



Wigston Academy

POLICY AND PROCEDURES ON SAFEGUARDING/CHILD PROTECTION: STATUTORY

Policy date: September 2020

Next Review Date: September 2021

Date Approved by Trustees: 08.09.20

Signed by Chair of Trustees:

A handwritten signature in black ink, appearing to be 'M. M. M.', is positioned below the text 'Signed by Chair of Trustees:'.

CONTENTS	Page
Named staff and contacts	3
Introduction	5
Safeguarding Commitment	7
Roles and Responsibilities	8
General	7
Governing Body	7
Headteacher	9
Designated Safeguarding Lead	10
Records, Monitoring and Transfer	11
Support to students and staff	12
Working with Parents/Carers	14
Other Relevant Policies	15
Recruitment and Selection of Staff	15
Appendix 1 – Procedure to follow in cases of possible, alleged or suspected abuse or serious cause for concern about a child	17
Appendix 2 – Process for dealing with allegations against staff and volunteers	19
Appendix 3 – Wigston Academy Child Protection Referral Form	21
Appendix 4 – EYFS Policies	22
Appendix 5 – Safeguarding students who are vulnerable to extremism and radicalisation	23
Appendix 6 – Radicalisation & Extremism Risk Assessment	24
Appendix 7 – Female Genital Mutilation and Forced Marriage	26

Named staff and contacts

- Designated Safeguarding Lead:
Mr I Cox - Deputy Headteacher
- Assistant Safeguarding Leads:
Mr M Wilson - Headteacher
Mrs A Pollon – Deputy Headteacher
Mr P Leatherland - Deputy Headteacher
Mr M Billingham - Deputy Headteacher
Miss N Davies - Assistant Headteacher
Mrs L Gathercole - Assistant Headteacher (SENCO)
Mr C Tongue - Assistant Headteacher
Mrs R Rose – 6th Form Student Manager
Mrs L Moss – Head of Year 11
- Prevent Single Point of Contact (SPOC):
Mr I Cox - Deputy Headteacher
- Designated Teacher for Children in Care:
Mr M Wilson - Headteacher
- Nominated Safeguarding Governor
Mrs S Lamb – Trustee
- Safeguarding and Improvement Unit contacts:

Head of Service - Safeguarding and Performance Service

Kelda Claire 0116 3059084 / 07507686100

LADO/Allegations

Mark Goddard Tel: 0116 305 7597

Safeguarding Development Officers:

Simon Genders simon.genders@leics.gov.uk Tel: 0116 305 7750

Ann Prideaux ann.prideaux@leics.gov.uk Tel: 0116 305 7317

First Response Children's Duty (same-day referrals)

Telephone 0116 3050005
Email childrensduty@leics.gov.uk
Address First Response Children's Duty
Room 100B, Pen Lloyd Building
County Hall,
Glenfield
LE3 8RF

Other referrals including Early Help Services

<http://lrsb.org.uk/childreport>

CSE Consultation Line

Tel: 0116 3059521

Early Help queries and consultation line

Tel: 0116 3058727

CHANNEL referral (extremism/radicalization)

Tel: 101

Prevent engagement team: prevent.team@leicestershire.pnn.police.uk

United Against Violence and Abuse Helpline (UAVA)

Tel: 0808 802 0028

Leicester City Children and Young People's Service

Duty and Advice Service

1 Grey Friars

Leicester

LE1 5PH

Email: das-team@leicester.gov.uk

Telephone 0116 4541004

1 Aims

1.1 The Academy aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly training in recognizing and reporting safeguarding issues

Wigston Academy fully recognises the contribution it can make to protect children and support young people in the Trust. The aim of the policy is to safeguard and promote our young people's welfare, safety and health by fostering an honest, open, caring and supportive climate. The young people's welfare is of paramount importance.

1.2 This policy is consistent with:

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2019\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation and procedures:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- the Leicestershire & Rutland Local Safeguarding Children Board (LCSB) Procedures, which contain procedures and guidance for safeguarding children;

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to young people, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to young people and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors and visitors to Wigston Academy. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our prospectus, displaying appropriate information in our reception and on the website and by raising awareness at meetings with parents.

1.5 **Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

1.6 **Extended school activities**

Where the Governing Body provides services or activities directly under the supervision or management of Wigston Academy staff, the Wigston Academy's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect young people and there are arrangements to liaise with Wigston Academy on these matters where appropriate.

