



# **Ark Swift Primary Academy**

## **SAFEGUARDING POLICY**

# Safeguarding Policy

## PURPOSE

**This policy sets out Ark’s commitment to safeguarding the children in our academies and describes in sections 1 to 5 the approach, aims and scope of the policy. Sections 6 to 8 outlines roles and responsibilities for safeguarding. Section 9 to 13 outlines core definitions, procedures and information for use in schools. Further links and guidance are given in the appendices.**

Date of last review:	September 2017	Author:	Head of Safeguarding
Date of next review:	September 2018	Owner:	Head of Safeguarding
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Swift Primary Academy	Key Contact Name:	Governance Team
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## POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Safeguarding

## Named staff with Safeguarding Responsibilities

Academic Year: 2017 / 2018

<b>Principal</b>	<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Nominated Safeguarding Link Governor</b>	<b>Chair of Governors</b>	<b>Local Authority Designated Officer (LADO)</b>
Jason Marantz	Ali Leach	Shineade Burton	Will Marshall	Tina Alexandrou	Hilary Shaw

### **1. Introduction**

- 1.1 This Policy sets out Ark's commitment to safeguard the children and young people in our academies. The aims and scope of the Policy are set out in sections 4 and 5. Section 6 details leadership and management responsibilities in our network for those with a safeguarding remit, sections 8 to 9 detail the key staff responsibilities to safeguarding and child protection procedures. In section 10 the Policy describes our support for the child and how we partner with our parents and carers. Section 11 to 12 details Safer recruitment, dealing with allegations and HR procedures in relation to safeguarding and section 13 details guidance within the policy of available information to academies to support safeguarding in our schools.
- 1.2 This Safeguarding Policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and responsibilities under section 157 of the Education Act 2002. It reflects the current advice and guidance from the Department for Education and requires the academies in the network to take note of the priorities and to meet the requirements of their Local Safeguarding Children's Board (LSCB). In particular, the policy is consistent with the London child protection procedures outlined in the following statutory guidance:
- Keeping Children Safe in Education (Sept 2016)
  - Working Together to Safeguard Children (March 2015)
  - What to do if you are worried a child is being abused (March 2015)
  - Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013)
  - 'Prevent Duty Guidance for England and Wales' 2015
  - 'Statutory framework for the early year's foundation stage' 2017
- 1.3 This Safeguarding policy requires staff and governors to read and sign to acknowledge their understanding of Part One of Keeping Children Safe in Education September 2016, supported by an online module to assist staff and governors further to understand and discharge their role and responsibilities.
- 1.4 This Safeguarding policy requires staff and governors to complete the e-learning training package on Prevent, produced by the Home Office, to develop their awareness on Prevent.
- 1.5 This Safeguarding policy requires for all schools to be compliant with the annual safeguarding Audit process.
- 1.6 This Safeguarding policy requires for all schools to reference the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016)

- 1.7 Induction - In recognition of the vital importance safeguarding plays in our academies, all staff members are informed of their academy's Safeguarding Policy and Procedures and advice from their Local Safeguarding Children's Board (LSCB) as part of their induction when they start at the academy. All staff members must receive regular refresher training, at appropriate intervals, as and when required, but at least annually to keep up with any relevant safeguarding and child protection developments.

## 2 Definitions

Within this document:

- 2.1 The umbrella term 'Safeguarding' is defined in the Children Act 2004 as:
- Protecting from maltreatment;
  - Preventing impairment of health and development;
  - Ensuring that children grow up with the provision of safe and effective care;
  - Work in a way that gives the best life chances and transition to adulthood.
- 2.2 **Child Protection (CP)** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- 2.3 **Child** refers to all children and young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments.
- 2.4 **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.
- 2.5 **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and /or failure to provide proper care. Explanations of these are given within the document.

## 3. Principles and Values

- Children should feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language should be protected from harm and risks.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child at risk of harm and or risk in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so will engage in partnership working throughout any vulnerable situation and the child protection process to safeguard children.
- We also recognise that there are often no easy solutions to safeguarding problems. Making a referral is an important step, but our responsibilities do not end there. While solutions are being worked on, and afterwards, affected children will continue to come to school each day, and will continue to need attention in many ways. We must be sensitive and responsive to their continuing needs.

Whilst the academy will work openly with parents as far as possible, the academy reserves the right to contact Children's Social Care Services or the Police, without notifying parents if this is in the child's best interests.

#### 4. Aims

This policy sets out the principles, procedures and advice from the Department for Education that support the safeguarding aims of our academies, which are to:

- Do our best to identify children who are suffering or are likely to suffer abuse and to act to protect and help them, working with other relevant services.
- Support the child's or young person's development in ways that will foster security, confidence and independence;
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties;
- Educate and encourage pupils to keep safe through the content of the curriculum and the academy ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued;
- Reinforce our Safeguarding Policy with strong policies for recruitment, for preventing and dealing with bullying and harassment, and for teaching children how to protect themselves.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse or neglect, and to be aware of signs of abuse in non-verbal children;
- Provide a systematic means to monitor students known or thought to be vulnerable or at risk of harm, and to ensure the academy contributes to assessment and support for those students alongside other agencies e.g. Social care services (MASH/Early Help), Children with Disabilities Teams, School Nurse, Children & Adolescent Mental Health Service (CAMHS), Education Welfare and the Police.
- Emphasise and acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils;
- Set clear safeguarding procedures and make sure that everyone in our schools understands and follows them.
- Train our staff in the implementation of these and all other topics relevant to safeguarding.
- Review the outcomes of our work to make sure that we continue to strike the right balance
- Develop and promote effective working relationships and appropriate information sharing with other agencies, especially the Police and the relevant Social Care Services; and
- Ensure that all staff, governors and volunteers at the academy who have access to students, have current DBS checks, their identity has been verified by original documentation and that those references are checked in line with Ark recruitment and appointment policies.
- Ensure detailed policies and procedures for each academy will be found in **Appendix A**.

#### 5. Scope

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the academy, including those at Ark Central team. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.

This policy is updated annually and is published to all staff and volunteers and Schools should make the policy available on their academy website.

Rather than duplicating content from Keeping Children Safe in Education (September 2016) in this policy, it should be understood that the School will always refer to this document as the benchmark for all safeguarding practice and decision making.

## **6. Leadership and Management**

### **6.1 The Ark Schools Board**

The Ark Schools Board retains statutory responsibility for ensuring that all legal responsibilities in connection with Safeguarding are discharged.

This responsibility is invested in the Head of Safeguarding who is the network's Designated Safeguarding Lead.

