



CHILD PROTECTION POLICY

Reference this policy is aligned to with LCC	
Agreed with Support Staff Trade Unions	
Adopted by the Governing Body	
Next Review Due	
Agreed with Teacher Trade Unions and Professional Associations	

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Named staff and contacts

Designated Safeguarding Lead: Danielle Pendell, Assistant Principal

Deputy Designated Safeguarding Lead/s
Fiona Horne – Key Stage 4 Progress Leader
Rebecca King – Key Stage 4 Student Support Manager
Ellie Askham – Key Stage 3 Progress Leader
Kerry Hardy – Key Stage 3 Student Support Manager
Sam Blades – Assistant Progress Leader
Phoebe Faulkner – Assistant Progress Leader
Gavin Condon – Assistant Progress Leader
Julie McBrearty – Principal (Single Point of Contact)
Martin Towers – Director of Finance and Operations
Matt Jerred – Vice Principal
Cheryl Gerald – Assistant Principal

Designated Teacher for Children in Care: Danielle Pendell, Assistant Principal

Nominated Safeguarding Governor: John Hill

Safeguarding and Performance Unit contacts:

Head of Service - Safeguarding and Performance Service

Kelda Claire 0116 3059084 / 07507686100

LADO / Allegations:

Kim Taylor / Lovona Brown 0116 305 7597

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 305 7317

First Response Children's Duty (Tier 4 Same-day referrals)

Telephone 0116 3050005

Email childrensduty@leics.gov.uk

Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals including Early Help (Children & Family Wellbeing) Service
<http://lrsb.org.uk/childreport>

Early Help Queries and Consultation Line 0116 3058727

1 Introduction

1.1 Welland Park Academy fully recognises the contribution it can make to protect children and support students in school. The aim of the policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2020 and "*Working Together to Safeguard Children*", 2018.
- the Leicestershire and Rutland Safeguarding Children Partnership - Multi-Agency Safeguarding Arrangements

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

Prevention (e.g. positive school atmosphere, teaching and pastoral support to students, 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 students and school staff and to children who may have been harmed or abused);

Working with parents (to ensure appropriate communications and actions are undertaken).

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

1.5 Extended school activities:

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school'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 children and that there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

2.1 For the purposes of this policy, safeguarding and promoting the welfare of children is defined as:

protecting children from maltreatment;

preventing impairment of children's mental and physical health or development;

ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

taking action to enable all children to have the best outcomes.

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

2.3 Our school will therefore:

Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;

Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;

Include in the curriculum activities and opportunities for PSHE/Citizenship/Relationships Education, Relationships and Sex Education and Health Education which equip children with the skills they need to stay safe from abuse (including online and other contexts children are in), 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 and recorded on the single central record for new staff and volunteers who will work with children, 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.

2.4 Safeguarding in the Curriculum

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and Relationships Education, Relationships and Sex Education and Health Education and in the wider curriculum:-
Bullying (including Cyberbullying)

Drugs, alcohol and substance misuse (including awareness of County Lines and the Criminal Exploitation of children where appropriate)

Online safety

The danger of meeting up with strangers

Fire and water safety

Road safety

Domestic Abuse

Healthy Relationships / Consent

(so called) Honour Based Abuse issues e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6),

Sexual exploitation of children (CSE), including online

Child criminal exploitation (including cybercrime)

Preventing Extremism and Radicalisation (see Appendices 4 and 5)

3 Roles and Responsibilities

3.1 General

All adults working with or on behalf of children 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 school.

The names of the Designated Safeguarding Lead and Deputy 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 2020, the Governing Body will ensure that:-

The school 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 school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Principal, nominated Governors and other staff involved in the recruitment process have undertaken Safer Recruitment Training.

There are procedures for dealing with safeguarding concerns and allegations of abuse against members of staff and volunteers (see Appendix 2).

There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") as an explicit part of the role-holder's job description and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.

