety law; through adherence to statutory requirements for safer recruitment as reflected in the Single Central Register; through systems being in place.

At West London School of Dance our aim is to promote a safe, nurturing and happy learning environment for all students.

Who's Who

Georgina McDermott is the Designated Safeguarding Lead. This means she has lead responsibility for the well being and protection of all students and monitoring the progress of any pupil needing additional care or protection. Georgina can be contacted by email georgina@westlondonschoolofdance.co.uk

Lindsay Gabrysch is the deputy safeguarding lead. Lindsay can be contacted by email info@westlondonschoolofdance.co.uk

Key changes for KCSIE 2025:

- The four Cs of online risk, content, contact, conduct and commerce have been slightly updated with the addition of content that includes misinformation, disinformation (including fake news) and conspiracy theories.
- To continue to safeguard children against potential inappropriate and harmful online material
- Guidance on the use of AI
- Further details clarify the school's responsibility for alternative provision for children.
- KCSIE 2025 has an update noting that the Working Together to Improve School Attendance guidance is statutory, which was not specified in KCSIE 2024.
- KCSIE 2025 has been updated to include the extensions of the roles of virtual school heads in September 2024.
- KCSIE 2025 states: "Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment"

Our mission

West London School of Dance philosophy is to inspire in its students a love of learning, music and freedom of expression through dance. Skills gained through encouragement and discipline in the ballet studio can be applied to all aspects of their life.

The school's aim is to nurture classical ballet dancers of the future while in a safe and caring environment for each individual student.

To achieve this, we work to clear principles that guide our work and response to any concerns.

Principles

1. We **always** act in the best interests of each young person.
2. We **listen** to any communication from young people or parents/carers and always take concerns seriously.
3. We acknowledge there are **risks** to the young people in our care. Without proper care and vigilance, abuse or neglect of young people could happen at the school. We talk about these risks with young people, staff and parents/carers and together will plan carefully to keep them safe.
4. We recognise that young people take more risks as they grow and develop. We will support them to take managed risks so that they can achieve their **hopes and goals**. We are aspirational for and look after the welfare of young people.
5. People **must** act if they are worried about a young person and keep acting until they believe the young person is safe.
6. We are **open** in our decisions and let parents and local authorities know about concerns.
7. We make it easy to raise a concern, and **anyone** raising concerns will be kept safe.

Valuing diversity

Difference is central to our strength and ethos. We promote inclusive behaviours that empower children to make choices right for them. Discrimination can also be a safeguarding issue, and we will work with other agencies and our communities to consider how hurtful behaviour or comments affect children and act accordingly. If staff or volunteers behave in a way that discriminates against groups, we will take action to rectify things and consider whether this is a breach of our Code of Conduct.

“Safeguarding is everyone’s responsibility. Every student at the school has the right to live free from fear of abuse in their lives, at home, in the community, and at the school. The school is committed to watching over the students as a whole person this includes their mental health. We listen to their views and concerns and take appropriate action to keep their well-being paramount. This safeguarding policy sets out how staff, trustees and parents should respond if they have any concerns about a child.”

What to do if you are worried about a child at the school

Parents, visitors, staff and volunteers

If the child is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary, call the Police on 999 or Hammersmith & Fulham on 020 8753 6600

Designated Safeguarding Leads

Speak to the Designated Safeguarding Lead, Georgina McDermott or the deputy



All staff, volunteers & visitors have a duty to act to protect children

If you still have a concern after following these procedures, please speak to Georgina McDermott or follow our Low-level Concern and Whistleblowing Policy

We expect children's services to respond to referrals within one working day for child protection referrals (sooner if required). If there is delay in responding, we follow the London Safeguarding Children Partnership Professional Conflict Resolution policy.

The following documents have been used and referenced throughout this policy

Statutory guidance: Keeping children safe in education

Statutory guidance: Working together to safeguard children Children Act 2004

Guidance: Child abuse concerns: guide for practitioners

Guidance: Information sharing advice for safeguarding practitioners

Prevent Duty

It's important every agency knows what to do if they are worried about a child. We follow the above national guidance so we are clear what to expect and can explain this to children and families.

Where there are specific risks we will access other specific guidance – please see a full list in Appendix A.

'Safeguarding & promoting welfare' of children is defined as:

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

'Child protection' are the systems and processes all agencies follow if there is reasonable cause to suspect a child is suffering, or at risk of suffering, significant harm (s47, Children Act 2004). Local Authorities under s17 of the Children Act must provide for all children.

The Trustees who are the proprietors, the Senior Management Team and all Staff are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 including the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements.

Safeguarding in Hammersmith & Fulham

We work within the London Child Protection Procedures and our safeguarding children partnership which include specific procedures on:

- Child Sexual Exploitation
- ICT based abuse
- Female Genital Mutilation
- Abuse linked to belief in spirit possession
- LADO Managing Allegations
- Trafficking (Modern Slavery)
- Children visiting Prisons
- Private Fostering
- Radicalisation and Extremism

Hammersmith & Fulham have an Initial Consultation and Advice Team (ICAT) who provide the first response to concerns about children and young people. Where there is cause for concern about a young person at the school, we will contact Hammersmith & Fulham ICAT by phone on **020 8753 6600 (Out of hours – 020 8748 8588)**.

Some of our young people live in other local authority areas. If we have concerns about young people at home, we make a referral to their home social care team. When an incident happens at the school, we will contact both the Family Services Team and the young person's placing authority.

Teaching safeguarding

Safeguarding is everyone's concern, and all teachers ensure that students are taught about how to keep themselves and others safe, including online. It is recognised that effective safeguarding education is tailored to the specific needs and vulnerabilities of individual young people, including young people who are victims of abuse, and young people with special educational needs or disabilities. Safeguarding is spiralled through the whole school curriculum because schools play a crucial role in preventative education. Preventative education prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.

The school has a clear set of values and standards that are underpinned by the behaviour policy and pastoral support system, as well as by weekly PSHE lessons where PSHE RSHE is delivered. These lessons will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- what constitutes sexual harassment and sexual violence, including knife crime and why these are always unacceptable.
- Mental health
- Grief and death
- Travel safety
- Fake news and conspiracy theories
- boundaries and consent
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support,

Early help

Providing early help is more effective in promoting the welfare of children than reacting later. This has been updated in KCSIE 25 and 'Working together' with emphasis on early help for children. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

WLSD support the 6 P's of safeguarding

- 1) Paramountcy
- 2) Parental responsibility
- 3) Partnership
- 4) Participation
- 5) Prevention and provision of services
- 6) Protection

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

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, and
- is absent from school, particularly repeatedly and/or for prolonged periods, including for part of the school day.

