



WEST
LONDON
**ENGLISH
SCHOOL**

Safeguarding Policy

Last updated on 27th May 2025

Safeguarding Policy

Contents

Child Protection Statement	3
Policy Statement	3
Key Safeguarding staff	3
Key Principles	3
Safeguarding Code of Conduct for dealing with children, young people and vulnerable adults (to be signed by all members of staff)	5
Glossary of Terms	7
Media	7
Photographs	7
Child Protection Procedures	7
1. Safer Recruitment Policy	7
Delayed suitability checks	8
2. Types of Abuse	9
Definitions of Abuse	9
2.1. Physical Abuse	9
2.2. Neglect	9
2.3. Sexual Abuse	9
2.4. Emotional Abuse	9
Vulnerable Adults	9
3. Awareness of actual or likely occurrence of abuse	10
4. Receiving Allegations of Abuse	10
5. Procedures for Responding to Concerns about Abuse/ Neglect	10
Managing Low-Level Safeguarding Concerns	11
Reporting concerns of abuse/neglect	11
Reporting Procedure for all members of staff	11
Reporting Procedure for the DSP	12
6. Investigating & Dealing with Allegations of Abuse	12
7. Referral Process	12
8. Protection of Those Reporting Care and Protection Concerns	13
9. Data Protection and Management of Confidential Information	14
Procedure for dealing with missing under 18 students	14
Prevent Policy	15
1. Statement	15
2. Strong Leadership	15

3. Risk Assessment of current situation and Action Plan for future	15
4. Working with local partners	15
5. Understanding terminology	15
6. Understand risk of extremism	16
7. Ways for WLES to counteract risks	16
8. Training	16
9.A - Signs that may cause concern	17
9.B - How and when to react to concerns	17
10. Policy preparation and review	17
Declaration (to be signed by <i>all</i> members of staff)	19
Appendix I: WLES Incident report form (print version)	20
Appendix II: LADO Referral Form	22

Child Protection Statement

Policy Statement

West London English School (WLES) is a private language school based in Ealing, West London. It provides English language courses to adults and young learners. It aims to offer a safe environment in which all learners can learn and develop.

At WLES, we are fully committed to safeguarding the wellbeing of every student at our school, especially vulnerable adults and children under 18 years of age. We believe that all children everywhere and without exception have the right to protection from abuse, regardless of gender, ethnicity, disability, sexuality or belief, in accordance with article 19, UNCRC, 1989.

WLES strives to ensure the safety and protection of all children, young people and vulnerable adults involved in its activities in compliance with the Child Protection Statement through safer recruitment, regular staff training, a clear code of conduct, and child protection procedures, and appropriate communication.

Key Safeguarding staff

Designated Safeguarding Lead (and Prevent Lead):	David Ellul (Principal)
Welfare Officers*:	Lizzie Millard, Mitsu Jhala
Designated Safeguarding Persons:	Suela Dhamzaku (Office Manager) Amy Cho (Marketing Manager) Sally Mitchell (Director of Studies) Jamie Langford (Assistant Director of Studies)
Accommodation Officer:	Donna Garrard
Managing Director:	Asif Musa

*The Welfare Officers assume the role of group leaders for children who do not come to the UK with their own group leader. This role includes being the reference point for these students, and holding regular meetings with them to ensure their welfare needs are being met.

Key Principles

- The welfare and protection of children, young people and vulnerable adults who are students at WLES must be the first consideration of every person involved in the provision of all education programmes, including external partners such as accommodation providers.
- A child is defined as anyone under the age of 18.
- 'Staff' refers to everyone involved in the delivery of education programmes, and includes teachers, administrative staff, accommodation hosts, group leaders,

leisure staff and transport staff. All of these may be self-employed contractors or employed by WLES, on a flexible, part-time or full-time basis.