Deputy DSL(s) will provide support to the DSL and will be trained to the same standard as the DSL and the role is explicit in their job description(s).

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) using safeguarding briefings etc.

The Principal, and all other staff and volunteers who work with children (including early years practitioners within any settings on the school site), undertake appropriate training which is regularly updated at least annually, (and more comprehensively, every three years in compliance with the Safeguarding Children Partnership protocol); and new staff and volunteers who work with children are made aware of the school'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 Annex A from "Keeping children safe in education" September 2020 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 Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any safeguarding concerns or allegations of abuse made against the Principal, in liaison with the Local Authority Allegations Manager (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 May 2019" (supplemented by the COVID-19 Addendum April 2020). Information is provided to the Local Authority (on behalf of the Safeguarding Children Partnership) through the Safeguarding Annual Return.

There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and compliance/monitoring reports to the Governing Body.

Ensure the school has clear systems and processes in place for identifying possible mental health problems in students, including clear routes to escalate concerns and clear referral and accountability systems.

The school 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. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

Guarantee that there are procedures in place to handle students' allegations against other students.

Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of students and staff.

Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.

Make sure that students' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual students.

Guarantee that there are systems in place for students to express their views and give feedback.

Establish an early help procedure and ensure all staff understand the procedure and their role in it.

Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.

Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.

Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.

3.3 Principal

The Principal of the school 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 children;

Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to children or young people 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 children, 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 and Family Specialist Services) or the Police.

Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behavioural Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

3.4 Designated Safeguarding Lead

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

Acting as a point of contact and the provision of information to the Safeguarding Children Partnership on safeguarding and child protection and the child death review partner.

Liaising with the Principal and deputy DSLs about issues especially to do with ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Liaising 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).

Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC)

Referral of cases to the Channel programme (through the local police Prevent Engagement Team) where there is a radicalisation concern.

Acting as a source of support, advice and expertise within the school and liaising with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral, by liaising with relevant agencies.

To attend and contribute to child protection conferences and other multi-agency safeguarding meetings when required.

Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Being alert to the specific needs of vulnerable children, especially those with a social worker, special educational needs, a disability and young carers and promote their educational outcomes by sharing relevant information with teachers and leaders about welfare, safeguarding and child protection issues;

Ensuring each member of staff has access to and understands the school's safeguarding/child protection policy especially new or part-time staff who may work with different educational establishments;

Ensuring 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, record and report any concerns immediately they arise and will be provided with Part 1 of "Keeping children safe in education" and Annex A to those working directly with children;

Keeping detailed (signed and dated), accurate and secure written records of concerns, actions and referrals; Obtaining 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 briefings and journals at least annually.

Where children leave the school, ensuring their child protection file is passed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible (best practice is in a face to face meeting)– this will be in advance of the pupil arriving where specific ongoing support is required.

Maintaining and monitoring secure 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.

Other staff members have a responsibility to:

Safeguard students' wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Provide a safe environment in which pupils can learn.

Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.

Maintain an attitude of 'it could happen here' where safeguarding is concerned.

Be aware of the signs of abuse and neglect.

Be aware of the early help process and understand their role in it.

Act as the lead professional in undertaking an early help assessment, where necessary.

Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.

Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.

Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.

Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.

Support social workers in making decisions about individual children, in collaboration with the DSL.

Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.

Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.

Challenge senior leaders over any safeguarding concerns, where necessary.

4 Records, Monitoring and Transfer

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 children within the school. Records of concerns are typed, dated and passed immediately to the Designated Safeguarding Lead (or a Deputy). The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with other agencies (in accordance with the Data Protection Act 2018 and GDPR principles).

4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal student or staff records. Normal records sometimes 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 Child protection records are stored securely, with access confined to specific staff, eg the Designated Safeguarding Lead (and relevant deputies) and the Principal.

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. A case file chronology, summarizing case activity and significant events in the child's life, helps to enable effective monitoring. Any actions taken are clearly indicated.