Responsibility for Safeguarding (other than safer recruitment) is then delegated by the Head of Safeguarding to the academy's Principal and Designated Safeguarding Lead to act on behalf of the Ark Schools Board and ensure that Safeguarding policies and procedures are compliant with local authority guidance and locally agreed inter-agency procedures.

### **6.2 Head of Safeguarding**

The Head of Safeguarding holds responsibility for ensuring schools have appropriate safeguarding processes, practices and relevant training to safeguard and promote the welfare of children.

The Head of Safeguarding recognises that staff anxiety around child protection can undermine good practice and so has established clear lines of accountability, training, advice and case management to support the process and individual staff with that process.

Strategic support will be provided to schools. The Head of Safeguarding will delegate to the Principal and Designated Safeguarding Lead in each academy to ensure that this policy is followed. Training on these responsibilities is provided by Ark.

The Head of Safeguarding will ensure that the annual safeguarding Audit process is effectively carried out and report any inadequacies to the Regional Director.

### **6.3 The Regional Director**

The Regional Director or Executive Principal will ensure that:

- The Principal/Heads of school arrangements for pastoral care are effective and that all safeguarding and child protection policies and procedures are understood and adhered to in all situations.
- Any concerns about the conduct of other adults in the school should be taken to the Principal (or the Designated Safeguarding Lead); and concerns about the Principal should go to the Regional Director and Head of Safeguarding.

### **6.4 The Principal or Head of School**

The Principal or Head of School will ensure that:

- the policies and procedures adopted by the Ark School's Board and Local Governing Body associated with protecting children are fully implemented, understood and followed by all staff and adhered to at all times;
- the nominated Safeguarding link governor is made known to all staff;
- sufficient resources and time are allocated to enable the academy's Designated Safeguarding Lead and other staff to discharge their safeguarding responsibilities;
- a designated teacher is appointed to promote the educational achievement of children who are looked after and ensure that this person has appropriate training;

- the school has designated an appropriate designated person for Online safety;
- 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 in accordance with agreed policies; and that the responsibilities detailed in section 8 are fully carried out.
- the school's responsibility to pay heed to the Equality Act and children with SEN and disabilities when excluding students.

## 6.5 The Designated Safeguarding Lead (DSL) in the Academy

The Designated Safeguarding Lead is the lead officer within the academy for Safeguarding and the Deputy Designated Safeguarding Lead who provides cover for the DSL, and has the following responsibilities:

### 6.5.1 Raising awareness

- Ensure that the Safeguarding policy is known, updated and reviewed annually and the procedures and implementation are updated and reviewed;
- Ensure that the Safeguarding policy is available and parents are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy;
- Where children leave the academy ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### 6.5.2 Training

- Receive appropriate training annually;
- Understand the assessment process for providing early help and intervention e.g. early help assessments, Common assessment framework (CAF), Single assessment framework (SAF);
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when requested to do so;
- Ensure each member of staff has access to and understand the Academy's Safeguarding policy and procedures, especially new and part time staff and volunteers;
- Be alert to the specific needs of children in need, those with special educational needs & disabilities and young carers (s.17 CA 1989);
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them;
- Ensure all staff members receive appropriate safeguarding induction, safeguarding training or safeguarding refresher training annually.

### 6.5.3 Referrals and casework

The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Ark Head of Safeguarding and or children's social care services. Generally, the DSL will inform the parents prior to making a referral however there are situations where this

may not be possible or appropriate. The DSL is responsible for the following in relation to referrals and casework:

- Act as a source of support, advice and expertise within the academy;
- Refer cases of suspected abuse, significant concerns and presenting issues to the local authority children's social care, and other external agencies Early help, CAMHS and localised services as required. Support staff who make referrals to local authority children's social care;
- Refer to Head of Safeguarding, The LADO and People Partner for all cases which concern a staff member;
- Refer to Head of Safeguarding and People Partner for all cases where a person has left due to risk/harm to a child;
- Discuss with People Partner to refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases to the Channel Programme where this is a radicalisation concern as required. Support staff who make referrals to the Channel Programme;
- Refer to Head of Safeguarding/ Police for cases where a crime may have been committed;
- Liaise with the Principal to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Work closely with the designated teacher for children looked after and the Virtual school head to discuss pupil premium plus additional funding can best be used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.
- Work closely with the SENCo to develop awareness with staff on the fact that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.
- Ensure the academy is represented at strategy meetings, child protection conferences, reviews, core groups and other multi-agency meetings;
- Sharing information as appropriate with other agencies and contributing to assessments;
- Ensure the academy carries out their part of any child protection plan;
- Keep the Principal and Ark's Head of Safeguarding informed of challenging issues and ongoing investigations with particular reference to section 9 and ensure there is always cover for their role.

#### **6.5.4 Records and reporting:**

Child Protection records must be kept in an appropriate and useful manner and treated as confidential information. Each academy should have a secure filing system for child protection records. Files should be clearly labelled CP or CIN with initials of child's forename and surname. Files must be kept separately from pupil's general school records and information shared with those who need to have it. Reports will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion. Specifically, the DSL is responsible for the following

- Keep detailed, accurate, secure written records of all child protection concerns and any related referrals;

- Ensuring that school follows Ark standardised electronic recording and storing information system including disclosures, casework, referrals, decisions and actions or another system providing similar functions;
- When a child leaves the academy, ensure that the child protection file is copied for the new academy or school as soon as possible and transferred to the new academy or school;
- Separately from the main student file - if a child is missing from education, home, care or parents elect to home educate then the child protection file will be copied and the copy forwarded to the Education /Social Care Service;
- Report regularly alongside the Safeguarding Link Governor to the Local Governing Body on safeguarding and child protection issues in the academy;
- Ensuring that all staff and volunteers fully comply with the Academy's policies and procedures and attend appropriate training

## 6.6 The Local Governing Body (LGB)

The Local Governing Body will require **Safeguarding Link Governor and the Designated Safeguarding Lead** to report on the measures they are taking to ensure compliance. Statutory responsibility does not pass to the Local Governing Body or any of its members; however, the Local Governing Body performs a vital role in monitoring compliance and challenging the academy to ensure that best practice is followed.

All governors must recognise their safeguarding duties towards children in the academy. LGB governors are required to sign a Code of Conduct confirming this upon joining the LGB and this is renewed annually.

A safeguarding link governor will be appointed to discharge the responsibilities listed below. The link governor will work with the Head of Safeguarding and the Designated Safeguarding Lead to monitor and report back to the LGB in accordance with the Safeguarding Link Governor Role Description, which the Head of Safeguarding will own and review from time to time.

