Safeguarding & Child Protection Policy 2019-20

All staff should have access to this policy and sign to the effect that they have read and understood its contents

Date of last review: September 2019
Date of next review: September 2020

Author: Head of Safeguarding
Owner: Education Directors
Approval: Board

School: Ark Swift Primary Academy
Key Contact Name: Governance Team
Key Contact Email: governance.team@arkonline.org
Key Contact Phone: 0203 116 6333

POSITIONING WITHIN ARK OPERATIONAL MODEL

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# SAFEGUARDING & CHILD PROTECTION POLICY

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Ark Swift Primary Academy

SAFEGUARDING & CHILD PROTECTION POLICY

Key Contact Personnel:

<table>
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<tr>
<th>Principal</th>
<th>Ark’s Regional Director</th>
<th>Designated Safeguarding Lead</th>
<th>Deputy Designated Safeguarding Lead/s</th>
<th>Designated Teacher for Looked After Child (LAC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel Upfield</td>
<td>Damian McBeath</td>
<td>Ali Leach</td>
<td>Shireneade Burton</td>
<td>Ali Leach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Designated Teacher for online safety</th>
<th>Data Protection Lead</th>
<th>SENCo</th>
<th>Behaviour Lead</th>
<th>Educational Visits Co-ordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shireneade Burton</td>
<td>Janice Cocks</td>
<td>Ali Leach</td>
<td>SLT</td>
<td>Janice Cocks</td>
</tr>
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<tr>
<th>Lead First Aider</th>
<th>Nominated Safeguarding Link Governor</th>
<th>Chair of Governors</th>
<th>Ark’s Head of Safeguarding</th>
<th>Ark’s People Business Partner (HR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali Leach</td>
<td>Will Marshall</td>
<td>Tina Alexandrou</td>
<td>Joyceelyn Thompson</td>
<td>Karen Stant</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Ark’s Health &amp; Safety Lead</th>
<th>School Local Authority</th>
<th>Local Authority Designated Officer (LADO)</th>
<th>Virtual School Head (LAC)</th>
<th>Schools PLO/ Safer Schools Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam Satow</td>
<td>Hammersmith and Fulham</td>
<td>Hilary Shaw</td>
<td>Amber Williams</td>
<td></td>
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What to do if you have a safeguarding concern in Ark Swift Primary Academy

Why are you concerned?
For example:
- Disclosure
- Child’s appearance
- Behaviour change
- Witnessed concerning behaviour

Immediately record your concern on ‘Impero EdAware’ online recording tool or on a ‘Cause for Concern’ form (external/visitors) only

FORWARD to DSL
- Clarify concerns if necessary (TED: Tell, Explain, Describe)
- Use child’s own words
- Sign and date your records
- Reassure the child
- Seek support for yourself if required from DSL

Designated Safeguarding Lead reviews referral and makes a decision about next steps. Feedback (on a need to know basis) is given to staff/referrer on next steps

Referral/Further discussion
- Consider whether child is at immediate risk of harm e.g. unsafe to go home
- Discussion/refer to other agencies as appropriate e.g. Inter-agency referral
- If allegation against professional inform Principal - LADO notification, T/C, form
- If allegation against Principal inform RD and Ark Head of Safeguarding
- If unsure then consult with Ark Head of Safeguarding

In School Monitoring Process
- What you are monitoring – Behaviour, trends, appearance etc.
- How long will you monitor? Timeline
- Where, how and to whom will you feedback? Staff/referrer/Principal
- Where will you record? Safeguarding Monitor
- Inform parent/carer of support provided? Meetings/Support Plans

Record decision
Child deemed at risk of significant harm or the likelihood of danger of harm and or risk. Decision made to refer to social care (MASH / EARLY HELP/CAMHS)

At all stages the child’s circumstances will be kept under review
The DSL/Staff will re-refer if required to ensure the child’s safety is paramount
Impero EdAware Logging and Following Up on Safeguarding Concerns

If a member of staff has a safeguarding concern, they log it on Impero EdAware

Categorise as either Child Protection, Pastoral concern or First Aid
Choose one or more subcategories

DSISs/Safeguarding Team receive an email alerting them of a new concern

DSL/Safeguarding Team decides if correctly categorised, whether action needs to be taken, whether situation needs monitoring, and allocates to member of staff.

Action Required

DSL consults/makes judgement to ascertain what further action is required

Internal or external (agency) intervention?

Internal

Incident referred to relevant staff within the school using "Send Alert To..."

All staff log their actions on Impero EdAware until they believe situation is resolved. When this is the case, they inform DSL.

DSL: Is incident resolved?

No

Yes

DSL logs on Impero EdAware that no further action is required, and whether or not situation needs to be monitored.

DSL replies to concern and sets type of reply to Resolution to close concern.

DSL replies to concern and sets type of reply to Resolution to close concern.

No Action Required

DSL logs on Impero EdAware that no action is required, and whether or not situation needs to be monitored.

DSL replies to concern and sets type of reply to Resolution to close concern.

External (agency)

Incident referred to relevant external agency. New referral logged in EdAware.

All correspondence from external agency logged on EdAware against referral, including scanned letters. DSL to revisit case once agency work done.

DSL: Is incident resolved?

No

Yes

DSL replies to concern and sets type of reply to Resolution to close concern.

DSL replies to concern and sets type of reply to Resolution to close concern.
1. INTRODUCTION AND ETHOS

Ark Swift Primary Academy is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Ark Swift Primary Academy recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

Ark Swift Primary Academy recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected, encourage them to talk openly and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- That schools are an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.