- WLES will practise safer recruitment in checking the suitability of all those who are tasked by WLES to work with children, young people and vulnerable adults. Details of this sub-policy (Safer Recruitment) are outlined later in this document.
- WLES will raise awareness of child protection issues so that every person involved in the provision of education programmes understands their moral and legal obligation to protect children, young people and vulnerable adults from harm, abuse and exploitation. The Principal and Director of Studies are responsible for arranging staff safeguarding training as well as annual refresher training sessions or requalification for all members of staff.
- WLES has adopted a Safeguarding Code of Conduct which every person involved in the provision of education programmes must comply with. The code is set out later in this policy.
- Those involved in the provision of education programmes at WLES, whether in person or online, will have close contact with children, young people and vulnerable adults and are in a good position to observe signs of possible abuse, changes in behaviour or failure to perform or develop as expected. They may also receive disclosure from a student that they have been abused, in which case they are to follow the procedures outlined later in this document.
- Every person involved in the provision of education programmes at WLES has a responsibility to be aware of the procedures to follow should a disclosure of abuse be made to them or if they have concerns that a child, young person or vulnerable adult is being abused. If abuse is suspected, the procedures outlined in this policy should be commenced without delay.
- Abuse occurs in all cultures, racial and religious groups. All WLES staff have a responsibility to be sensitive to and respectful of ethnic and cultural backgrounds. However, these factors must not be used as a reason for non-intervention.
- WLES endeavours to keep up to date with national developments relating to the care and protection of children, young people and vulnerable adults and will amend this policy as appropriate to comply with current best practice.
- WLES has adopted Child Protection Procedures to protect children, young people and vulnerable adults involved in its education programmes. The procedures are set out later in this policy.
- WLES recognises and adheres to the *Prevent* duty as detailed in the *Counter-Terrorism and Security Act 2015* and requires all staff members to undergo basic awareness training regarding this. The *Prevent Policy* is detailed at the end of this document.
- Parents and/or legal guardians of any children studying at WLES are required to complete a Parental Consent Form which includes information about medical care, travel and unsupervised time. This form will be emailed by WLES staff during the enrolment process, and must be completed and received by WLES

prior to the start of the child's course. If WLES's welfare staff have any follow-up questions about any of the information provided in the Parental Consent Form, these should be answered at the earliest possibility so that WLES can make any arrangements for the children's safety.

Safeguarding Code of Conduct for dealing with children, young people and vulnerable adults (to be signed by all members of staff)

Every person engaged in the provision of education programmes at WLES must abide by the following Code of Conduct:

All members of staff must:

- Be aware of situations which may present risks to children, young people and vulnerable adults, and manage them accordingly.
- Plan and organise work and the workplace so as to minimise risks.
- As far as possible, be visible when working with students¹. Do not spend time alone with children away from others.
- Ensure that a culture of openness exists to enable any issues or concerns to be raised or discussed.
- Ensure that a sense of accountability exists between WLES staff so that poor practice and/or potentially abusive behaviour do not go unchallenged.
- Talk to students about their contact with WLES staff or others and encourage them to raise any concerns.
- Empower students by discussing with them what they can do if there is a problem.
- Give enthusiastic and constructive feedback rather than negative criticism.
- Only ever communicate electronically with students if done through official school channels (namely, @wles.net email accounts and/or Moodle's instant messaging system). Do not exchange personal phone numbers with students, and do not encourage or be a part of group conversations on WhatsApp or similar services².
- When teaching online classes from home, strive to present a professional image at the same standards as if teaching from any WLES campus. The camera background, teachers' conduct, and attire all contribute to this.
- Ensure that all participants in a video call (teacher and students) have their cameras turned on, and student behaviour mirrors what would be appropriate in a face-to-face setting.

All West London English School staff must not:

- Use physical force against a student, unless it constitutes reasonable restraint to protect themselves or another person from danger or harm. In this situation, the minimum amount of force should be used for the minimum amount of time and a report of the incident should be recorded in writing immediately afterwards.
- Develop physical/sexual relationships with students.

¹ For the purposes of this code of conduct, 'student' refers to all students, regardless of age, but especially children.

² Exceptions can be made for certain non-teaching staff who need to care for students outside school hours, namely homestay hosts and transport staff. In this case, staff should still refrain from participating in group chats, especially when one or more of the students are under 18.

- Develop relationships with students which could in any way be deemed exploitative or abusive.
- Act in any way that may be abusive or may place a student at risk of abuse.
- Use language, make suggestions or offer advice which is inappropriate, discriminatory, offensive or abusive.
- Behave physically in a manner which is inappropriate or sexually provocative. There may be rare occasions when a student, particularly a young child³, is distressed and needs physical comforting. Discretion must be used to ensure that this is appropriate, and any contact is necessary and justified.
- Give a student a lift to, or home from, lessons.
- Take a student with whom they are working to, or allow a student to stay overnight at, their home (unless they are homestay host providers vetted by WLES).
- Give students alcohol, cigarettes, drugs or other stimulants.
- Do things for students of a personal nature that they can do for themselves (e.g. taking them to the toilet). In the case of very young children³, it may be necessary for them to be offered assistance in using the toilet. This assistance should, wherever possible, be provided by someone of the same sex and discretion should be used so that any assistance is appropriate, and any contact is necessary and justified. Prior parental consent should always be obtained.
- Act in ways intended to shame, humiliate, belittle or degrade a student or otherwise engage in any form of emotional abuse.
- Discriminate against, show preferential treatment, or favour particular students to the exclusion of others.
- Conduct a one-to-one lesson with a student, unless arranged beforehand with the Director of Studies.
- Share any personal email addresses, social media profiles, or personal phone numbers with students, nor request students' social media profiles or personal phone numbers.
- Form, encourage, or be a part of, any social media messaging groups which involve students. Any file sharing as part of the course should take place via our online learning platform, or through @wles.net email addresses.