The Local Governing Body will monitor that the following are delivered by the school:

- the academy has the Ark Safeguarding Policy and procedures in place that are consistent with DfE and Local Safeguarding Children Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- The DSL and Safeguarding Link Governor provide LGB with an annual audit report by Spring LGB and end of year report in Summer term 2.
- the academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the Academy has procedures for dealing with allegations of abuse against teachers and other staff that comply with guidance from Ark, DfE and locally agreed inter-agency procedures;
- a senior member of the Academy's leadership team is designated to take lead responsibility for child protection (the Designated Safeguarding Lead) and that this person is not the Principal unless there are particular reasons for the Principal to be the Designated Safeguarding Lead for a fixed time period;
- the school has designated an appropriate designated teacher for Looked After Children (LAC);
- the school has designated an appropriate designated person for Online safety:

- the Designated Safeguarding Lead undertakes DSL training or equivalent and Local Authority inter-agency working to Local Safeguarding Children Board (LSCB) standards at appropriate intervals, as and when required but at least annually;
- all staff who work with children undertake training in their Safeguarding responsibilities on a regular refresher basis, at appropriate intervals, as and when required, but at least annually;
- the link governor is responsible for liaising with the senior management team to immediately remedy any deficiencies or weaknesses in the Academy's safeguarding arrangements that come to the local governing body's attention;
- where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- that policies, procedures and the discharge of Safeguarding duties are reviewed annually.

To support LGBs in their responsibilities, it is required that the Safeguarding Link Governor undertake safeguarding training provided by Ark. The Chair and other LGB members will have safeguarding refreshers at appropriate intervals, as and when required, but at least annually.

## **7. Adoption of this Policy by the academy's LGB**

The academy is able to add to this Policy when it is adopted by the LGB but cannot remove elements or rewrite the Policy in full or in part other than for stylistic or presentational purposes. A final copy of the agreed Policy should be sent to the Head of Safeguarding for information. Where an academy's Policy has not yet been updated with the LGB's approval, or where part of an academy's procedures contradicts aspects of this Policy, this Policy shall have precedence.

## **8. Staff Responsibilities**

Safeguarding is everyone's responsibility and all staff, regardless of their role, should exercise vigilance and be watchful for, and aware of, signs that a child may be in need of help as well as the signs of abuse and neglect. If a staff member has any concerns about a child s/he should complete a 'Cause for Concern' form and hand it to the Designated Safeguarding Lead (DSL) or in their absence to the Deputy Designated Safeguarding Lead (DDSL). The DSL (or DDSL if appropriate) will discuss the matter with the member of staff and will decide on an appropriate course of action. This discussion and actions taken will be recorded.

Staff have a key role to play in identifying concerns early and provide help for children.

### *8.1 Listening and responding*

- All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

### *8.2 Early help and inter agency work*

All staff should be aware of the early help process, and understand their role in it. This includes:

- Identifying emerging problems and potential unmet needs;
- liaising with the DSL;
- sharing information with other professionals to support early identification and assessment;

- in some cases, acting as the lead professional in undertaking an assessment of the need for early help.

### 8.3 *Record keeping*

- Any member of staff who has concerns about the welfare of a child must share this information with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).
- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns.
- all verbal conversations should be promptly recorded in writing.
- This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full report to be written. Information should be passed on immediately and the report followed.
- CP records will be stored securely and away from the main pupil records.

### 8.4 *Confidentiality*

- All matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the academy and at Ark Central who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action will be considered for any breach of confidentiality.

### 8.5 *Other Reporting*

- Staff will report to the DSL or DDSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Staff will notify the DSL or DDSL of any child on a Child Protection Plan where there is an unexplained absence.
- The DSL or DDSL will be notified of any child who may be close to having a fixed term exclusion or permanent exclusion

### 8.6 *Children with special educational needs and disabilities*

Staff to be aware of additional barriers that can exist when recognising abuse and neglect for children with SEN and disabilities. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### 8.7 *Peer on Peer abuse*

- If a member of staff thinks for whatever reason that a pupil may pose a risk of harm to himself or to others (this includes but is not limited to cases of serious bullying) the member of staff should report their concerns to the DSL as soon as possible.

## 9. Child Protection

9.1 Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children

9.1.1 All staff have a professional duty to act on suspicions of abuse, or reported allegations of abuse.

9.1.2 Harm is the ill-treatment or impairment of health and development including, for example, impairment suffered from seeing or hearing the ill-treatment of another. Health includes physical and mental health and development means physical, intellectual, emotional, social or behavioural development.

9.1.3 Abuse may take a number of forms, including physical, sexual or emotional, or neglect. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. The concept of significant harm is the threshold that justifies intervention in family life in the best interests of the child. There are no absolute criteria for what constitutes significant harm. Relevant factors include the severity of ill treatment, the degree of harm, the duration or frequency of abuse or neglect, and the presence of threat or coercion. A single traumatic event may cause significant harm, or a compilation of events which interrupt, change or damage the physical or psychological development of a child.

9.1.4 Signs of possible abuse

Staff and other adults in the academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationship between staff, children, parents and the public which foster respect, confidence and trust can lead to disclosure of abuse and or our academy staff being alerted to concerns.

The following list is not prescriptive and many signs listed will not necessarily indicate abuse. They only act as a guide:

- Unexplained injuries, bruising etc.
- Unauthorized absences from the academy that do not have a reasonable explanation or exhibit a suspicious pattern
- Significant change in behaviour
- Indications of hunger
- Issues of consistent personal hygiene
- Untreated medical conditions
- Watchful, cautious response to adults
- Aggressive or abusive to others
- Bullying other children or being bullied
- Under-achieving, unable to concentrate
- Avoiding removal of clothing in PE etc
- Truancy, fabricating or stealing
- Inability to trust others and make friends
- Deterioration in general well being
- Comments or language from the child that cause concern

## 9.2 Forms of abuse

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

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

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

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

## 9.3 Specific Safeguarding Issues

All staff should have an awareness of safeguarding issues which are listed with links under Appendix C of this policy. Further details should be read at Annex A of Keeping Children Safe in Education (September 2016). Safeguarding can link to issues such as drug-taking, alcohol abuse, truanting and sexting. Sexting can become an aspect of online safety abuse, between adults/children.

### Female Genital Mutilation (FGM)

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present it could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice](#)

Guidelines. Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools. FGM can also link to Honour Based Violence (see KCSIE for further information).