2 Safeguarding Commitment

2.1 Wigston Academy adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage young people and parents to feel free to talk about any concerns and to see the trust as a safe place when there are difficulties. Young people's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Wigston Academy will therefore:

- Establish and maintain an ethos where young people feel secure and are encouraged to talk, and are listened to;
- Ensure that young people know that there are adults in the trust whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHCE/Citizenship which equip young people with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with young people, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed) references, and prohibition from teaching or managing in schools (s.128) etc.

2.3 Safeguarding in the Curriculum

Young people are taught about safeguarding in the trust. The following areas are among those addressed in PSHCE and in the wider curriculum:

Bullying/Cyberbullying

Child Sexual Exploitation (CSE), Including Online Relationships / Consent

Drugs, alcohol and substance abuse (County Lines)

Internet safety

Preventing Extremism and Radicalisation (see Appendices 5 and 6)

Fire, water and road safety

(so called) Honour Based Violence issues (HBV) e.g forced marriage, Female Genital Mutilation (FGM) (see appendix 7)

Preventing Extremism and Radicalisation (see appendices 4 and 5)

Self-Harm

Stranger danger

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of young people have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the trust.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory guidance *Keeping Children Safe in Education (September 2019)*, the Governing Body (i.e. board of trustees, members, directors, local governing body) will ensure that:

- The Academy has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The Trust operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Principal, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers. (See Appendix 2).
- There is a senior member of the leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings, etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the Academy’s arrangements for child protection and their responsibilities (including this policy, Part 1 of Keeping Children Safe in Education, the student Behaviour Policy and how to respond if children go missing). The Local Authority Induction leaflet, “Safeguarding in Education Induction – Child Protection Information, Safer Working Practice” will be used as part of

this induction and part 1 from “Keeping children safe in education” September 2019 is provided to all staff working directly with children.

- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- The Executive HeadteacherExecutive Headteacher deals with any allegations of abuse made against the Headteacher in liaison with the Local Authority Allegations Manager (LADO).
- The Chair of Trustees (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Executive HeadteacherExecutive Headteacher, in liaison with the LADO.
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers – “Guidance for Safer Working Practice for those who work with children in education settings, October 2015”. Information is provided to the Local Authority (on behalf of the LSCB) through the Annual Safeguarding Return.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding young people and child protection within the trust, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The Academy contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (e.g. Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

3.3 Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of young people;
- Allegations of abuse or concerns that a member of staff or adult working at Wigston Academy may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to young people, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children’s Services) or the Police.

3.4 Designated Safeguarding Lead (DSL)

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping children safe in education” and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Childrens Act 2004.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed).
- Act as a source of support, advice and expertise within the trust.
- To attend and contribute to child protection conferences when required.
- Be alert to the specific needs of children in need, those with special educational needs and disability and young carers.
- Ensure each member of staff has access to and understands the trust’s child protection policy especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection, the student behaviour policy, children who go missing, and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and will be provided with Part 1 of “Keeping children safe in education” to those working directly with children;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefing and journals at least annually.
- Where young people leave the Academy, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible – this will be in advance of the student arriving where specific, ongoing support is required.

- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

4 Records, Monitoring and Transfer

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share ‘special category personal data’, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child’s best interests
- The government’s information sharing advice for safeguarding practitioners includes 7 ‘golden rules’ for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- Confidentiality is also addressed in this policy with respect to record-keeping in this section, and allegations of abuse against staff in appendix 2

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or young people within the trust. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 The Academy uses an online management system (CPOMS) to record and store new records but a hard copy is also taken to ensure that records are available at all times. These child protection records are stored securely, with access confined to specific staff, e.g. Designated Safeguarding Leads and the Headteacher.

- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When young people transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a student needs specific, ongoing support, relevant information will be transferred prior to the student arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept until confirmation of receipt of the files has been received. Files requested by other agencies e.g. Police should be copied.

5 Support to students and school staff

5.1 Support to students

The Academy recognises that young people who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such young people the trust may be one of the few stable, secure and predictable components of their lives. Other young people may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Wigston Academy seeks to remove any barriers that may exist in being able to recognise abuse or neglect in students experiencing Special Educational Needs or Disability. We will seek to provide such young people with the necessary support and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside, will be considered by staff, particularly the DSL. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding).

- 5.2 **Peer on peer abuse** – The Academy recognises that students sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate Academy and local authority or LSCB guidances and policies to address these concerns including the student Behaviour Policy, Anti-bullying Policy, E-safety Policy and “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance) Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and students and to offer appropriate support.