This is not an exhaustive or exclusive list. The underlying principle is that actions or behaviour which may constitute poor practice or potentially abusive behaviour must be avoided.

I hereby confirm that I have read and understood the West London English School's Code of Conduct regarding the safeguarding of children under 18 and vulnerable adults, and will abide by it.

Signed:

³ WLES does not offer any courses to children under 8 years of age as of May 2025.

Glossary of Terms

DSP: Designated Safeguarding Person

DDSL: Deputy Designated Safeguarding Person

DSL: Designated Safeguarding Lead

DBS Check: Disclosure and Barring Service Check

DOS: Director of Studies

ADOS: Assistant Director of Studies

LADO: Local Authority Designated Officer

Media

Photographs

- Photographs and video images of students and staff are classed as personal data under the terms of the Data Protection Act 2018. Therefore, using such images for school publicity purposes requires the consent of either the individual concerned, or in the case of under 18s, their legal guardians.
- WLES will not display images of pupils or staff on website, social media, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.
- In the event of the inappropriate use of photographs of any under 18s, the Managing Director and the DSL will inform the relevant authorities.

Child Protection Procedures

1. Safer Recruitment Policy

WLES is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment.

When undertaking any recruitment process, WLES will take the following steps:

- All job descriptions and person specifications will include a statement of commitment to safeguarding and promoting the welfare of children as well as the need for successful applicants to undergo an Enhanced DBS check.
- Comprehensive information from applicants will be obtained and scrutinised and any discrepancies or anomalies will be investigated and resolved.
- At least two independent professional and character references relating to an applicant's suitability to work with children and young people will be obtained directly from the referee.
- A face-to-face interview with at least two interviewers will be held with all shortlisted applicants prior to engagement. At least one of the interviewers should be a DSL/DSP.
- The identity, qualifications and previous employment history of the successful applicant will be verified before appointment.
- A check will be made to confirm the right of the successful applicant to work in the United Kingdom before appointment.
- Where the successful applicant has lived outside the United Kingdom, such further checks as are considered appropriate will be carried out before appointment.

- A check of the relevant mandatory lists (set out below) and an enhanced disclosure (DBS) check will be carried out in respect of the successful applicant before appointment.
- Any offer of employment or engagement will be made conditional upon the satisfactory completion of the above checks and verifications.
- When a former member of staff returns to work for WLES after a period of absence, an additional reference will be obtained from the place of work where that staff member had worked in the interim period.
- When recruiting homestay hosts, WLES requires two satisfactory references for the lead host, as well as an Enhanced DBS check for all adults who live in the home. If the homestay host is sourced through a third-party accommodation provider, WLES will confirm that these checks have been made.
- The welfare and protection of children, young people and vulnerable adults who are students at WLES is our first priority. Therefore, applicants with a criminal record which the school's management feel may pose a threat to students because of the nature of their offence(s) will be excluded from the recruitment process. Applicants' DBS checks will be scrutinised individually, and the exclusion decisions will be reached by at least two managers and, if necessary, the Local Safeguarding Children's Bureau may be consulted.

WLES will ensure that:

- An individual will not be recruited to work at WLES where they are named on any of the following lists:
 - The Protection of Children Act (PoCA) List (England and Wales);
 - List 99 (England and Wales);
 - The Protection of Vulnerable Adults (POVA) List (England and Wales);
 - The Disqualified from Working with Children List (DWCL Scotland);
 - The Disqualification from Working with Children List (Northern Ireland); and
 - The Disqualification from Working with Vulnerable Adults List (Northern Ireland).
- An individual who is appointed and subsequently found to be named on any of these lists will be removed from the position forthwith.
- An individual will be referred to the appropriate list where the grounds for referral under the Acts are met.
- A disclosure check will be carried out on all members of staff and further disclosure checks will be carried out every three years during their tenure (disclosure checks being conducted in accordance with the relevant legislation in force from time to time; currently via the Disclosure Barring Service (DBS) in England, Wales and Northern Ireland and by Disclosure Scotland in Scotland).

Delayed suitability checks

- WLES must obtain an enhanced DBS check and at least two references for all members of staff intending to work at the school, including staff who only teach online courses. Any offer of employment at WLES is conditional to successful clearance of these reference checks. Because these checks may take a few working days to clear, those members of staff whose checks are in progress may start working for WLES, but will not work unsupervised at any time until all the checks have been cleared and received by WLES. This means that:

- they can only work on WLES's main campus (at Shaftesbury House) or on the school's online teaching platform, under supervision from a DBS-checked and Safeguarding-trained senior member of staff.
- if working on the main campus, they can only work when there is another DBS-checked, Safeguarding-trained, member of staff present on the premises who is not engaged in teaching at that time.
- they can only work in classrooms with an internal-facing window.
- they may not work with children.