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, he or she has a statutory duty to personally report it to the police. Those failing to report such cases to the police will face disciplinary sanctions. Unless the teacher has good reason not to they should still consider and discuss the case with the DSL and involve children's social care as appropriate. Any other adults with concerns about FGM should report their concerns to the DSL immediately.

#### Child Sexual Exploitation (CSE)

CSE is a form of abuse which involves children receiving something in exchange for sexual activity. CSE involves an imbalance of power in the relationship; it can involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. In addition to the behavioural indicators above, key indicators of CSE include appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; and having older boyfriends or girlfriends. Any concerns regarding CSE should be immediately reported to the DSL.

#### Child Criminal Exploitation (CCE)

CCE recognises the concern that exists with regard to children and young people who are used, through whatever means, to engage in criminal activity by other young people or adults who are able to coerce them to do so. The young people involved may not identify themselves as being 'exploited' as such, but it is clearly to their detriment that they are involved in this type of activity.

#### Action if a pupil is missing education

The School needs to be aware of those pupils who are persistently absent or missing from school as this may be an indicator of welfare concerns, including abuse or neglect. All staff must also be aware of their role to prevent children from going missing from education. For school's procedures for unauthorised absence, including on repeat occasions, as well as referral to the local authority and details of responses please see 'Attendance Policy'.

#### Grooming

Grooming is the process by which an individual prepares a child, significant adults and the environment for abuse of this child. Children and young people can be groomed online or in the real world, by a stranger or by someone they know. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. The signs of grooming are not always obvious. Groomers will also go to great lengths not to be identified.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

#### Preventing radicalisation and extremism

It is the School's duty under the Counter Terrorism & Security Act 2015 (The Prevent Duty) to have due regard to the need to prevent pupils from being drawn into terrorism. The referral procedures set out above also apply where there are concerns about children who may be at risk of being drawn into terrorism. The School will set out the training requirements, prevention measures and procedures which staff must familiarise themselves with and follow if they have concerns about a child being drawn into terrorism. The DSL is the designated person responsible for co-ordinating action within the school and liaising with other agencies, including the Local Authority Prevent Lead.

### Online safety

Staff should be aware of the risks from potentially harmful and inappropriate online material. Annex C of KCSIE provides useful information and web links for teachers.

### Teaching about safety and safeguarding

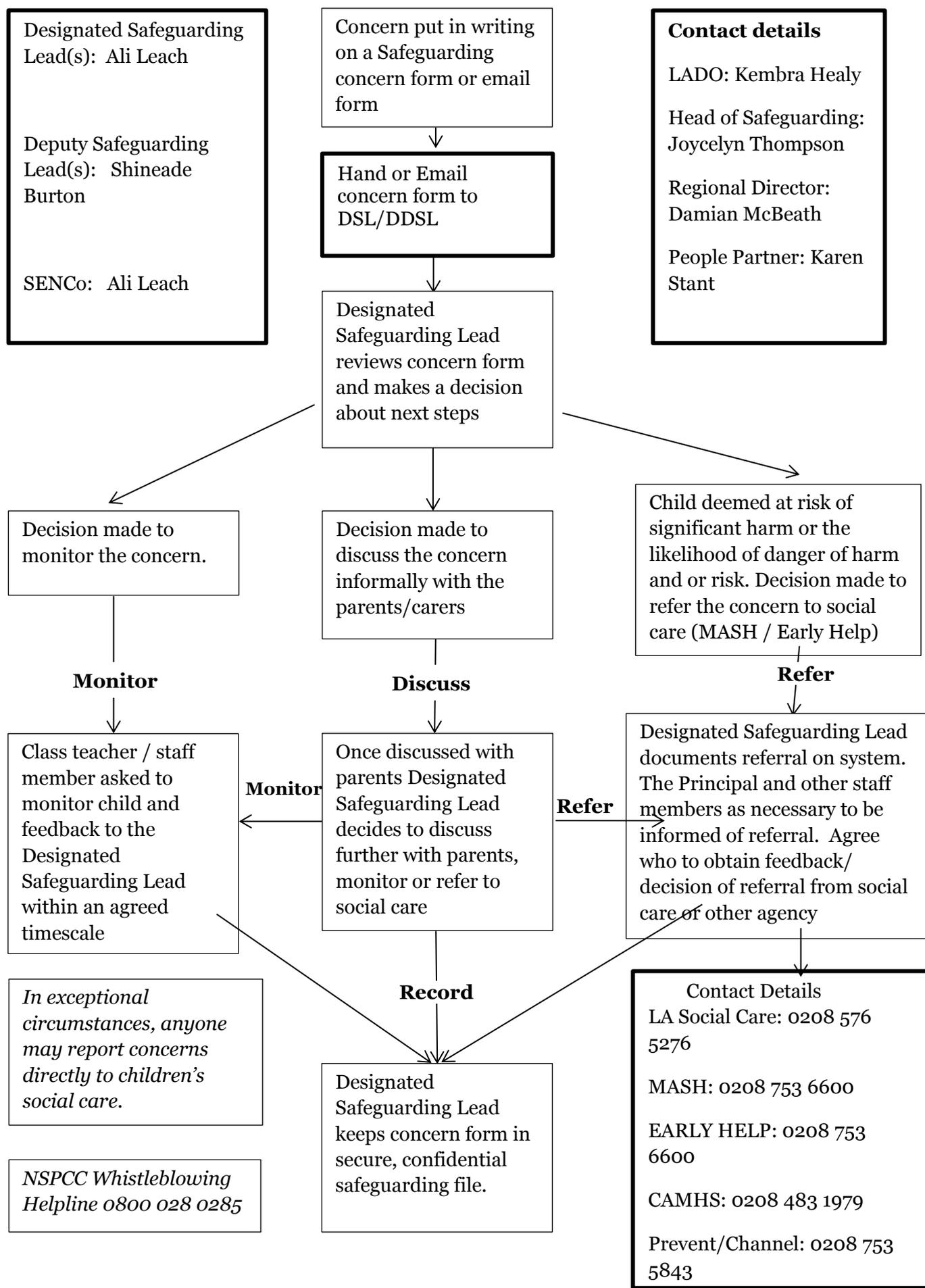
The School takes a proactive approach to teaching children about safety and safeguarding. In addition to PSHE, this is undertaken across the curriculum. As well as explicit teaching opportunities, staff use incidental opportunities to promote safe messages and teach about how to manage risk.