4.5 When children 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 or 6th form / FE college, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support, relevant information will be transferred prior to the child 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 receipt is confirmed. Files requested by other agencies e.g. Police, are copied.

5 Support to students and school staff

5.1 Support to students

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view their lives in a positive way and that this is likely to adversely impact their mental health and emotional well-being. It is therefore important that staff recognise the mental health concerns. For such children, school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have an allocated social worker, have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect.

Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support to build their self-esteem and confidence, helping them to secure the very best educational outcomes they are able to achieve.

The context in which safeguarding incidents and/or behaviours occur, whether in school or within or outside the home (including online), will be considered by staff, particularly the DSL and Deputy DSLs. 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).

General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education 2020". The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these students.

5.2 Peer on Peer Abuse

This school recognises that children sometimes display harmful 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, "upskirting", initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. However, peer on peer abuse is more likely to be perpetrated by boys on girls.

There are a number of school and local authority or Safeguarding Children Partnership guidances and policies to address these concerns including the pupil Behaviour Policy, Anti-bullying Policy, E-safety Policy, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance) and the DfE guidance "Sexual violence and sexual harassment between children in schools and colleges"

Where an incident has occurred or specific risks are identified, a formal risk assessment will be undertaken in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Appropriate support will be offered to both the alleged victim and the child or young person accused and a referral to any relevant outside agency will be made eg Police/Social Care. Procedures are detailed in the linked school policies mentioned above.

5.3 Sexting

School will always respond if informed that children 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 school's response on a case by case basis.

The key points being:-

Inform the Principal/DSL as soon as possible

Support the children involved 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 school staff

If school is to deal with the matter, involve parents in ensuring the images are deleted

If there is evidence of exploitation, blackmail or the deliberate 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.

'Upskirting' is also a criminal offence (under the Voyeurism (Offences) Act 2019) and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, in order to obtain sexual gratification or to cause humiliation, distress or alarm (anyone of any gender can be a victim).

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 Relationships Education, Relationships and Sex Education and Health Education will include a number of safeguarding issues as set out in the DfE statutory guidance. This will be appropriate to students' age and stage of development. It will also be underpinned by the school's behaviour policy and pastoral support system.

Responding to an incident

School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.

Relevant staff will liaise with the police, social care and parents as appropriate.

Support will be offered to both the alleged victim(s) and child(ren) accused. Parents will be included in discussions about the format that this support will take.

5.5 Children Missing (including absence from school)

Our school 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 children 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 when children go missing this is a sign that they may have been targeted by perpetrators of Child Sexual Exploitation and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision or have an agreed reduced timetable are more likely to be vulnerable to these forms of exploitation.

5.6 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. 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) and serious violent crime. 'County Lines' involves drug networks or individuals

exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime can be associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences and organised criminal groups or individuals may exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.7 So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called Honour Based Abuse are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.8 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, aunt or sibling).

5.9 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

Mental health

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a student has suffered, or is at risk of suffering abuse, neglect or exploitation.
- Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.
- Staff will be encouraged to identify students whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.
- Staff who have a mental health concern about a student that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.
- The school will access a range of advice to help them identify students in need of additional mental health support, including working with external agencies.

Students with SEND

The school recognises that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.

Staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the student's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Students with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for students with SEND, the above factors will always be taken into consideration.

When managing a safeguarding issue relating to a student with SEND, the DSL will liaise with the school's SENDCO, as well as the student's family where appropriate, to ensure that the student's needs are effectively met.

Alternative provision

The school will remain responsible for a student's welfare during their time at an alternative provider.

When placing a student with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

Work experience

When a student is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

Where the school has student conduct work experience at the school, an enhanced DBS check will be obtained if the student is over the age of 16.

5.10 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.

Abuse and neglect

All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.

All staff, especially the DSL and their deputies, will be aware that students can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).