2. Types of Abuse

Definitions of Abuse

WLES recognises the following as definitions of abuse:

2.1. Physical Abuse

When an adult, or sometimes an older child, deliberately injures a child or fails to prevent physical injury (or suffering) to a child. In addition to physical injury this includes giving a child alcohol or drugs.

2.2. Neglect

When parents or legal guardians fail to meet a child's basic needs for food, warmth, clothing or medical attention or fail to protect the child from exposure to danger. Neglected children may be withdrawn or very aggressive and may develop health problems such as nonorganic failure to thrive.

2.3. Sexual Abuse

When an adult, or sometimes an older child, uses a child for sexual gratification. This might mean touching a child in a sexual way, forcing a child to carry out sexual acts, sexting, deliberately showing a child adult pornographic videos or magazines and filming or photographing children in a sexual way. Both boys and girls are sexually abused, and it can happen to very young children as well as older ones. The child may be dependent or developmentally immature.

2.4. Emotional Abuse

When parents continuously fail to show love and affection to a child causing the child severe adverse side effects on emotional and behavioural development. This might include sarcasm, threats, criticism, yelling and taunting. All abuse involves some emotional ill treatment. This category should be used where it is the main or sole form of abuse. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying known as cyberbullying, which can occur in or outside school.

Vulnerable Adults

WLES recognises that some adults are also vulnerable to abuse. These procedures may also be applied to allegations of abuse and the protection of vulnerable adults. A Vulnerable Adult is defined as any person aged 18 or over who:

- Is or may be in need of community care services by reason of mental, physical or learning difficulty, age or illness;
- Is or may be unable to take care of themselves or unable to protect themselves against significant harm or serious exploitation.

3. Awareness of actual or likely occurrence of abuse

There are a number of ways in which abuse becomes apparent:

- A victim discloses abuse.
- Someone else discloses that a student has told him/her or that he/she strongly believes a student has been or is being abused.
- A student may show signs of physical injury for which there appears to be no satisfactory explanation.
- A student's behaviour may indicate that it is likely that he/she is being abused.
- A colleague's behaviour or the way in which he/she relates to a student causes concern.

4. Receiving Allegations of Abuse

If a child or young person makes a disclosure about possible abuse you are advised to:

- Listen carefully and stay calm.
- Do not interview the child, but ask questions normally and without pressure in order to be sure that you understand what the child is telling you.
- Do not put words into the child's mouth or ask leading questions.
- Reassure the child that, by telling you, they have done the right thing.
- Inform the child that you must pass the information on to "someone who can help", e.g. the police or the Designated Safeguarding Person (but do not specify whom, to avoid alarming the child, particularly if they are very young).
- Make a detailed note of the date, time, place, what the child said and did, and your questions. This should not normally be done in the presence of the child as it may be intimidating for them. The Incident Form (see Appendix I) is designed to help you do this. All WLES staff should not investigate concerns or allegations themselves, but should follow the reporting procedure which is outlined below.

5. Procedures for Responding to Concerns about Abuse/ Neglect

WLES has one Designated Safeguarding Lead (DSL):

- David Ellul, Principal [email: david@wles.net]

One Deputy Safeguarding Lead (DDSL):

- Sally Mitchell, Director of Studies [email: sally@wles.net]

Two Welfare Officers:

- Designated Safeguarding Person (DSP): Lizzie Millard [email: lizzie@wles.net]
- Designated Safeguarding Person (DSP): Mitsu Jhala [email: mitsu@wles.net]

and three additional designated Child Protection Officers/Designated Safeguarding Persons (DSP):

- Designated Safeguarding Person (DSP): Suela Dhamzaku [email: suela@wles.net]
- Designated Safeguarding Person (DSP): Amy Cho [email: amy@wles.net]
- Designated Safeguarding Person (DSP): Jamie Langford [email: ados@wles.net]

The DSL's role is to monitor the safeguarding and ensure that the school's safeguarding policy is being adhered to by supporting and informing the DSPs regarding the implementation and changes to the safeguarding policy; to keep up to date records of staff training; to deal with reports of abuse/neglect.

The Welfare Officers and DSPs' role is to be the first point of contact for staff or students who may have any questions or concerns regarding safeguarding and child protection; to deal with reports of abuse/neglect; and to support the DSL regarding the implementation and changes to the safeguarding policy.

The DSL, DDSL and DSPs have all undergone Specialist Safeguarding Training (formerly Level 3), and are required to repeat this training at least every three years.