## **9.4 Identifying & Raising Concerns**

All staff have a duty to be alert to the potential indicators of abuse or neglect and aware of the risks potential abusers may pose to recognise concerns and to raise them with the academy Designated Safeguarding Lead with responsibility for child protection. All concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead prior to discussion with parents. All staff will immediately report any of the following issues to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play/Daily physical activities, any explanation given which appears inconsistent, varied or suspicious,
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play, language),
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment,
- Any concerns that a child is presenting signs or symptoms of abuse or neglect,
- Any significant changes in a child's presentation, including non-attendance/unauthorized absences,
- Any hint or disclosure of abuse from any person,
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)

## 9.5 FLOWCHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



## **10. Supporting the child and partnering with parents**

- 10.1 The academy recognises that the child's welfare is paramount and that good child protection practice and outcome are helped by (but are not solely dependent upon) having a clear understanding of the needs and views of children, and a positive, open and honest working partnership with parents.
- 10.2 We will provide a secure, caring, supportive and protective relationship for the child. Children will be asked for their views and each child will be heard, although it will be explained that while their views will be taken into account, there is a professional responsibility to take the action that is necessary to ensure the child's safety. Children will be given a proper explanation (appropriate to their age & understanding) of what action is being taken on their behalf and why.
- 10.3 Children will be given opportunities within the curriculum to understand risks to them and learn about keeping safe.
- 10.4 Children will be enabled to talk and report concerns, complaints and disclosures and it is made clear who or how they should report these to and they are listened to, taken seriously and responded to appropriately.
- 10.5 While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the Social services/Local Authority Designated Officer (LADO) as appropriate.
- 10.6 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Principal or Designated Safeguarding Lead will determine which members of staff need to know personal information and what they need to know to support and protect the child. They will ensure that the appropriate members of staff in particular to the child is aware of any issues which they may need to know so they are best able to support the child.
- 10.7 If a parent or child has a safeguarding concern, question, doubt or allegation about the conduct of an adult, s/he should raise it with the Designated Safeguarding Lead or Principal. If a parent, child or children raises a concern with another member of staff, it will be immediately passed onto the Designated Safeguarding Lead or Principal.

## **11. Safer Recruitment**

We are committed to safer recruitment practice and will carry out the following pre-employment checks:

- Identity check
- Right to work check
- DBS clearance
- Barred list checks
- Prohibition checks – Teachers only
- Prohibition checks – s. 128 – for management positions
- Two references
- Evidence of fitness to work with children
- Further checks on those who have lived outside the UK
- Professional qualifications check

### 11.1 Criminal Checks

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant.

Due to the nature of the roles in schools, our school based staff will all be subject to an enhanced clearance check, which includes the barred list checks.

### 11.2 Prohibition Checks – TEACHERS ONLY

Prohibition checks will be carried for all teachers to ensure that they are not prohibited from teaching. These are issued by the National College for Teaching and Leadership (NCTL) which have the effect of barring the individual concerned from teaching posts in any school.

*(School Staffing (England) Regulations 2009, the Non-Maintained Special Schools (England) Regulations 2015 and Education (Independent School Standards) Regulations 2014 require governing bodies or proprietors to check that a person to be appointed is not subject to an interim prohibition order or a prohibition order.)*

### 11.3 Prohibition Checks – S.128 of the Education and Skills Act 2008

This check should be carried out for any staff management position which involves regulated activity (which encompasses all teaching posts above classroom teacher, and all ancillary posts where the person is a member of the senior leadership team).

### 11.4 DBS

11.4.1 All new employees will undergo DBS checks before commencing work in all but the most exceptional cases and employees with a break in service of more than three months will also be rechecked, and all TUPE'd employees will have a DBS check when they join the network.

11.4.2 Three yearly re-checks cease for academy - based staff but continue for central office staff, volunteers and contractors and any other staff deemed to be high risk, as well as agency staff (the check being done by the Recruitment Agency). Governors and Trustees (the Propriety Body) must have an Enhanced DBS to be checked every four years. Notwithstanding paragraphs 9.2 and 11 all academies will comply with DBS requirements as set out in Part Three of Keeping Children Safe in Education (September 2016).

11.4.3 Ark reserves the right to repeat any check if any information is received that suggests a person may no longer be suitable for continued employment.

## 12. Dealing with allegations against staff, volunteers and other professionals

12.1 In addition to above 9.2.1, the academy Designated Safeguarding Lead or Principal must advise the Head of Safeguarding of any Safeguarding issue, concern or allegation raised about the practice or behaviour of a member of staff.

If the safeguarding issue, concern or allegation is against the Principal, the person receiving the information must contact the Regional Director and Head of Safeguarding. The Ark Procedures on Allegations against teachers and other staff must be followed and the Designated Safeguarding Lead or Principal must advise the Regional Director, Head of Safeguarding and People Partner if an allegation:

- Could result in, or has resulted in, a strategic case meeting being called by a Local Authority Designated Officer (LADO);
- Relates to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead judges may result in disciplinary action being taken.

12.1.2 Where a safeguarding concern or allegation triggers another procedure such a grievance or disciplinary, that procedure shall only be followed once the immediate safeguarding concern or allegation has been fully investigated.

***For more detail, please refer to Appendix A – ‘Managing Allegations Against staff, volunteers and other professionals’ Procedure***

Ark is committed to safeguarding children as well as ensuring that when allegations are made against staff or volunteers that these are managed in line with the appropriate procedures.

Where an allegation is made against an employee or volunteer, the academy Designated Safeguarding Lead or Principal must advise the Head of Safeguarding.

Where the allegation is against a Principal, the person receiving the information must contact the Head of Safeguarding and the Regional Director.

Allegations will be managed in accordance with Ark’s Procedures on Managing Allegations.

The People Partner will provide HR advice in these circumstances.

### ***12.1.3 Multi-agency working***

When an allegation is made against an individual, the DSL and / or the Principal will assess whether the alleged person who works with children or the matter meets the following threshold:

- 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 they may pose a risk of harm to children or to a particular child.

A member of staff could be subject to an allegation even if they have not harmed a child or intended to. It is enough that the member of staff conduct could pose a risk to the child.

Where the Principal and or the DSL considers that the matter meets the threshold, the DSL and or the Principal will liaise with the Local Authority Designated Officer (LADO), to discuss the matter. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened. If an allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other staff are entitled to use reasonable force to restrain children in certain circumstances, including dealing with disruptive behaviour.

This would involve the employer, police and social services attending these discussions to discuss the allegations and agree how the matter will be addressed.

The DSL and or the Principal will continue to update the Regional Director as well as the Head of Safeguarding during this time.

### ***12.1.4 Managing allegations internally***

Where it is clear that an investigation by the police or children’s social care services is unnecessary, or a strategy discussion or initial evaluation decides that is the case, the LADO should discuss with the Principal or DSL the next steps of the school managing the situation. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available.