Staff should discuss their concerns with the designated safeguarding lead or deputy who will consider the need for an Early Help Assessment and will work with the family to identify their needs and the services best placed to address those needs.

Identifying and Managing Risks of Harm, Abuse, Neglect and exploitation

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. We understand that abusive and bullying behaviours between children may be harmful to the those who are harming as well as to those being harmed and ensure that appropriate support is given to all involved.

Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content

Children sometimes tell us about abuse. More often they don't and instead may communicate via changes in behaviour. All staff 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. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a young person.

All staff actively try to build trusting relationships with young people which facilitates communication. We recognise there are particular risks associated with dance, so we take active steps to keep everyone safe. Issues around body shape, competitiveness, bullying including prejudice-based and discriminatory bullying, self-harm and eating disorders are all positively addressed in our curriculum. Specific risks are identified and managed as detailed in the School's Risk Assessment Framework. We also have a proactive safer recruitment policy, physical contact policy and safeguarding training for all staff. We also work with young people to ensure they develop positive, enjoyable and respectful relationships as they grow up, including sex education, choices and health. Where there are serious concerns, we always involve others such as parents, health staff, police or social workers.

There are four categories of abuse defined in Working Together and accompanying indicators which, if observed should trigger you to carefully consider whether what you are seeing could be as a result of abuse. That something is or is not on the list does not mean that you can instantly rule in or rule out abuse as a possibility and if there is something that is causing you concern you should act on those concerns

Physical abuse	Sexual abuse	Emotional abuse	Neglect
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Staff must be familiar with each form of abuse and what to look for. These are listed in Appendix A. Young people are abused or neglected in a range of situations. There is specific guidance about the following situations, amongst others, also in Appendix A:

- Domestic violence and abuse
- Physical intervention and restraint
- Child-on-child abuse
- Racist incidents
- Child Sexual/Criminal Exploitation
- County lines
- 'Honour-based' abuse
- Young carers
- Extremism and Radicalisation
- Trafficking and exploitation
- Online safety
- Photography & images
- Body Image and confidence
- Private Fostering
- Criminality, anti-social or gang related behaviour

If young people raise a concern...

Always take young people seriously, listen carefully and report this to the safeguarding team.

Do...

- Listen and accept, trying not to interrupt
- Reassure them it was the right thing to tell you
- Explain what you are going to do next
- Make accurate notes using all the child's words as soon as possible
- Inform the safeguarding team

Don't...

- Promise confidentiality
- Investigate
- Use leading questions
- Ask the child to repeat the disclosure
- Judge or make assumptions

How should I respond?

Parents & young people:

If you have a concern about your child or another child at the school, please contact our Designated Safeguarding Lead. We will listen to your concerns, take these seriously and ensure you receive a response. You can contact Georgina McDermott on 0208 743 3856. If you are still not satisfied you can contact Lindsay Gabrysch as deputy DSL on 020 8743 3856. Further consultation can be made by contacting Margaret Ward-Martin, safeguarding trustee or Hammersmith & Fulham's Initial Consultation & Advice Team (020 8753 6600) or if necessary, Ofsted (0300 123 4666).

School staff & volunteers

Every member of staff has a duty to act to keep young people safe and to promote their welfare. Staff should take notice of concerns/disclosures, be aware that children and young people may not recognise that they are being abused and that disclosures can be behavioural as well as verbal. Failure to act on a concern could lead to disciplinary action. At the start of the Autumn term, or when a new member of staff joins under goes CPD in safeguarding, this is completed through The National College certificated course and from the school's DSL. All staff must read and understand (show evidence through CPD certificated course) that they have understood Annex A. All trustees and SMT will read and understand the completed update policy of KCSIE 2025 prior to the start of the Autumn term or when they join the school if after this date.

How do I tell if a young person is at risk of abuse, neglect or exploitation?

It's difficult to be certain, but if you have a reason to worry then that's enough to talk more with the safeguarding team about the risk or to involve other agencies. Use the definitions of abuse or neglect in this document and the **Hammersmith & Fulham SCP threshold** of need guide.

Some of the key issues affecting our young people are set out in **Appendix A**. More detailed guidance on specific issues is available in **the London Child Protection Procedures (www.londoncp.co.uk) and LSCP: Thresholds of need guide**

Fears about sharing information
cannot be allowed to stand in the way of the need to
safeguard and promote the welfare of children at
risk of abuse or neglect.

Information sharing advice for practitioners, 2018

Information Sharing

Sharing information internally:

Legally, we must share information within the school on a 'need to know basis', so that everyone who needs to know information to keep young people safe and help them develop does know.

When we are worried about a child, it is essential that we record the concern and inform the designated safeguarding lead promptly.

Some information within the school will be further restricted, for example:

- Where there is an allegation about a member of staff the Directors will decide who will lead on the concern and contact other agencies.
- Where the detail of information is particularly sensitive, this can also be restricted further, for example, the details of sexual abuse or a young person sharing worries about their mental health or sexuality. Staff involved in their direct care may need to know in general terms the nature of the concern.

Sharing information with other agencies:

Where a significant issue arises the designated safeguarding lead will ensure the parent is contacted within 24 hours, or immediately if required.

We follow 7 Golden Rules from the Government's **Information sharing advice for practitioners**:

1. Remember that the General Data Protection Regulation (UKGDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the UKGDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

Anyone worried about a child must continue to raise the concern until they have a reason not to be worried about the child anymore.

The school has an internal escalation process, and links with the **London Child Protection procedures Professional Conflict Resolution process** (or the policy of the relevant safeguarding

Concern action is not being taken to protect a child:
Discuss with your supervisor and with the person making the decision.

If you are still worried: Raise the issue with the Directors.

If you are still worried: Follow the London Child Protection Procedures Professional Conflict Resolution Procedure. You also have access to the NSPCC Whistleblowing helpline on 0800 028 0285

7
days
or
less

children partnership).

Every member of staff must follow the above process. There will be no reprisals for honestly raising a concern. Where an immediate decision is needed, and a particular person is unavailable you may move to the next stage. The timescale for the process relates to the urgency of the decision, but in any event should not extend beyond one week.