All the above people are collectively responsible for the implementation and updating of WLES's Safeguarding Policy, as well as ensuring that the Policy remains up to date.

Managing Low-Level Safeguarding Concerns

WLES encourages a culture of professional curiosity and accountability. All staff are expected to report any low-level concern—defined as any behaviour by an adult working with students that does not meet the threshold of a safeguarding allegation, but may:

- Be inconsistent with the staff code of conduct,
- Create a sense of discomfort or unease,
- Show a potential breach of appropriate professional boundaries.

Examples may include overfamiliarity, inappropriate jokes, private messaging, or excessive one-on-one time without cause.

Such concerns should be reported to the DSL or a DSP using the Incident Report Form (available on the staff intranet or from reception, and in Appendix 1 of this policy).

All low-level concerns will be logged in a secure, confidential record by the DSL, and regularly reviewed to detect patterns or escalation.

Repeated or multiple low-level concerns about an individual may trigger formal safeguarding or disciplinary action.

Reporting concerns of abuse/neglect

The reporting procedure differs depending upon the role of the person making the report:

Reporting Procedure for all members of staff

5.1 If any member of staff has any concerns about abuse or neglect of a student, they should contact the DSL, DDSL or a DSP as soon as possible. Please see 5.5 for the appropriate procedure if the DSL, DDSL and DSPs are unavailable. If the concerns relate to the behaviour of one of the DSPs, the report should be made to one of the other DSPs or to the DSL. If the concerns relate to the behaviour of the DSL, the report should be made to one of the DSPs.

5.2 If a member of staff has reason to suspect abuse or has received allegations of abuse from a student or third party, they will need to complete an Incident Form (see Appendix I) and send it to a DSP.

5.3 Upon receipt of the Incident Form, the DSL or a DSP will check its content and, if necessary, refer back to the originator to clarify and further discuss the situation.

5.4 The DSP must then decide whether a referral to **Ealing Children's Integrated Response Service (ECIRS)** [020 8825 8000 or ecirs@ealing.gov.uk] is necessary or whether actions must be agreed to monitor the child and support the child where needed.

5.5 If the DSPs or the DSL/DDSL are unavailable for any reason, the person witnessing the incident or receiving the allegation from the child should contact the **Ealing Children's Integrated Response Service (ECIRS)** [020 8825 8000 or ecirs@ealing.gov.uk] themselves immediately. Then, as soon as practicably possible, they should inform a DSP or the DSL. A meeting will then be convened at the earliest opportunity to discuss the issue.

Reporting Procedure for the DSP

5.7 If a DSP has reason to suspect abuse or receives allegations, they should inform the DSL and decide whether to inform **Ealing Children's Integrated Response Service (ECIRS)** [020 8825 8000 or ecirs@ealing.gov.uk] or the police immediately, or agree on actions to monitor the child and support the child where needed.

5.8 Regardless of whether the case is referred to ECIRS or the police, an Incident Form (see Appendix I) should be completed.

6. Investigating & Dealing with Allegations of Abuse

- In cases of allegations against members of staff, WLES normal disciplinary procedures for investigating allegations will apply.
- All cases will be referred to the police.
- It is recognised that hasty or ill-informed decisions in connection with an alleged child protection issue can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within WLES will do so with sensitivity and will act in a careful and measured way.
- Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

7. Referral Process

WLES will refer names to the appropriate government official (including, but not limited to, the Secretary of State) for inclusion in one or more of the lists referred to above in the following circumstances:

- Where WLES has dismissed an individual on the grounds of misconduct (whether or not in the course of employment) which harmed a child or placed a child at risk of harm, or
- Where an individual has resigned or retired in circumstances such that WLES would have dismissed them or would have considered dismissing them on such grounds, if they had not resigned or retired.

- Where an individual has resigned or retired and information not available to the organisation at the time has since become available which would have resulted in dismissal being considered on such grounds if they had not resigned or retired.

The types of circumstance where the appropriate government official would expect a referral to be made would be where any action or inaction on the part of the individual harmed a child or put a child at risk of harm.

Only the names of persons who occupied childcare positions within the meaning of any act applicable in England and Wales, Scotland or Northern Ireland may be referred to the appropriate government official. For example, in England and Wales childcare positions within the meaning of the Protection of Children Act 1999, with specific exceptions, carries the same meaning as a “regulated” position, as defined in the Criminal Justice and Court Services Act 2000.

Two of the eight basic sets of regulated positions are:

- Where normal duties include caring for, training, supervising or being in sole charge of children; and
- Where normal duties involve unsupervised contact with children under arrangements made by a responsible person (e.g. a parent, guardian or primary carer).