Ark will manage the allegations in line with its procedure on ‘Allegations against a member of staff, volunteer or other professional’.

### ***12.1.5 Suspension***

It may be appropriate, in some instances, to suspend the individual. Suspension is intended as a neutral and non-punitive act. Prior to this taking place, all options to avoid suspension should be considered. The People Partner will advise on whether suspension is appropriate or not in the circumstances.

#### 12.1.6 *Grievance*

Where an individual raises a grievance as part of the process, the People Partner will advise as to whether it should be considered as part of the ongoing investigation or whether it should be considered separately.

#### 12.1.7 *Other allegations*

During the course of the investigation, additional allegations may come to light. The People Partner will advise the investigating officer on how to address the additional allegations.

#### 12.1.8 *Resignations and settlement agreements*

If an individual resigns or leaves on a settlement agreement, this should not prevent an allegation from being followed up. If on the basis of the information a referral to the appropriate agency needs to be completed, this should be carried out. The individual should be advised that this will need to take place.

The People Partner should be consulted prior to any settlement agreements being reached, to ensure that Ark does not breach its duties and therefore incur criminal liability for failing to follow due process.

#### 12.1.9 *Timescales*

All allegations should be investigated as a priority to avoid delay. Ark is aware that the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation. Ark will ensure that all allegations are managed within the expected timescales in line with the KCSIE guidance.

#### 12.1.10 *Referrals to external agencies*

Where the matter meets the requirement for a referral to the DBS agency, this will be carried out promptly. For teachers, a referral to the NCTL will also be completed.

If there is a substantiated allegation against a member of staff, the School, Regional Director, Head of Safeguarding, Head of Diversity and Employee Relations and the People Partner will work with the LADO to identify any changes, lessons learnt and improvements which could be made to help prevent similar events in the future.

### **13. Information and Guidance**

13.1 Each academy will insert in **APPENDIX A** of this document a series of Ark or school policy, procedure or guidance documents or links to documents specific to their academy addressing the following topics:

- Protection and wider safeguarding
  - What is Child Abuse/definitions/signs and symptoms
  - Attendance/Children Missing from Education
  - Dealing with Disclosures
  - Signs and symptoms of child sexual exploitation
  - Signs and symptoms of female genital mutilation/mandatory reporting
  - Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')
  - Medicine & First Aid
  - Health & Safety
  - Educational visits/Transporting children on school activities
  - Intimate care

- SEND
- IT Policy
- Whistleblowing
- Definition of Private Fostering
- Children /young people with Medical Needs
- Responding to self -harm, suicide, mental health
- Primary-Secondary transition
- Internet and or Online Safety
- Staff code of conduct
- Behaviour & Attitudes
  - Behaviour
  - Anti – Bullying and Harassment
  - Anti-Discrimination
  - Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting
  - Use of Reasonable force/Physical Intervention /Positive Handling
  - Images/photography of students
  - Managing allegations against other pupils
  - PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)
- Safety
  - School site security
  - Visitor Management
  - Coping with a school emergency/Emergency response plan
- HR & Governance
  - Safer recruitment
  - Complaints policy
  - Allegations against staff, volunteers and other professionals
  - Disqualification under the Childcare Act 2006 (DfE Feb 2015)
  - The Governors handbook – (requirement for Governors)

13.2 Each academy may wish to include documentation or links to documentation in addition to those listed above in paragraph 12.1.

13.3 **Appendix B** contains statutory legislation and guidance and other documents and links to those documents related to safeguarding in schools

13.4 **Appendix C** contains the following documents or links to those documents highlighted in Keeping Children Safe in Education (Sept 2016), as being specific safeguarding issues as follows;

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)

- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

13.5 The academy Designated Safeguarding Lead (DSL) will ensure, in conjunction with the priorities of the Local Safeguarding Children's Board (LSCB) that all staff are made aware of the contents of these appendices in line with the prevalent safeguarding issues in their local area.

13.6 **Appendix D** contains the network Recruitment Policy which is relevant to safeguarding as it contains information regarding Safer Recruitment and DBS.

## APPENDIX A

- Protection and wider safeguarding
  - What is Child Abuse/definitions/signs and symptoms
  - Attendance/Children Missing from Education
  - Dealing with Disclosures
  - Signs and symptoms of child sexual exploitation
  - Signs and symptoms of female genital mutilation/mandatory reporting
  - Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')
  - Medicine & First Aid
  - Health & Safety
  - Educational visits/Transporting children on school activities
  - Intimate care
  - SEND
  - IT Policy
  - Whistleblowing
  - Definition of Private Fostering
  - Children /young people with Medical Needs
  - Responding to self-harm, suicide, mental health
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  - Internet and /or Online Safety
  - Staff code of conduct
- Behaviour & Attitudes
  - Behaviour
  - Anti – Bullying and Harassment
  - Anti-Discrimination
  - Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting
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  - Managing allegations against other pupils
  - PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)
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  - Safer recruitment
  - Complaints policy
  - Allegations against staff, volunteers and other professionals
  - Disqualification under the Childcare Act 2006 (DfE Feb 2015)
  - The Governors handbook – (requirement for Governors)

## APPENDIX A

### Protection & Wider Safeguarding

#### *What is Child Abuse/definitions/signs and symptoms*

- **Child Abuse**, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children

There are four categories of abuse:

- **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
  - making a child feel worthless, unloved or inadequate
  - only there to meet another's needs
  - inappropriate age or developmental expectations
  - overprotection and limitation of exploration, learning and social interaction
  - seeing or hearing the ill treatment of another, e.g. domestic abuse
  - making the child feel worthless and unloved - high criticism and low warmth
  - serious bullying (including cyberbullying)
  - exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent 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
  - ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production

of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Staff members should refer to the detailed information about the categories of abuse and risk indicators in the <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> for further guidance.

In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs

### ***Attendance/Children Missing from Education***

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

Educational establishments and colleges should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

All educational establishments must inform the local authority of any pupil who fails to attend educational establishment regularly, or has been absent without the educational establishment's permission for a continuous period of 10 educational establishment days or more, at such intervals as are agreed between the educational establishment and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Refer to Keeping Children Safe in Education September 2016 Annex A for further guidance

### ***Dealing with Disclosures***

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

### ***Signs and symptoms of child sexual exploitation***

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and educational establishment staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology' in the East Sussex Local Safeguarding Children's Board guidance – Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years, Educational establishments and Colleges – will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss educational establishment

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

### ***Signs and symptoms of female genital mutilation/mandatory reporting***

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-Agency Practice Guidelines referred to below. E.learning for all professionals, developed by the Home Office, is available at [www.fgmelearning.co.uk](http://www.fgmelearning.co.uk) Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to educational establishment or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage.