We **always** listen to concerns raised by young people, families, staff, visitors or other organisations. The whistleblowing process should only be used if there are no clear safeguarding procedures, you are concerned your concern won't be dealt with properly or will be covered up, your concern has not been acted upon or you are worried about being treated unfairly. The prescribed organisation for safeguarding children whistleblowing is the **NSPCC: 0800 028 0285 or help@nspcc.org.uk**.

Safer Recruitment

We do our best to ensure we employ 'safer staff' by following the guidance given by the **London Child Protection Procedure on Safer Recruitment** and guidance from 'Jeducium', the schools external professional support company, as well as through our own individual procedures due to the nature of the school. Dedicated staff undertake Safer Recruitment training with The National College and a member of the safeguarding team is always present during interviews and vetting.

Safer recruitment means that all applicants will:

- a) understand their duties to safeguard young people from the outset through the advertisement and in their job description.
- b) complete and sign an application form which includes a full education and employment history (with explanations for any gaps)
- c) provide business contact details for two verified, formal referee statements following our own format, including at least one who can comment on the applicant's suitability to work with young people (the last childcare employer if they have one) and one who is a senior person with appropriate authority in their current employment.
- d) provide evidence of identity and qualifications (including birth certificate, where available to check an individual's identity including Right to Work.
- e) be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role, including s128 checks.
- f) provide evidence of their right to work in the UK and any overseas check are completed where necessary.
- g) once shortlisted, have online searches carried out on them.
- h) be interviewed by a panel of at least two people testing skills and abilities with value-based questions against the job description. Members of the panel are trained in safer recruitment.

We ensure that recruitment documentation, from advertisement onwards, will state its commitment to safeguard young people. We will also inform candidates that online searches will be carried out on them if shortlisted.

The Education and Training (Welfare of Children) Act 2021 extends such safeguarding provisions to post 16 education.

We also verify the candidate's mental and physical fitness to carry out their work responsibilities. All new members of staff will undergo face to face induction training which includes familiarisation with our safeguarding policies and procedures and support to identify their child protection training needs. All staff will sign to confirm that they have read and understood the safeguarding policies and procedures and will attend relevant training.

Agency Staff

If ever used, we would obtain written confirmation from supply agencies that agency staff have been appropriately checked, and their suitability to work with young people at the school will be assessed based on the young people's needs.

We maintain records of recruitment checks undertaken and the appointing manager signs to evidence they have checked this documentation, and the overall record is signed by the Designated Safeguarding Lead and Safeguarding Trustee termly.

Supporting staff at the school

Code of conduct:

We have published a code of conduct which sets out expectations of staff around appropriate boundaries and staff keeping themselves safe – staff sign to say they have read and understood this document before they come into contact with our students.

Statutory guidance

All staff must read and understand part 1 (or Annex A as appropriate) of KCSIE. Staff will discuss any areas they are unsure about with the DSL, and sign to confirm their understanding.

Physical guidance

Dancing is a physical skill and in order to help and facilitate the student's learning the teacher will need, at times to physically guide a movement by touch. When guiding young people our staff will follow the [Physical Correction Policy for Dance and Singing](#).

Emotional support

Having to deal with a situation where a young person has experienced harm can be stressful and upsetting. We will support staff in a variety of ways, including a debrief with the line manager and/or DSL. Where necessary confidential counselling services and additional resources will be sought. The DSL has a 'Parent Clinic' so parents can direct any concerns they may have to her once a week and students are encouraged to speak to her or a staff member they wish to in regards to any concerns they may have. Students have a student council which is led by the school's student leaders and class reps.

Supervision

Staff involved in working directly with young people, or supervising staff who do, will receive regular supervision. This supervision will be half-termly and will provide a space for the staff member to talk about issues which they are facing in the work environment, thoughts that they have in terms of developing the service that is provided to the young people and discuss the emotional impact of the role as well as any other issues that they consider relevant. Supervision will also be used to reflect on any safeguarding issues that the staff member has been involved in (directly or indirectly) and allow for agreement on any further action required.

Concerns and allegations about staff, volunteers, and contractors

Staff should take care not to place themselves in a vulnerable position with a young person. While staff are friendly with young people, they do not become friends. No staff member regardless of role will share their personal details with young people, have on-going contact or relationships with young people outside of the setting (including social networking) and accept or give significant gifts. Staff must adhere to the risk assessment for lone working policy. Any person who is unsure should seek advice from their line manager/the designated safeguarding lead. All staff understand that a young person may make an allegation against an adult working in or for the setting. Any such concern will be reported directly to the Directors.

Members of staff etc. must advise the Directors of the school immediately if it is alleged current staff (including volunteers) or contractors may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Low level concerns

Everyone working for the school will report to the Directors of the school any concern about other adults working with young people, no matter how small they seem. The school has a reporting system **Confide** which all staff can access for reporting low level concerns. The term low level concern does not mean it is

insignificant; it means that the behaviour towards a young person does not meet the allegations threshold of harm or is not serious enough to consider a referral to the LADO. It could amount to inappropriate behaviour such as being over friendly with young people, having favourites, taking photographs of young people on their mobile phone (contrary to school policy), engaging with a young person on a one-to-one basis behind a closed door or secluded area or humiliating students. Staff etc. are clear about what appropriate behaviour looks like and staff are trained to help to identify any weakness in the school's safeguarding system.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with the school's **Whistleblowing and low-level concerns policy**.

Staff are encouraged to self-report if on occasion, they feel as though they have acted in a way that; could be misinterpreted, could appear compromising to others, they realise, upon reflection, their actions fall below the standards set out in the Staff Code of Conduct and the Safeguarding (Child Protection) Policy. The Senior Management Team and DSL will, to the best of their abilities, maintain a culture of approachability for staff members, and will be understanding and sensitive towards those who self-report. Staff members who self-report will not be treated more favourably during any resulting investigations than staff members who were reported by someone else; however, their self-awareness and intentions will be taken into consideration.

The Senior Management Team will consider whether a low-level concern is in fact an allegation. If there is doubt the LADO should be advised immediately.

Whistleblowing

We promote good practice and professional conduct through the organisation. Staff must be committed to providing a high standard of service and that young people cannot be expected to raise concerns in an environment where staff fail to do so. All staff are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak to the Designated Safeguarding Lead, Director or contact the LADO on **LADO@lbhf.gov.uk**.