The referral of an individual does not lead to automatic inclusion on a list. The minimum information that the government official requires for all referrals is as follows:

- Full name, address, and date of birth and National Insurance Number of the individual;
- Confirmation that the individual occupied a childcare (or “regulated”) position;
- Full details of the alleged misconduct;
- Detailed information about how, by their misconduct, the individual harmed a child or placed a child at risk of harm;
- Details of any investigations carried out to date, and their conclusions, including copies of relevant papers (e.g. statements, notes of interviews, minutes of meetings and minutes/notes of disciplinary hearings) and details of the organisation’s disciplinary procedures;
- Details of the action taken against the individual e.g. whether they have been suspended, dismissed or transferred from a child care position etc;
- Information on any police involvement (or the involvement of any other agency);
- Details of proposed further action – i.e. dates for disciplinary hearings, timetable for further investigations etc;
- Any other information considered relevant to the circumstances of the alleged misconduct. It is important that the referral process is as short as possible and involves as few individuals as possible.

8. Protection of Those Reporting Care and Protection Concerns

The law protects those who report care and protection concerns from actions by those individuals who have been implicated in the abuse, harm and/or neglect of a child or young person as long as the report was not malicious or vexatious.

9. Data Protection and Management of Confidential Information

WLES is committed to managing confidential information in accordance with the requirements of the Data Protection Act 2018. Children and young people have a right to confidentiality unless WLES considers that they could be at risk of abuse and/or harm.

Procedure for dealing with missing under 18 students

For all under-18 students, WLES obtains 2 emergency contacts. Where possible, one of these will be based in the UK during the student's stay, and the other one should be a parent/guardian in the home country.

If the student comes through an agent, one of the emergency contacts must be the agent or group leader. If not, we ask for a contact in the UK (usually a host or family member/guardian).

If the student has a mobile phone, we will retain this number for emergencies, in line with Data Protection legislation.

1. If a student under 18 is not present within 15 minutes of the start of their lesson, the teacher should inform office staff as soon as possible. The first point of contact will be the student, if they have a mobile phone.
2. If the student does not have a mobile phone, or is not reachable on their phone, WLES will contact the homestay accommodation host or the agent (whichever is applicable) or the emergency contact in the UK.
3. If there is still no answer or appearance from the student, the second emergency contact will be contacted.
4. Although WLES will keep trying to contact the student and emergency contacts, if there is still no response, the Safeguarding team will consider contacting the police.

Prevent Policy

1. Statement

WLES understands its responsibilities under the Counter Terrorism and Security Act 2015 to prevent people of all ages being radicalised or drawn into terrorism and seeks to meet its obligations in the ways shown below, after setting the context.

2. Strong Leadership

- Responsibility for ensuring Prevent Duty is met is by David Ellul, Designated Safeguarding Lead.
- Responsibility for the Prevent risk assessment/action plan (see point 3 below) and policy lies with Asif Musa, Managing Director, and David Ellul, Designated Safeguarding Lead.
- Their duties are to ensure delivery of an effective risk assessment/action plan and policy as outlined here.

3. Risk Assessment of current situation and Action Plan for future

- A risk assessment/action plan has been produced showing what is already being done and what still needs to be done; it will be reviewed and updated at least annually.

4. Working with local partners

- We make and maintain contact with the local police/local authority Prevent coordinator to understand their role and the support available as appropriate
 - Ealing Council Prevent team can be contacted on 020 8825 9849 (non-emergency) or via email at prevent@ealing.gov.uk . Contact details for Ealing's LADO are found at the end of this policy.
- We make contact with local authorities to ascertain other useful local agencies as appropriate.
- We develop local area Prevent links with other similar organisations as appropriate.
- We share information with all local organisations as appropriate.

5. Understanding terminology

- **Radicalisation:** act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of mind
- **Extremism**⁴: holding extreme political or religious views which may deny rights to any group or individual. Can be expressed in vocal or active opposition to these rights
- **Core British values:** including (i) democracy (ii) the rule of law (iii) individual liberty (iv) respectful tolerance of different faiths or beliefs.

⁴ Extremism can refer to a range of views e.g. racism, homophobia, extreme political ideology, as well as any religious extremism.

6. Understand risk of extremism

- Staff, students and other adults (group leaders, homestays etc.) may arrive at the school already holding extremist views. Or, whilst attending the school, they may be influenced by a range of factors: global events, peer pressure, media, family views, extremist materials (hardcopy or online), inspirational speakers, friends or relatives being harmed, social networks, and more.
- People who are vulnerable are more likely to be influenced. Their vulnerability could stem from a range of causes, including: loss of identity or sense of belonging, isolation, exclusion, mental health problems, sense of injustice, personal crisis, victim of hate crime or discrimination, and bereavement.