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>. Staff should be aware of new mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Further details can be found Annex A of Keeping Children Safe in Education September 2016.

### ***Duties under the Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’)***

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine a educational establishment’s response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Educational establishments and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

<https://www.lbhf.gov.uk/crime/prevent-strategy-overview-and-contact-details>

### **Channel Training**

‘Channel’ is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:  
[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

Prevent is part of the Government’s counter terrorism strategy for preventing vulnerable people from being radicalised into violent extremism: It describes partner’s (including educational establishments) role in the Prevent agenda, namely to:

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
- Indicators of terrorist activity

The Department for education has published The Prevent duty Departmental advice for educational establishments and childcare providers at: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

### ***Medicine & First Aid***

Specific guidance on how we manage issues around pupils with specific medical needs and how we administer first aid and medicine is outlined in our policy which can be requested from the school office.

### ***Health & Safety***

Our school Health and Safety Policy can be found on our school website.

### ***Educational visits/Transporting children on school activities***

Information on how we arrange and manage educational visits can be requested from the school office.

### ***Intimate care***

In order to ensure that we respond to situations requiring intimate care, such as a toileting issue, in a manner that ensures our children are appropriately safeguarded, we have an intimate care policy which is available on request from the school office.

### ***SEND***

Our SEND Information Guide outlines our procedures for supporting pupils with SEND and can be accessed on our Academy website.

### ***IT Policy***

Our IT Policy can be requested from the Academy office. Our E-Safety Policy is published on the Academy website.

### ***Whistleblowing***

At our academy we want our staff to feel able and confident in their right to raise any concerns they have over any issues they feel might put any member of the school community at risk of harm. We have a Whistleblowing Policy that outlines how we achieve and approach this, and this is available from the school office.

### ***Definition of Private Fostering***

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was a privately fostered child.

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is **not** a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

### ***Children /young people with Medical Needs***

Our 'Supporting Children with Medical Needs' Policy is accessible via our Academy website.

### ***Responding to self-harm, suicide, mental health***

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Refer Hammersmith & Fulham CAFS - West London Mental Health Trust for guidance on recognition, reporting and a child presenting at educational establishment.

<http://www.wlmht.nhs.uk/services/gp-information/cahms-referral-advice/hammersmith-fulham-cafs/>

### ***Primary-Secondary Transition***

We work in close liaison with our secondary schools. We will ensure that any safeguarding or child protection issues are handed over to the designated safeguarding leads of each secondary school. In addition we will work with the relevant pastoral teams to ensure comprehensive transition arrangements are in place for our vulnerable pupils in addition to the ordinary transition arrangements.

### ***Internet and /or E-Safety***

Our E-Safety policy is available on our website. We will provide E-Safety guidance and workshops for our pupils and parents as well.

### ***Staff code of conduct***

Our staff are required to follow the code of conduct which is available on our website.

### ***Behaviour & Attitudes***

#### ***Behaviour***

Our behaviour systems and arrangements are detailed in our school behaviour policy which is available on the Academy website.

### ***Anti – Bullying & Harassment / Anti-Discrimination***

At our Academy we do not tolerate bullying or behaviour which constitutes harassment. We work continually hard to ensure that we eliminate any incidents of bullying and have robust systems for following up bullying issues. Further details of this are contained in our Anti-Bullying policy which is available on the Academy website.

In addition we also have an Equality policy on our website which details how we ensure our pupils and staff do not suffer discrimination in our Academy.

### ***Use of Reasonable force/Physical Intervention /Positive Handling***

Details of our rules concerning the use of Physical Intervention and how we record such incidents are detailed in our Physical Restraint policy which follows the guidance from the Department for Education. Copies of the Physical Restraint policy are available on request.

### ***Images/photography of students***

Details of how we safeguard our pupils whilst using images of our pupils to reinforce and support learning, promoting the positive life of our school and how we arrange suitable consent are outlined in our 'Appropriate Use of Images' Policy which is available on the Academy website.

### ***Managing allegations against other pupils***

At our Academy we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy.

### ***Safeguarding allegations***

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the educational establishment may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse Policy updated & approved Sept 2016

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

### Emotional Abuse

- blackmail or extortion
- threats and intimidation

### Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

### Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

### ***PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)***

At our Academy we follow a full and broad PSHE & Citizenship curriculum in line with the National Curriculum requirements. Further information on this is available from The Senior Leadership Team

### **Safety**

#### ***School site security***

Access into the school is via locked gates that operate on a buzz in system, and there is fencing around our perimeter. In addition there is a further electronic lock system on the main set of internal school doors to allow the school office to control entry and exit into the school building itself. Staff have electronic tags that allow them entry, but visitors have to be buzzed in via an intercom. Our entrances and exits are monitored by CCTV, which also covers other vital areas of the school. School staff are issued with photo identification, and any adult on site who is not wearing a school ID will be challenged by school staff. Children are supervised during playtimes and lunchtime break times.

#### ***Visitor Management***

All visitors are required to sign in at the school reception, and are shown a document detailing our safeguarding leads. They are issued with a visitors pass, and will always be accompanied by an adult unless they are suitably DBS checked.

#### ***Coping with a school emergency/Emergency response plan***

We have a school emergency response plan which is available on request. This outlines our protocols and procedures should the school or its staff and pupils find themselves in an emergency situation.

### **HR & Governance**

#### ***Safer Recruitment***

Our Academy has robust recruitment and vetting procedures to help prevent unsuitable people from working with children. Further information is contained in our Recruitment Policy which is contained in Appendix D of this document.

Our job advertisements and application packs make explicit reference to the educational establishment's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2016.

At least one member on every short listing and interview panel will have completed safer recruitment training. The Principal is responsible for ensuring that safer recruitment training is kept up to date.

The Principal and the nominated governor for child protection are responsible for ensuring that our single central record is accurate and up to date.

### ***Complaints Policy***

Our Complaints Policy is available on our Academy website.