If a member of staff notices anything that gives them cause for concern it is vital that this is raised. Acting upon staff concerns is fundamental in order to ensure good practice and support for staff.

Resolving issues must be viewed by all staff as a positive action and not a breach of trust between colleagues or an attack on the organisation. We value an atmosphere of openness and honesty and welcome suggestions, complaints and criticisms.

Whistleblowing includes raising and passing on concerns about any of the following:

- Poor standards of service
- Issues of bad practice
- The conduct of colleagues or managers
- Anything which is not in the best interest of the young person or the organisation
- Anything which is illegal or unacceptable behaviour.

If you think that your concern won't be dealt with properly, your concern has not been acted upon or you are worried about being treated unfairly, then the prescribed organisation for safeguarding children whistleblowing is the NSPCC: **0800 028 0285** or **help@nspcc.org.uk**.

Staff training

The **Designated Safeguarding Lead** will ensure all staff and volunteers have safeguarding children training and on-line safety training relevant to their role. We see safeguarding training as an on-going process and the Safeguarding Team will ensure there are safeguarding and child protection updates and reminders at least once a term.

Staff are encouraged to maintain a professional curiosity with regards to the safeguarding of you people. Staff are aware of their role in being an *Appropriate Adult* should the need arise.

Roles at the school

We have aligned all roles at the school depending on role and contact with our children. Each role has specific training requirements. Requirements for staff undertaking supervision, interview panels and other particular roles are also taken into account.

New staff

The **Directors** send the appointment letter to new staff with links to Part I or Annex A (as appropriate), and Annex B of the current Keeping Children Safe in Education 2025 with a requirement that this is read and understood before they start work. On the first day of work the **Designated Safeguarding Lead** will:

- discuss Keeping Children Safe in Education with opportunity for questions,
- introduce them to the school's Safeguarding and Child Protection Policy, and online safety policy (including understanding their responsibilities around filtering and monitoring),
- show them how to use **MyConcern** and **Confide** and
- ensure they know what to do if worried about a child.

At the induction/probationary review new staff will be explicitly asked about any concerns they have for young people at the school and any other safeguarding issues they have identified.

Agency staff

Agency staff will be required to meet the same standards as permanent staff, and must read Part I or Annex A (as appropriate) of the current [Keeping Children Safe in Education](#). Their agency must provide written assurance the member of staff has safeguarding children training to the appropriate level for the role in the relevant time period (see Appendix E).

Hiring out of school premises

The school premises and building are owned by The Wigoder Foundation and managed and maintained by Du Boisson Dance Foundation. The London Vocational Ballet School and The West London School of Dance share the space.

Students who are lesbian, gay, bi, trans or non-binary

Identifying as LGBTQ+ is not in itself an inherent risk factor for harm. However, young people who are LGBTQ+ can be targeted by other people. In some cases, a person who is perceived by other people to be LGBTQ+ (whether they are or not) can be just as vulnerable as people who identify as LGBTQ+. All staff at the school will endeavour to reduce the additional barriers faced and provide a safe space for people who identify as LGBTQ+ to speak out or share their concerns with members of staff. LGBTQ+ inclusion is part of the statutory PSHE and RSHE lessons, and the school has addressed the ruling made in April 2025 regarding toilets and changing facilities. At LVBS we embrace all genders and promote a kind and positive ethos for all. For any further information refer to [diversity, inclusion and equality policy](#)

Mental Health

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. It is part of the role of our staff to promote all aspects of the welfare of children.

LVBS and LVBS Associates will provide a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence, and promotes positive behaviours. The school has a Mental Health Lead who is Kerry Williams, the school's DSL.

All staff foster an ethos that promotes mutual respect, learning and successful relationships among young people and staff. We strive to create a culture of inclusiveness and communication that ensures all young people's concerns can be addressed. Staff undertake training that reflects the needs of students which includes Mental Health First Aid and Suicide prevention training.

The school offers a curriculum whereby opportunities exist to develop and promote social and emotional skills through both a dedicated Personal Social Health and Economic Education (PSHE) and Sex and Relationship Education (RSHE) curriculum and the wider curriculum. We strive to systematically measure and assess young people's social and emotional wellbeing and use these outcomes as the basis for planning activities and evaluating their impact.

Covid 19 and other contagious disease arrangements

Our priority is to deliver face-to-face, high-quality education to all students if the school is ever faced with another 'lock down'. The school uses Google Classroom so any student who is unable to come into school due to illness and who is well enough to access education may use the system to keep up with school work. The school will follow any future advice from the DfE with regards to Covid-19 or any other contagious disease outbreaks that may occur.

Appendix A – definitions of abuse, neglect and specific situations

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 persistent 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 young people. 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 cyber bullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional abuse is involved in all types of maltreatment of a child, though 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 young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people. The sexual abuse of young people by other young people is a

specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and our school's policy and procedures for dealing with it.

Neglect

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

Indicators of abuse and exploitation

Physical signs define some type of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The definition of physical signs is complicated, as young people may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the behavioural indicators of abuse and report any concerns to the Safeguarding Team.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who has been abused, exploited or neglected may:

- a) Have bruises, bleeding, burns, fractures or other injuries
- b) Show signs of pain or discomfort
- c) Keep arms or legs covered, even in warm weather
- d) Be concerned about changing for dance,
- e) look unkempt and uncared for –present as smelly
- f) Change their eating habits
- g) Have difficulty in making or sustaining friendships

- h) Appear fearful
- i) Be reckless about their own or others safety
- j) Self-harm
- k) Frequently miss school or arrive late
- l) Show signs of not wanting to go home
- m) Display a change in behaviour – e.g. from quiet to aggressive, or happy go lucky to withdrawn
- n) Challenge authority
- o) Become disinterested in school work
- p) Be constantly tired or preoccupied
- q) Be wary of physical contact
- r) Be involved in, or particularly knowledgeable about drugs or alcohol
- s) Display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse.

They should be viewed as part of a jigsaw, and each small piece of information will help the Safeguarding Team and other agencies to decide how to proceed.

Specific issues

Staff must respond if they identify any of the following:

a) Domestic Violence and Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Being a victim of or a witness to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Domestic Abuse Act 2021 introduced the first statutory definition of Domestic Abuse and now recognises children as victims in their own right, if they see, hear or experience the effects of abuse.