- 5.3 **Sexting** – Wigston Academy will always respond if informed that students have been involved in “sexting” (youth produced sexual imagery). The UK Council for Child Internet Safety

(UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the Academy’s response on a case by case basis. The key points being:

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by trust staff
- If the Academy is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police.

5.4 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PHSE and SRE will include ‘healthy and respectful behaviours’. This will be appropriate to students’ age and stage of development. It will also be underpinned by the Academy’s behaviour policy and pastoral support system.

Responding to an incident

- The Academy will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

5.5 **Children Missing** – the Academy recognises the entitlement that all children have to education and will work closely with the local authority to share information about students who may be missing out on full time education or who go missing from education. The local authority will also be informed where students are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children who go missing is a sign that they have been targeted by CSE perpetrators and drug related criminals (County Lines).

5.6 **Child Sexual Exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines). Staff training includes raising awareness

of this issue and any concerns are passed to a DSL who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

- 5.7 Upskirting is now listed as a form of peer-on-peer abuse because it is a criminal offence (KCSIE 2019 paragraph 27). As such, any instance where upskirting can be proven to have taken place will be reported to the relevant authorities.
- 5.8 **So-called "honour-based" violence (HBV)** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) (see Appendix 7), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and concerns will be passed to a DSL for onward referral as required.
- 5.9 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).
- 5.10 Complaints or concerns raised by parents or young people will be taken seriously and followed up in accordance with the Academy's complaints process.
- 5.11 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

6 Working with parents/carers

The Academy will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

- 7.1 The Governing Body's statutory responsibility for safeguarding the welfare of young people goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Anti-Bullying (including Cyberbullying)
- Behaviour Management
- Equal Opportunities
- Esafety
- Extended school activities
- First aid and the administration of medicines
- Health and Safety
- Physical Interventions/Restraint (DfE Guidances “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Racist incidents
- Relationships and Sex Education
- Site Security
- Special Educational Needs and Disability
- Toileting/Intimate care
- Trips and visits
- Work experience and extended work placements

The above list is not exhaustive but when undertaking development or planning of any kind the trust will consider the implications for safeguarding and promoting the welfare of young people.

8 Recruitment and Selection of Staff

- 8.1 The Academy’s safer recruitment processes follow the Statutory Guidance: *Keeping Children Safe in Education September 2019, Part Three: Safer Recruitment*.
- 8.2 The Academy will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The Academy has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council Induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every recruitment process for Wigston Academy staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information – see statutory guidance: Disqualification under the Childcare Act 2006 (June 2016).

APPENDIX 1

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding young people. (Available on LSCB website www.lrsb.org.uk : The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated (including the day) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine young people, or promise confidentiality. It is, however, perfectly acceptable to ask ‘what happened?’ so that enough context can be passed forward to the next step. Young people making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the Academy immediately. Do not hold on to disclosed information.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. Do not discuss the concern with the adult about whom the disclosure has been made.
- 4) If the allegation is about the Headteacher or Executive Headteacher, the information should normally be passed to the Chair of Trustees or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response Professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Multi Agency Referral Form (MARF) to Children's Social Care. All other referrals should be made using the online form (see link [Multi Agency Referral Form](#)).
- 5) If the concern is about young people using sexually abusive behaviour, refer to the separate guidance: 'Guidance for schools working with children who display Harmful Sexual Behaviour (HSB)' (Leicestershire LA guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING PRINCIPALS) AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with young people has:

- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2018 (part 4: Allegations of abuse made against teachers and other staff).

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated, timed and signed note of what has been disclosed or noticed, said or done. (Appendix 3 – available in Wigston Academy staffroom can be used if preferred.)
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher/Executive Headteacher, report immediately to the Executive Headteacher. Pass on the written record. (If there is difficulty reporting to the Executive Headteacher, contact the Chair of Trustees or the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)
- v. If the allegation concerns the conduct of the Executive Headteacher, report immediately to the Chair of Trustees. Pass on the written record. (If there is difficulty reporting to the Chair of Trustees, contact the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)

2) Principal (or Chair of Trustees)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, (LADO) Safeguarding and Improvement Unit on the same day.

- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager (LADO).
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or the Teaching Regulation Agency depending on the outcome.

APPENDIX 3 (available in Wigston Academy staffroom)

**Wigston Academy
Child Protection Referral**

This referral should be completed by the person who received the initial disclosure.