7. Ways for WLES to counteract risks

- All members of staff are trained in basic awareness of Prevent duty prior to their employment with WLES, and annual refresher courses are delivered by the school. A copy of this policy is made available to all staff, and any updates to the policy are communicated to all staff.
- Promote a safe and supportive international environment via clear expectations of accepted behaviours and those, including radicalisation and extremism, that will not be tolerated.
- Promote core British values through documents given to students e.g. Student Handbook, notices in classrooms and around the school. Approach is to educate that this is how things are in UK; although it may be different in other countries.
- Where possible, develop critical awareness and thought to counter accepting extremism without question, especially of online material.
- Challenge radical or extremist views in any context (formal or informal) via stated procedures. In most situations this would require an immediate response, referring to international environment of the school, and tolerance expected, then reporting concerns (see section 9B).
- Be ready to react when world or local events (e.g. terrorist attacks) cause upset and the likelihood of conflicting feelings being expressed. Prevent Lead to take initiative in these situations.
- Have strong filters on IT equipment and clear rules on accessing extremist/ terrorist websites/ uses of social networks to exchange extremist/ terrorist views
- Ensure that extremist speakers do not use premises to distribute material or expound views; visiting speakers/ presenters are not left unsupervised with students.
- Staff and homestays get to know students, their home circumstances and friendship groups, making it easier to spot changes in behaviour.
- Staff and homestays to be trained in how to be observant and vigilant in noticing any signs of radical or extremist behaviour.
- Welfare, all staff and homestays to work hard supporting any students identified as vulnerable.

8. Training

- Documents and face-to-face training ensure staff understand:
 - a. context and expectations of Prevent
 - b. their duty to implement the policy
 - c. terminology and risks associated with radicalisation and extremism
 - d. how to identify and support vulnerable students

- e. ways the school will counteract the risks
- f. signs to notice that may cause concern
- g. who the lead Prevent person is, and procedures for communicating concerns
- h. the importance of their own behaviour and professionalism in
 - a. being exemplars of British values, and
 - b. not discussing inflammatory subjects with students (Code of Conduct)
- Training materials are adapted to ensure that homestay hosts understand the sections of the policy they need to be aware of.
- Students and group leaders must be made aware of key parts of the policy:
 - a) understanding terminology
 - b) importance of maintaining a supportive and tolerant society in the school
 - c) what core British values are and why they are considered important
 - d) any changes to rules, particularly those regarding IT
 - e) that they must report concerns/incidents and understand the procedure to do so

9.A - Signs that may cause concern

- Students talking about exposure to extremist materials or views outside the school (in this event, information must be shared with relevant local authorities)
- Changes in behaviour, e.g. becoming isolated
- Fall in standard of work, poor attendance, disengagement
- Changes in attitude, e.g. intolerant of differences/ having closed mind
- Asking questions about certain topics (e.g. connected to extremism)
- Offering opinions that appear to have come from extremist ideologies
- Attempts to impose own views/ beliefs on others
- Use of extremist vocabulary to exclude others or incite violence
- Accessing extremist material online or via social network sites
- Overt new religious practices
- Drawings or posters (e.g. in accommodation) showing extremist ideology/ views/ symbols
- Students voicing concerns about anyone

NB: Any concerns relating to a person under 18 are safeguarding issues and should be dealt with by safeguarding staff and, where necessary, the LSCB contacted.

9.B - How and when to react to concerns

- Everyone given name of who to contact (lead person/persons), how to contact them (email, phone etc) and contact details
- Confidentiality assured for the person reporting a concern
- Everyone told to report any concern or incident, however small.
- Reassurance that all will be dealt with sensitively and carefully

10. Policy preparation and review

Prevent policy prepared on 08/04/19, and updated on 12/02/20, 21/06/21, 10/06/22, 09/06/2023, 14/06/2024, and 27/05/2025.

Policy will be reviewed after 12 months or earlier if there are changes in relevant legislation or in response to any significant incidents or changes in circumstances

It is not the school's responsibility to investigate concerns, but to receive, record and report all concerns which will be passed on to the LSCP (Local Safeguarding Children's Partnership) or LADO (Local Authority Designated Officer).

Contact details for the Ealing Local Authority Designated Officer (LADO)

This information is correct as of May 2025

Sharon Ackbersingh

020 8825 8930

asv@ealing.gov.uk

Information available from: <https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=hE9csplckwc&escb=true>

The WLES safeguarding policy is subject to review whenever necessary in order to ensure that up to date legislation, British Council requirements and best practice guidelines and feedback from staff and students is taken in consideration and incorporated in it. The DSL, David Ellul, will be responsible for reviewing the policy which will then be signed by the other DSPs and the Managing Director.