### ***Allegations against teachers & other staff***

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our Academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

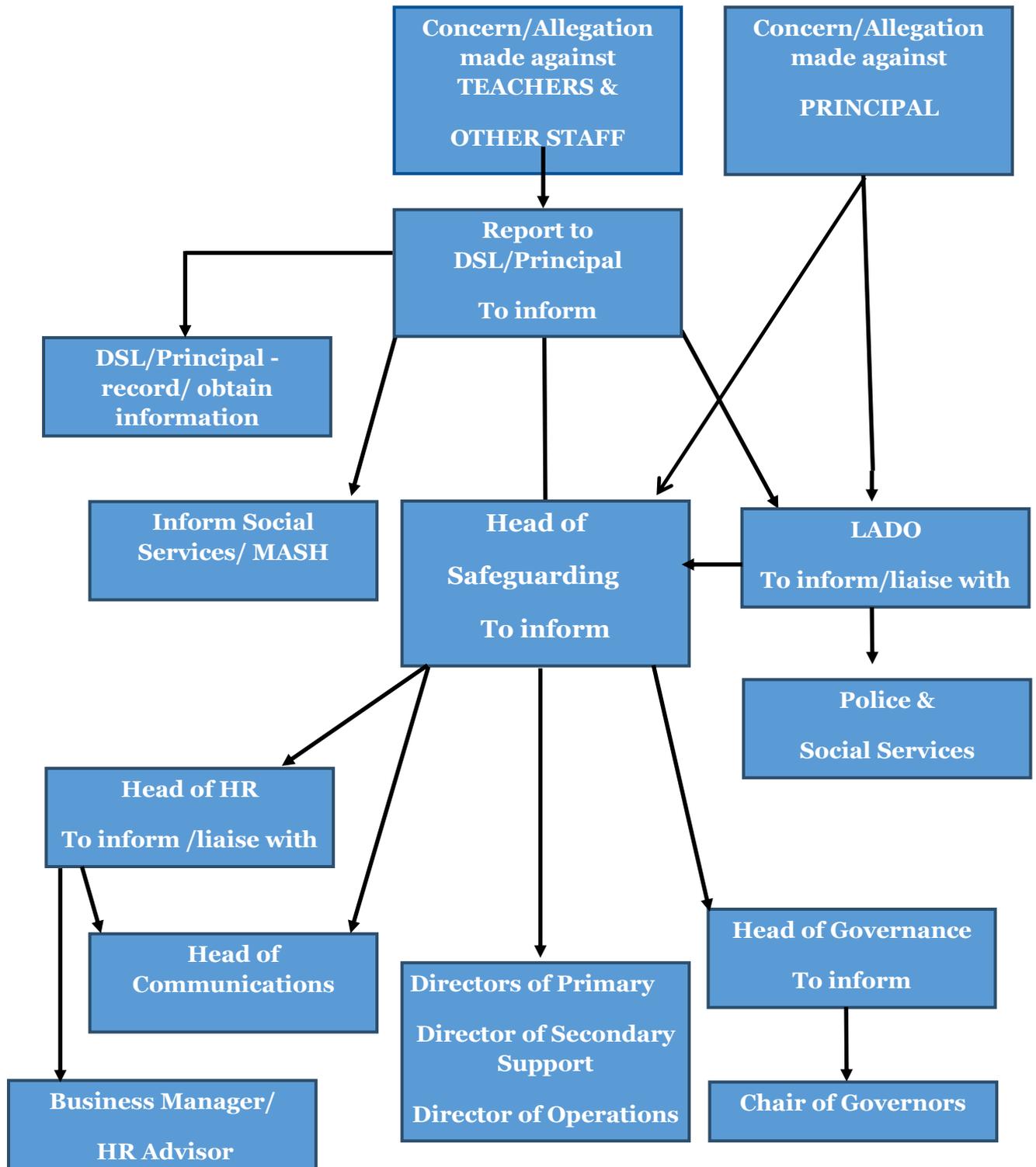
Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our Academy are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2016 are adhered to.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal who will inform the Executive Principal immediately. Should an allegation be made against the Principal, this will be reported to the Chair of Governors. In the event that neither the Executive Principal nor Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Principal or the Vice Chair of Governors.

The Executive Principal or Chair of Governors will follow the flow chart overleaf. No member of staff or the governing body will undertake further investigations before receiving advice from Single Point of Advice or LADO.

**Flowchart for safeguarding concern/allegation made against teachers,  
other staff or Principal**



Any member of staff or volunteer who does not feel confident to raise their concerns with the Executive Principal or Chair of Governors should follow the flow chart above and make the appropriate contact direct.

Supporting people:

- Our Academy will, together with Children’s Social Care and the police if they are involved, consider the impact on the child concerned and provide support as appropriate.
- The Executive Principal will ensure that the child and family are kept informed of the progress of the investigation.
- Ark’s Personnel Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with Ark’s Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).
- The Personnel Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The Executive Principal will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

Our Academy has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our educational establishment, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Ark’s Personnel Team.

***Disqualification under the Childcare Act 2006 (DfE Feb 2015)***

All staff are required to sign a Disqualification Declaration, which is held in their personnel file.

***Safeguarding – requirement for Governors***

The Clerk of Governors for our Academy Local Governing Body, Catherine Hughes, is responsible in liaison with the DSL for ensuring Governors are compliant with the necessary legal requirements.

## **APPENDIX B**

Keeping children safe in education (Sept 2016)

Working together to safeguard children (March 2015) + Feb 2017 update

What to do if you are worried a child is being abused (March 2015)

Use of reasonable force: advice for head teachers, staff and governing bodies (July 2013)

'Information Sharing: Advice for practitioners', DfE (March 2015) Prevent Duty Guidance for England and Wales' 2015

Early years (under 5s) foundation stage framework (EYFS) 2017

The Children Act 1989 and 2004

Education Act 2002

The Children and Families Act 2014

Inspecting Safeguarding in early years, education and skills setting

SEND code of practice: 0 to 25 years 2015

Mental Health & Behaviour in Schools 2016

Disqualification under the Childcare Act 2006

School attendance 2016

Exclusion from maintained schools, academies and pupil referral units in England (Sept 2017)

Criminal Exploitation of children and vulnerable adults: County Lines guidance July 2017

## APPENDIX C

[Child Missing from Education](#)

[Child Missing from home or care](#)

[Child Sexual Exploitation \(CSE\)](#)

[Bullying including cyberbullying](#)

[Domestic Violence & Abuse](#)

[Drug Advice for Schools](#)

[Fabricated or Induced Illness](#)

[Abuse Linked to Faith or Belief](#)

[Female Genital Mutilation \(FGM\)](#)

[Forced Marriage](#)

[Gangs and Youth Violence](#)

[Gender based violence/violence against women and girls \(VAWG\)](#)

[Mental health](#)

[Private fostering](#)

[Preventing radicalisation](#)

[Sexting](#)

[Teenage Relationship Abuse](#)

[Trafficking](#)

## **APPENDIX D**