We recognise that Domestic Violence and Abuse (DVA) has a significant impact on a child's development and emotional wellbeing and should always lead to a child protection referral. DVA is very widespread and where staff have concerns for other staff members they should talk to their supervisor.

b) Physical Intervention and restraint

Staff must read the behaviour policy and code of conduct and understand how to work with young people in a person centred way and learn to analyse the child's behaviour and respond in a proactive and caring way to reduce the stress displayed.

Our procedure on physical intervention and restraint is set out separately in our physical intervention and restraint guidance policy and it acknowledges that staff must only ever use physical restraint as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimum force necessary to prevent injury and applied for the shortest possible time.

All staff understand that physical intervention or restraint of a nature which causes injury or distress to a child may be considered a disciplinary matter.

c) Child-on-child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. Early help at any stage of a child's life is needed to support their outcomes so a problem does not escalate.

This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Staff have been trained to recognise abusive behaviours, grading these using a recognised framework. Where there is concern a young person may have been sexually abused the local authority and parents will be contacted and we will plan together how best to respond.

It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate. Although both the perpetrator and victim of child-on-child abuse are under 18, understanding the power dynamic between children and young people is very important in helping to identify and respond to child-on-child abuse – there will be a power imbalance and this may be due to age or status – social or economic – and the perpetrator in one situation may be the powerless victim in another so it is essential to try to understand the perpetrator and what is driving their behaviour before taking sanctions. We will also deal supportively and effectively with reports/disclosures that turn out to be unsubstantiated, unfounded, false or malicious.

A thorough investigation of the concerns should take place to include any wider contexts which may be known. However, the victim should always be made to feel safe, and actions will need to be taken to separate victim and perpetrator and ensure that the abuse is not

allowed to continue. The issues of the interplay between power, choice and consent should be explored with young people. In accordance with Government guidance a whole school approach will be taken to take preventative measures to enable young people to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express views and feedback. Even if there are no reported cases of child-on-child abuse, the school is aware that such abuse is still taking place but is not being reported. We will continue to work with our learners to make our procedures more accessible. Staff will remain vigilant and will not downplay the scale or scope of abuse. How a setting responds is seen to influence the confidence of others to report what is happening to them. Harmful sexual behaviour must be addressed to help prevent problematic, abusive and/or violent behaviour in the future. How we respond to a disclosure or incident will impact future victims of sexual violence or sexual harassment. Young people may not directly inform staff about their abuse. It may be that staff overhear a conversation or changes in the young person's behaviour indicate abuse or harm. Sexual assault can result in a range of health needs so staff will signpost to sources of support.

Bullying

While bullying between young people is not a separate category of abuse it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying including cyber bullying, discriminatory and prejudice-based bullying should be reported and will be managed through our Anti-Bullying Policy and in some circumstances could lead to a child protection referral. Tutors and keyworkers will work with individual young people who have been bullied and those who have bullied others to assist them to understand their actions. If the bullying is particularly serious or if the

procedures taken are ineffective the Safeguarding Team will consider implementing child protection procedures.

Staff allowing or condoning bullying may face disciplinary proceedings. This includes cyber, racist, homophobic & gender related bullying.

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence (rape, penetration and sexual assault) and sexual harassment (unwanted conduct of a sexual nature, this includes upskirting and online sexual harassment) are crimes and we will always follow the guidance when allegations are received. Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment.

Harmful sexual behaviour can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. The school delivers a preventative education programme through a whole-school approach that prepares students for life in the modern world. The school has a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy, the pastoral support system and the delivery of well-planned and high-quality Relationship, Sex and health Education (RSHE) and Personal, Social, Health and Economic (PSHE) lessons.

Any report of sexual violence and sexual harassment will be dealt with quickly and

effectively in a calm and considered way. The starting point regarding any report will always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Any form of sexual violence or sexual harassment will not be passed off as 'banter', 'part of growing up' or 'having a laugh'. Appendix B has essential contact details if needed

Where students have potentially committed a crime the school will follow a child centred approach to policing. The school will follow best practise regarding the need for an Appropriate Adult

d) Racist and other hate incidents

We value each member of the school community as an individual. We are therefore committed to equality of opportunity for all staff, learners and visitors, and to meeting the requirements of the Equality Act 2010. Equality does not mean treating everyone the same; it means treating people fairly, with respect, having regard for their rights and wishes. Sometimes, this might mean giving people extra help so that they have the same chances. We follow our Equality policy and acknowledge repeated racist, disablist, homophobic, transphobic or other hate incidents, or a single serious incident may lead to consideration as a disciplinary matter and under Child Protection procedures. All hate incidents, including for example jokes, name-calling or excluding someone on the basis of race, disability, religion, sexual orientation, gender fluidity etc. will be taken seriously and must be reported to the Designated Safeguarding Lead and the Directors.

e) Child Criminal Exploitation

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten/harm other people. Young people being criminally exploited may be at higher risk of sexual exploitation

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and / or coercion of young people under the age of 18 into penetrative or nonpenetrative sexual activity in exchange for things such as money, gifts, accommodation, affection, or status. The victims can be male or female. The manipulation or 'grooming' process involves befriending young people, gaining their trust, and often feeding them drugs and alcohol, or making them look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child over the internet, as a one-off occurrence or over a long period of time, before the abuse begins. It may also happen without the child's immediate knowledge by for example, others sharing videos or images of them on social media. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. While young people may believe they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited. CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

More information can be found [here](#)

County lines are a network between an urban centre and county location where drugs are sold often over a mobile phone. Children and vulnerable people are used to transport drugs, cash or even weapons. It can involve intimidation, extortion and serious violence.

We recognise the potential for these issues near our school and are particularly aware of the risks to young people who are, or previously have, been subject to safeguarding concerns, where there are unstable home conditions, social isolation, significant money issues or homelessness, gang activity or where children have been excluded from education.

We will be vigilant for the for the [signs of exploitation](#) and take prompt action to involve [the Police](#) and Children's Services where concerned.

f) Children who are absent from education

In KCSIE 2025 the title 'Children missing in education' was changed to 'Children who are absent from education' All staff are aware that this can be a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. The school will work with parents/carers and local authority children's services where school absence indicates a safeguarding concern.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child/young person being absent/going missing in future. Staff are aware of the school's unauthorised absence procedures and children missing education procedures.

g) 'Honour-Based' Abuse (including Forced Marriage and Female Genital Mutilation)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the

family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

Forced marriage

Forced marriage is when a person faces physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you’re made to feel like you’re bringing shame on your family). In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages.