This Safeguarding policy was created on the 15/07/2016. It was updated on 14/07/2017, 25/07/2018, 12/04/2019, 15/07/2019, 12/02/2020, 09/06/2021, 10/06/2022, 09/06/2023, 14/06/2024 and 27/05/2025 and reviewed by:

Designated Safeguarding Lead – David Ellul

Signed:

Deputy Designated Safeguarding Lead – Sally Mitchell

Signed:

Designated Safeguarding Person – Jamie Langford

Signed:

Designated Safeguarding Person – Suela Dhamzaku

Signed:

Designated Safeguarding Person – Amy Cho

Signed:

Welfare Officer – Lizzie Millard

Signed:

Welfare Officer – Mitsu Jhala

Signed:

Managing Director – Asif Musa

Signed:

This policy is reviewed and updated on an on-going basis by the above Designated Safeguarding People. The policy is next up for review before June 2026.

Declaration (to be signed by *all* members of staff)

I hereby confirm that I have read and understood the WLES Safeguarding Policy, and all sub-policies contained within it, and that I will abide by the regulations and guidelines set out in the document to the best of my abilities.

Signed:

Appendix I: WLES Incident report form (print version)

A digital version of this form can be completed via [this link](#).

This form must be completed as soon as possible following any incident, regardless of the perceived severity of the concern.

Return to: welfare@wles.net

All sections must be completed clearly and factually.

Reporter details:

Full name of person reporting:		
Date of report:		
Time of report:		
Your role (choose one):	- Teacher	
	- Office Staff	
	- Welfare Staff	
	- Management	
	- Other (please specify)	

Person(s) involved:

Name of individual(s) involved:		
Age(s):		
Nationality:		
Are they:	Student?	
	Staff?	
	Other (please specify)?	
Class / level (if known)		

Incident details:

Date of incident:		
Time of incident:		
Location:		
Any witnesses? If yes, who?		
Type of incident:	Safeguarding concern	
	Medical/First aid	
	Behavioural	
	Accident/Injury	

	Bullying / Harassment	
	Damage to property	
	Other (please specify)	

Write a brief description of the incident

(What led up to it, what happened, and what you did - use factual language)

--

Action taken:

Was First Aid given?	
If yes, who administered it?	
Who has been informed so far?	
Do you think follow-up is needed?	
If yes, what kind?	
Is there anything else we should know about this incident?	

Declaration:

I confirm that this report is accurate to the best of my knowledge.

Signature:	
------------	--

Appendix II: LADO Referral Form

(from

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/advice.page?id=hE9csp1ckwc&escb=true>)



MULTI- AGENCY REFERRAL WHEREBY AN ALLEGATION HAS BEEN MADE AGAINST STAFF OR VOLUNTEER WHO WORKS WITH CHILDREN

Note to Referrers:

This form should be used to make a referral to children's social care, regarding a staff member/volunteer against whom an allegation has been made, in line with Chapter 7 of the London Child Protection Procedures, Keeping Children Safe in Education and Working Together 2015.

Once completed please return securely within 1 working day of the incident to: asv@ealing.gov.uk or child.protection@ealing.cjsm.net

Contact telephone number for LADO queries: 020 8825 8930

LADO REFERRAL FORM

Incident Date	
Referral Date	
Reason, if more than 24hrs since incident	
Details of Staff/Volunteer subject to Allegation:	
Name of staff/volunteer	
Date of Birth	
Language spoken	
Ethnicity	
Home/main address incl. postcode	
Occupation	
Place of Work address	
Details of Employer/organisation:	
Name of employer/organisation	

Address	
Contact name and tel. number	
Details on Children involved:	
CP Process initiated?	
Name of allocated social worker /team	
Name/s and dates of birth of child/ren	
Home address	
Language spoken	
Ethnicity	
Does allegation relate to child's LAC placement?	
Details of Referrer:	
Name	
Contact tel. number	
Position/role	
Name and address of organisation	
Details of the Allegation:	
<p>Please provide the following information regarding the allegation</p> <ul style="list-style-type: none"> • Details of the allegation • Date/s of the allegation • Details of where the incident is alleged to have taken place • Details of any injuries • Details of any witnesses and involvement of police or other agencies to date • What actions have been taken forward to date i.e. has the professional been suspended or moved to a different place of work 	

Main abuse category	Physical sexual emotional neglect If physical did allegation result from staff/volunteer using authorised physical intervention?
What safeguarding arrangements have been put in place for the child?	
Are there any relevant concerns about the child we need to be aware of?	
Have Human Resources been informed?	

Feedback to Referrers:

Your referral will be forwarded to the LADO who will aim, **as a guideline**, to respond to your referral within 24 hours.

Please contact us

- If you do not hear back from us within 3 working days regarding the outcome and/or progress of your referral
- If you wish to discuss the decision made regarding your referral
- If you encounter any difficulties in relation to your referral that you wish to bring to the attention of the LADO