All staff members will be aware of the indicators of abuse and the appropriate action to take following a student being identified as at potential risk of abuse or neglect.

When identifying students at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:

- Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age
- Lack of concentration and acting withdrawn
- Knowledge ahead of their age, e.g. sexual knowledge.
- Use of explicit language
- Fear of abandonment
- Depression and low self-esteem

All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put students in danger.

Staff members will be aware of the effects of a student witnessing an incident of abuse, such as witnessing domestic violence at home.

6 Working with parents/carers

The school 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 school prospectus.

Undertake appropriate discussion with parents/carers and seek necessary consent 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 children 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:

Student Behaviour Policy
Staff Code of Conduct ("Guidance for Safer working practice")
Anti-Bullying (including Cyberbullying)
Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
Special Educational Needs and Disability
Trips and visits
Work experience and extended work placements
First aid and the administration of medicines
Health and Safety
Relationships Education, Relationships and Sex Education and Health Education Site Security
Equal Opportunities
Toileting/Intimate care
E-safety
Extended school activities

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

8 Recruitment and Selection of Staff (also see the Safer Recruitment policy)

8.1 The school's safer recruitment processes follow the statutory guidance: "*Keeping children safe in education September 2020, Part Three: Safer recruitment.*"

8.2 The school will provide all the relevant information in references for a member of staff about whom there have been safeguarding concerns ie about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated safeguarding concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

8.3 The school 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 school 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 (last updated August 2018).

Concerns about staff members and safeguarding practices

If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Principal.

If the concern is with regards to the Principal, it will be referred to the chair of governors.

Any concerns regarding the safeguarding practices at the school will be raised with the SLT, and the necessary procedures will be followed, as outlined in the Sharing Professional Concerns Policy.

If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the school's Sharing Professional Concerns Policy.

For the purpose of this policy, the "harms test" refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity.

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

The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.

It is important that all parties act swiftly and avoid delays.

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.

A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.

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 might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

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

When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

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 school.

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 Principal must be informed.

If the safeguarding concern or allegation is about the Principal the information should normally be passed to the Chair of Governors or failing that to the Local Authority Allegations Manager (LADO).

If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

Designated Safeguarding Lead – main procedural steps

Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see section on Records, Monitoring and Transfer). Include a chronology of case activity.

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.

Share information confidentially with those who need to know.

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 (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).

If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).

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.

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 (eg 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 SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING PRINCIPAL'S), SUPPLY TEACHERS AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children 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;

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

behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Relevant documents:

DfE "Keeping children safe in education: Statutory guidance for schools and colleges" September 2020 (part 4: Allegations of abuse made against teachers and other staff, including supply teachers and volunteers)

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

Write a dated and timed note of what has been disclosed or noticed, said or done.

Report immediately to the Principal.

Pass on the written record.

iv. If the allegation or safeguarding concern is about the conduct of the Principal, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

Principal (or Chair of Governors)

If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.

You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.

Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.

Ongoing involvement in cases:

Liaison with the Allegations Manager (LADO)

Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).

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

Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones

The Welland Park Pre-School subscribes to the Academy's policies for Acceptable Use of ICT.

APPENDIX 4

Safeguarding students who are vulnerable to extremism and radicalisation.

The Single Point of Contact (SPOC) for 'Prevent' is the Principal.

Our school 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 5)

Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures

Appropriate staff training

Appropriate online filtering

Our school 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.

Our school 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 Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

APPENDIX 5

Radicalisation and Extremism Risk Assessment (Exemplar)

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (DSL)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual students risk assessed?		
What factors make the school 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 pupils/parents)		
Comment on the school's community, locality and relevant history		
Risk evaluation	Low Medium High	Way Forward

Date completed..... Signed.....

APPENDIX 6

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 school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. 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

For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Principal or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS, or where the individual is already known to CSCS.

The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

APPENDIX 7

Indicators of abuse and neglect

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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