Female Genital Mutilation

Female Genital Mutilation is a form of violence against women and young girls and considered as child abuse in the UK wherever it has occurred. It is a grave violation of the human rights of girls and women to life and their right to health. The UK Government has signed international human rights laws against FGM, including the Convention on the Rights of the Child, and enacted the FGM Act 2003 which includes mandatory reporting by teachers, school nurses and others who become aware that this may be planned or has happened for any child (U18). Access Home office e-learning on FGM [here](#). Further advice is available in the [Hammersmith and Fulham ICAT](#)

If staff become aware of either possibility it must be reported immediately to the Safeguarding Team or the Police.

h) Trafficking

The two most common terms for the illegal movement of people – ‘trafficking’ and ‘smuggling’, are very different. In human smuggling, immigrants and asylum seekers pay people to help them enter a country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival at their destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

Young people are a special case, any child transported between or within countries or

cities/towns for exploitative reasons is considered to be a trafficking victim, whether or not they have been deceived. This is partly because it is not considered possible for young people to give informed consent under these circumstances.

Even when a child understands what has happened, they may still appear to submit willingly. Any concerns about trafficking and exploitation must be reported to the Safeguarding Team immediately.

i) Radicalisation and extremism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism includes, for example, far right views, animal rights activism and religious fundamentalism

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Young people may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital our staff are able to recognise those vulnerabilities

Indicators of vulnerability include:

- **Identity Crisis** – the child is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- **Personal Crisis** – the child may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing

friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- **Personal Circumstances** – migration; local community tensions; and events affecting the young person's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- **Unmet Aspirations** – the child may have perceptions of injustice; a feeling of failure; rejection of civic life;
- **Experiences of Criminality** – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

Special Educational Need or disability – young people may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.
-

Preventing Radicalisation

In order to reduce the risks of young people being radicalised we have:

- ensured the DSL, deputies and a substantial portion of the staff group completed anti-radicalisation training;
- maintained and applied a good understanding

of the relevant guidance in relation to preventing young people from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;

- raised awareness about our role and responsibilities in relation to protecting young people from radicalisation and involvement in terrorism;
- raised awareness about the safeguarding processes relating to protecting young people from radicalisation and involvement in terrorism;
- identified the DSL as the first point of contact for case discussions relating to young people who may be at risk of radicalisation or involved in terrorism;
- collated relevant information from referrals of vulnerable young people into the Channel process;
- any individual susceptible to being drawn into terrorism referred to the Channel process will be required to provide their consent before any support delivered through the programme is provided;
- ensured the DSL (or designate) could attend Channel meetings as necessary and carry out any actions as agreed;
- ensured that progress on actions would be reported to the Channel Co-ordinator; and
- shared any relevant additional information in a timely manner.

Further advice can be sought from the [Hammersmith & Fulham Prevent Delivery Team](#).

j) Online safety

It is essential that our young people are safeguarded from potentially harmful and inappropriate online material. The school is clear that expectations about behaviour online are the same as expectations about behaviour off-line. We provide advice and guidance around online content, contact and conduct to staff, students and their parents, together with how to keep safe and sources of support. We personalise our expectations and practices for our more vulnerable learners, victims of abuse or those with special educational needs or disabilities. While mobile devices are a source of fun, entertainment, communication and education we know that some adults and young people will use these technologies to cause harm.

All staff know that abuse can occur online and, in many cases, it will take place concurrently via online channels and in daily life. Young people can abuse their peers online via; abusive, harassing, and or misogynistic or misandrist messages, the non-consensual sharing of indecent images, especially around chat groups and the sharing of abusive images and pornography to those who do not wish to receive such content. The harm might range from hurtful and abusive texts and e-mails, to enticing young people to engage in sexually harmful conversations, webcam photography or face-face meetings. Our online safety policy explains how we try to keep young people safe. The School follows UK Council for Internet Safety and Department for Education Guidance about 'sharing nudes and semi-nudes' – staff will immediately report concerns to the Designated Safeguarding Lead.

k) Photography and images

The vast majority of people who take or view photographs or videos of young people do so for entirely innocent, understandable and acceptable reasons. We know some people abuse young people through taking or using images, so we must ensure that the following safeguards are in place.

While parents are permitted to bring in a camera to events, no staff member should use their personal equipment to take photographs of young people. the school provides equipment for this purpose.

Where a staff member has concerns someone is taking photographs in breach of this policy, they should contact the Directors.

To protect young people we need to:

- a) seek their consent for photographs to be taken or published (for example, on our website or in the newspapers or other publications).
- b) seek parental consent.
- c) use only the child's first name with the image.
- d) ensure that the child is appropriately dressed.
- e) encourage young people to tell us if they are worried about any photographs that are taken of them.

Consensual sharing of indecent and/or sexual images, especially between older children of the same age, may require a different response. It might not be abusive, but children need to know it is illegal, whilst non-consensual sharing is illegal and abusive. Staff should be aware that many indecent images in current circulation were taken by the child themselves or peers. Sex, sexuality

and relationships should be an age- appropriate topic in the home and include what to do if young people are worried about an image they see.

l) Private Fostering

Private fostering is when a child or young person under 16 years old (or 18 if they have a disability) is to be looked after for a period of 28 days or more by someone who is not a close relative, guardian or person with parental responsibility. Close relatives include parents, stepparents, aunts, uncles, sisters, brothers and grandparents.

By law, the local authority must be told about all private fostering situations. The child's parents, private foster carer and anyone else (including the school) involved in the arrangement are legally required to inform the local authority.

It is then the local authority's legal duty to make sure all private fostering arrangements are safe for the child or young person. Once informed of the arrangement the local authority will check the suitability of private foster carers, make regular visits to the child or young person and ensure advice, help and support is available when needed.

m) Body Image and confidence

Young people come under increasing pressure to conform to so-called ideals by peers, adults, sometimes parents, the mass media, through social media and through their own view of themselves. Research shows more than two-thirds of young people regularly worry about the way they look. This can lead to withdrawal, isolation, emotional and at its extremes serious physical harm. We work assertively to tackle these values, support individuality and teach body confidence at the school and encourage young people to work together to present a positive and healthy view of body shape.

n) Young carers

A young carer is someone aged 18 or under who helps look after a relative who has a condition, such as a disability, illness, mental health condition, or a drug or alcohol problem.