Name of Young Person: _____

D. O B: _____ Tutor Group: _____

Address: _____

Date/Time of Disclosure: _____

Place of Disclosure: _____

Context of Disclosure: _____

Name of Adult to Whom Disclosure Made: _____

Other Persons Present:

Outline of
Disclosure: _____

(PTO for additional detail)

Signed: _____

Dated: _____

Please forward to Designated Safeguarding Lead

APPENDIX 4

TIGER-TOTS NURSERY

Please see Tiger-Tots Pre-school policies:

Child Protection.

Personal Care Policy.

Staff Behaviour Policy.

Policies can be found on the Tiger Tots area of the Wigston College website:

<http://www.wigstoncollege.org/community/tiger-tots/policies/>

WIGSTON COLLEGE

Policies can be found on the Wigston College website:

<http://www.wigstoncollege.org/about-us/reports-policies/>

APPENDIX 5

Safeguarding students who are vulnerable to extremism and radicalisation

Wigston Academy recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our students being drawn into terrorism.

These include:

- Assessing the risk of students being drawn into terrorism (See Appendix 6)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering.

Wigston Academy is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The students are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Wigston Academy seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Principal) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted

APPENDIX 6

Radicalisation and Extremism Risk Assessment

Wigston Academy

	Yes/No	Evidence
Does the trust have a policy?	Yes	Appendix 5 of Wigston Academy Policy and Procedures on Safeguarding/Child Protection.
Does the trust work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	Contact details for Prevent and Channel referrals available as necessary. Work with Police and Children's Social Care.
Have staff received appropriate training?	Yes	DSLs and Wigston College staff received WRAP training through DSLs (August 2016).
Has the trust got a trained Prevent lead?	Yes	DSLs: I.Cox and N. Davies have completed the "Channel General Awareness Module" through the College of Policing & Metropolitan Police Service. Icox has also attended the launch of The Respect Programme on 06/09/2018 and a Prevent, Safeguarding Event on 21/09/2018.
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	Yes	DSLs as per Page 3 of Wigston Academy Policy and Procedures on Safeguarding/Child Protection.
Is suitable filtering of the internet in place?	Yes	All internet usage is filtered and overseen by Wigston College IT support.
Do children know who to talk to about their concerns?	Yes	Students can speak to any member of Wigston College staff, including their tutor, HoY, school counsellor, school nurse, mentor.
Are there opportunities for children to learn about radicalisation and extremism?	Yes	PSHCE and Global Citizenship lessons.
Have any cases been reported?	Yes	Referral by SPOC (College) for advice from Channel referral number.
Are individual students risk assessed?	Yes	If appropriate.
What factors make the school	Our local PCSOs are not aware of any risk factors	

<p>community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some students/parents)</p>	<p>in the community and the school has strong links with the local PCSOs. We are aware that students' access to the internet outside of school is a risk.</p>	
<p>Comment on the trust's community, locality and relevant history. The local community which the school serves consists predominantly of White British families. The community is made up of low paid employment.</p>		
<p>Risk evaluation</p>	<p>Low Medium High</p>	<p>Way Forward. Wigston Academy will continue to raise staff awareness of safeguarding students/students, who are vulnerable to extremism and radicalisation and ensure that extremism and radicalisation are addressed in the curriculum.</p>

Date completed: November 2019

Signed..........

APPENDIX 7

Female Genital Mutilation

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The trust's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

Forced Marriage

'Forced marriage' is where one or both parties do not consent to marriage, but are forced into it through physical or emotional abuse. It differs from arranged marriage, which is part of some cultures, where, crucially, prospective spouses can choose not to go ahead with the arrangement. Forced marriage was made illegal in 2014 under the Anti-Social Behaviour, Crime and Policing Act.

Assisting in preventing forced marriage falls within schools' statutory general duty to safeguard students and to promote their welfare. The Keeping Children Safe in Education guidance 2018 and Working Together to Safeguard Children provide clarification on a school's obligations.

Staff are made aware of signs and indicators such as:

- Absence or request for extended leave;
- Children fearing school holidays;
- Surveillance by siblings and cousins at school;
- Students being prevented from pursuing further education and after school activities; and
- Sudden announcements of engagement.

If staff have any concerns they should speak in the first instance to the DSL who should activate safeguarding procedures using local protocols for multiagency liaison with police and social services. A school's role in picking up on early indicators is vital. Consideration will be given to making a social services referral and if there is any immediate risk, then the police should be alerted.