Most young carers look after one of their parents and/or care for siblings. They do extra jobs in and around the home, such as cooking, cleaning, helping with medication or helping someone to get dressed and move around. Some children give a lot of physical help to a parent or sibling who is disabled or ill. Along with doing things to help, they may also be giving emotional support to family members.

Children and young people are not supposed to undertake inappropriate or excessive caring roles that may have an impact on their development. The Care and Support Statutory Guidance 2016 (First contact & identifying needs, s6.68-6.73) lists some duties which would be considered inappropriate, but you should also consider the impact of the following caring responsibilities on young people:

- personal care such as bathing and toileting
- strenuous physical activity such as lifting
- administering medication
- maintaining the family budget
- emotional support to the adult

o) Criminality, anti-social or gang related behaviour

Schools often identify young people involved in these kinds of behaviours. We will be particularly aware of the risks of our more vulnerable young people being drawn into challenges and difficulties and respond with sensitivity rather than judgement. Where we become aware of the signs of this, we will talk with the child and their family, link with preventative services in our area and where necessary involve the Police.

p) Substance misuse including Vapes

- q)** The London Vocational Ballet School takes a serious view of substance misuse while recognising that young people may get caught up in misusing substances through vulnerability or exploitation.

All cases of substance misuse should be brought to the attention of the Directors who will consider both the student behaviour policy and any factors that may indicate a young person is in need of help or protection.

r) Modern slavery

Modern slavery is the illegal exploitation of people for personal or commercial gain. Victims

are trapped in servitude, which they are deceived and coerced into, and feel they cannot leave. It can include:

- human trafficking
- sexual exploitation
- criminal exploitation
- forced labour
- domestic servitude

We work within the remit of the London Child Protection procedures. Concerns will be referred to children's services or the police for them to follow the National Referral Mechanism.

s) Young people who have previously been in care/had a social worker

Young people who have previously been 'looked after' by a local authority or had a social worker may require additional support. This includes young people who have returned home from care, who have been adopted, or who are care leavers. We will assess the need for additional support to all children/young people who have previously had a social worker.

t) Serious violence & Knife Crime

Knife crime does occur in our local community, and we take particular steps to reduce the impact on our children. Central to this is awareness through the curriculum and in the relationships children have with staff. The school will report the carrying of knives, but more importantly will explore with children who are concerned safe ways to manage their fears and enable them to build safe relationships with adults so they can talk to us when worried about themselves, their family, their friends or others in the community.

- u)** We are aware that the hours just before or just after school, when students are travelling to and from school, can be particularly risky for children/young people involved in serious violence. Risk factors that raise the likelihood of children/young people becoming involved in serious violence include being male, being frequently absent or permanently excluded from school, having experienced maltreatment and/or having been involved in offending, such as theft or robbery. Further risk factors can be found in **tChildren at court**

Where courts are involved in children's lives the school will take additional steps to support them and their family. This includes facilitating access to

an age appropriate guide for young witnesses, or supporting families going through separation with help on child arrangements. KCSIE 2024 highlights the different guidance for two separate age ranges.

v) Family in prison

We recognise the additional risks for children with family members in prison. The school will adapt to support the different arrangements required, and take action to support the child in school following the guidance of the National Information Centre on Children of Offenders.

w) Homelessness & Poverty

Children's life chances are dependent upon a complex combination of low household income, a lack of equal opportunities and social exclusion. While some children who grow up in low or diverted-income households will go on to achieve their full potential, many others will not. Poverty

places strains on family life and excludes children from the everyday activities of their peers.

Coupled with poverty the school has a heightened awareness of homelessness. The definition of homelessness means not having a home. You are homeless if you have nowhere to stay and are living on the streets, but you can be homeless even if you have a roof over your head.

Poverty and homelessness may have an impact in terms of tiredness, appearance, mental and physical health, stress, anxiety, attainment, self-esteem and vulnerability to the other safeguarding issues identified.

The school pays particular attention to these young people, providing support for engagement

wherever possible and talking to parents about their worries. Where these issues are causing the child significant harm, the child protection process is followed.

Appendix B – Child-on-child Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between young people of any age and sex. Sexual violence (rape, penetration, and sexual assault) and sexual harassment (unwanted conduct of a sexual nature, this includes upskirting and online sexual harassment) are crimes. If any of these applies to you or to someone you know you can report it to:

If you are in imminent danger, take action to keep safe. Call the Police on 999 or Hammersmith & Fulham ICAT on 020 8753 6600
Fearless: if you want to make an anonymous report to the police about any crime you can do so via Fearless (which is the young person friendly version of Crime Stoppers.) https://www.fearless.org/
NSPCC - Report Abuse in Education Helpline Independent helpline for children, parents and professionals to seek expert, sensitive advice from the NSPCC and safely report abuse that has happened or is happening in educational settings. The helpline is a dedicated line for children and young people who have been victims of abuse and for worried adults and professionals that need support and guidance. Run by our fully trained NSPCC helpline staff, they will offer advice for anyone concerned about current or non-recent abuse. Please contact the helpline on 0800 136 663 Monday to Friday 8am – 10pm or 9am – 6pm at the weekends or email help@nspcc.org.uk
Kooth; Free anonymous, confidential, safe, online wellbeing service, offering professional support, information, and forums for young people resident across Hammersmith & Fulham. Access to counsellors, 365 days a year – who are available from 12 noon to 10pm Monday-Friday and 6pm – 10pm Saturday and Sunday. https://www.kooth.com/
Angelou Partnership can offer specialist, non-judgemental support for young people, as well as free and confidential advice. If you are a girl aged 13+, feeling confused about how someone is treating you and wondering whether it is ok, we are here to listen and offer advice. If somebody is forcing you to do anything you do not want to, becoming physically or sexually violent, threatening to harm you or is intimidating you, we can offer help and support.

We can chat to you over the phone or in person. You can also attend group sessions. You can choose what works best for you.

Call free & confidentially on Tel: 0808 801 0660

<https://www.angelou.org/our-services>

NHS

<https://www.nhs.uk/live-well/sexual-health/help-after-rape-and-sexual-assault/>

The Haven are specialist centres in London for people who have been raped or sexually assaulted

Need help? Urgent advice / appointments TEL: 020 3299 6900 or <https://www.thehavens.org.uk/>

The Survivors Trust

<https://www.thesurvivorstrust.org/how-to-support-a-survivor>

If you are worried for yourself or about a friend and don't feel brave enough to speak to a member of staff – **write a note and post it student correspondence box**

Any report of sexual violence and sexual harassment will be dealt with quickly and effectively in a calm and considered way. The starting point regarding any report will always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Any form of sexual violence or sexual harassment will not be passed off as 'banter', 'part of growing up' or 'having a laugh'.

Appendix C – The Designated Safeguarding Lead will ensure there is a suitably qualified and trained Designated Safeguarding Lead (DSL) who is a senior member of the leadership team, with Deputies trained to the same level. The following responsibilities form part of the DSL's Job Description. The DSL will:

- Ensure safeguarding children is a central ethos in the school
- Ensure all staff are familiar with the Safeguarding Children policy and part I and Annex B of Keeping Children Safe in Education.
- Ensures all staff are aware of the school's safeguarding policies and procedures, have received relevant training and developed the skills and knowledge to identify and report abuse including liaising with senior leaders regarding allegations/concerns of abuse against staff in line with Keeping Children Safe in Education.
- Be the first point of contact for any member of staff worried about a child and provide advice and support to resolve that concern. The DSL will ensure they or a Deputy is available to staff during school hours and for any out of hours/out of term activities.
- Maintain oversight and hold ultimate lead responsibility (which cannot be delegated) for any concern about a child, including children requiring early help or child protection. This will include managing referrals by ensuring they or a deputy are allocated to any child referred to children's services (including children in care and those who have returned home from care). This person will keep the DSL up to date (if not the DSL), communicate all significant information and provide reports to other agencies and attend all relevant meetings for that child. The DSL will also liaise with relevant staff including the senior mental health lead and SENDCo as necessary.
- Keep accurate, up to date and secure child protection records and send these securely on to any new academies (separately from the main file), in line with Keeping Children Safe in Education. A confirmation of receipt will be obtained.
- Refer cases as necessary to other agencies, including the Channel programme (with consent) where there is a concern about radicalisation; the Police where a crime may have been committed, being aware of and fully understanding requirements for when children need to have an Appropriate Adult; and the Disclosure & Barring Service.
- Take the lead responsibility for promoting educational outcomes of young people in need (including those who have or have had a social worker) and maintaining their high aspirations by knowing the safeguarding issues these young people are experiencing or have experienced and ensuring relevant staff have information to support them and help them achieve.
- Where the DSL is not the Directors, the DSL will liaise closely about any ongoing enquiries, police

investigations or concern for children.

- Ensure the Safeguarding Children policy is reviewed at least annually, is available publicly and that parents are aware of the role of the school in safeguarding children including referral to other agencies
- Receive relevant safeguarding training (along with any deputy DSLs) at least every two years and Prevent awareness training. The DSL and their deputies must seek out additional learning opportunities (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) to ensure their knowledge and skills are refreshed regularly (at least annually) and they are aware of any change in requirements, including through their local safeguarding children partnership. Training should provide designated safeguarding leads with a good understanding of their own role (including responsibilities regarding filtering and monitoring systems and processes), and the processes, procedures, and responsibilities of other agencies, particularly Local Authority Children's Social Care
- Review the staff CPD programme to ensure information is updated, particularly that child-on-child abuse, sexual violence and sexual harassment and harmful sexual behaviour is understood by all staff and to ensure there is an annual review of online safety, including filtering and monitoring processes.
- Consider how barriers to recognising and reporting abuse and neglect could be overcome for children with SEND or physical health issues
- Check safer recruitment processes are compliant
- Liaises with the Executive Principal to ensure the Single Central Record is accurate and fully up to date including all employment safeguarding checks, school attendance records, parent/carers contact details etc. and that DBS certificates have not been retained unlawfully.
- Has the lead responsibility for the promotion of educational outcomes; the academic progress and attainment of children or young people who have or have had a social worker and maintaining their high aspirations by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff

Appendix D - Links to relevant legislation and guidance

Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children DfE 2018 (updated December 2020)

Misuse of Drugs Act 1971

Keeping Children Safe in Education, DfE 2024/2025

Teaching online safety in school: Guidance supporting schools to teach their students how to stay safe online, within new and existing school subjects, DfE June 2019

SEND Code of Practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities DfE, 2015 (updated April 2020)

Children missing education: Statutory guidance for local authorities, DfE 2024

Framework for the Assessment of Children in Need and their Families 2000 (archived 2013)

What to do if you're worried a child is being abused: Advice for practitioners, DfE, 2015

The Equality Act 2010: guidance. Information and guidance on the Equality Act 2010, including age discrimination and public sector Equality Duty

Safeguarding children who may have been trafficked: practice guidance, HMG, 2011

Revised Prevent duty guidance: for England and Wales, HO 2021

Protecting children from radicalisation: the prevent duty, DfE 2015

Children Act 1989 - 2025

Human Rights Act 1998

UN Convention on the Rights of the Child

Data Protection Act 2018

Data protection: toolkit for schools, DfE 2023

Guide to the UK General Data Protection Regulation (UKGDPR), ICO

Sexual Offences Act 2003

The Children Act 2004

Education Act 2002

Protection of Freedom Act 2012

Counter-Terrorism and Security Act 2015

Female Genital Mutilation Act 2003

Serious Crime Act 2015

Mandatory reporting of female genital mutilation:
procedural information, HO 2016

The Anti-social Behaviour, Crime and Policing Act
2014

Forced Marriage guidance, FCO & FCDO 2013
(updated 2023)

Malicious Communications Act 1988

Communications Act 2003

Public Order Act 1986

Hammersmith and Fulham Safeguarding Children
Partnership Procedures

The Modern Slavery Act 2015

Information sharing: Advice for practitioners
providing safeguarding services to children, young
people, parents and carers, HMG 2018

Mental health and behaviour in schools, DfE 2018

Martyn's Law, April 2025

Safer Schools Team London Borough of Hammersmith & Fulham

Police contact is: PC Waleed KHAN

Email address: Waleed.Khan@met.police.uk>

and

AWMailbox.SaferSchoolsOfficers@met.police.uk

Contact number: 07436353685