There are four main elements to our safeguarding policy:

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

This safeguarding policy requires:

- staff **must** read this safeguarding and child protection policy and as a minimum at least Part 1 of Keeping Children Safe in Education (September 2019).
- staff and governors are required to complete the Ark online KCSIE module to assist further to understand and discharge their role and responsibilities.
- staff and new governors to complete the e-learning training module on Prevent, produced by the Home Office, to equip individuals with the knowledge necessary to help prevent vulnerable people from being exploited and drawn into terrorism and having extremist views.
- all schools to undertake an annual safeguarding audit process.
- all schools to reference the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016).
- all schools to have a safeguarding induction and a training plan.
- all staff members are to be informed of and how to access their school’s safeguarding and child protection policy and procedures (Appendix A), school’s behaviour policy and advice from their Local Authority Safeguarding Partnerships.
- all staff members must receive regular refresher training, at least annually, to keep up to date with any relevant safeguarding and child protection developments.
2. SCOPE

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff and third party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school, including those from the Ark central team. All references in this document to ‘staff’ or ‘members of staff’ or ‘adult’ should be interpreted as relating to all those specified above. Staff also includes those individuals who educate pupils off-site and when individuals undertake an educational visit with pupils, unless otherwise stated.

Rather than duplicating content from Keeping Children Safe in Education (September 2019) in this policy, it should be understood that the school will always refer to KCSIE as the benchmark for all safeguarding practice and decision-making.

3. CONTEXT

This policy has been developed in accordance with the principles established by the updated Children Acts 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education (KCSIE) DfE (Sept 2019)
- Working Together to Safeguard Children DfE (July 2018)
- What to do if you are worried a child is being abused DfE (March 2015)
- Information Sharing Advice for practitioners DfE (July 2018)
- Safer Working Practice for Adults who Work with Children and Young People in Education Settings (May 2019)
- Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013 reviewed July 2015)
- Prevent Duty Guidance for England and Wales (March 2015)
- Sexual violence and sexual harassment between children in schools and colleges DfE (May 2018)
- Relationships education, relationships and sex education (RSE) and health education (DfE, Feb 2019)
- Early years foundation stage statutory framework (EYFS) (Feb 2018)
- Education Inspection Framework (Sept 2019)
- Inspecting safeguarding in early years, education and skills settings (Sept 2019)

Section 175/157 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to arrange to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age, such arrangements will have regard to any guidance issued by the Secretary of State.

4. DEFINITION OF SAFEGUARDING

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2019)

The school acknowledges that safeguarding is what we do for all children and child protection is what we do for children at risk of significant harm or deemed to be at risk or in danger.

Safeguarding covers more than just child protection and schools are charged with ensuring that the child is looked at holistically and at the centre of decision-making within each area below (but not limited to):

- Anti-bullying policies
- Child protection
- Early Help
- Staff conduct & Safer work practice
- Curriculum
• Attendance, Exclusions, Children Missing Education, Transitioning schools
• Health and Safety
• Behaviour Management
• Governance
• SEND & Inclusion
• Training
• Whistleblowing
• A listening school/service
• Specific safeguarding issues
• Complaints/managing allegations against staff
• The School Environment *Inc. Building & Security*
• Safer recruitment and selection
• Online safety

The school further acknowledges that this policy will also incorporate a range of safeguarding issues including (but not limited to):

• Bullying including cyberbullying
• Criminal exploitation of children and vulnerable adult’s county lines
• Child missing education
• Child missing from home or care
• Child sexual exploitation (CSE)
• Domestic violence
• Drugs
• Fabricated or induced illness
• Faith based abuse
• Female Genital Mutilation (FGM)
• Forced Marriage
• Gangs and youth violence
• Gender based violence/violence against women and girls (VAWG)
• Hate
• Mental health
• Peer on peer inc. upskirting
• Private fostering
• Preventing radicalisation
• Protecting children from radicalisation
• Relationship abuse
• Sexual violence and sexual harassment between children in schools and colleges
• Sexting
• Serious violence
• Trafficking and modern slavery

(Also see Annex A within ‘Keeping children safe in education’ 2019 and Appendix C of this policy).

Every member of staff at Ark Swift Primary Academy recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.)
5. RELATED SAFEGUARDING POLICIES

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school’s integrated safeguarding portfolio and should be read in conjunction with the policies as listed below. (To be read and followed alongside this document)

- Behaviour management, linked to the use of physical intervention
- Searching, screening and confiscation
- Online Safety and Social Media
- Anti-Bullying
- Managing harmful behaviours
- Data Protection and Information Sharing
- ICT Policy & Acceptable Use Agreement
- Image Use
- Drugs
- Supporting Transgender Pupils Code of Practice
- Relationships education, relationships and sex education (RSE) and health education
- Health and Safety
- Attendance (Children Missing Education)
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Procedure for Managing Allegations Against Staff
- Code of Conduct for Staff
- Safer Recruitment
- Whistle-Blowing

Supporting Guidance (to be read and followed alongside this document)

- The Children and Families Act 2014
- SEND code of practice: 0 to 25 years 2015
- Mental Health & Behaviour in Schools 2018
- Disqualification under the Childcare Act 2006 (DfE Aug 2018)
- 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
- Teachers Standards 2012
- DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH)
- DfE Designated teacher for looked after and previously looked after children 2018
- DfE “Teaching Online Safety in Schools” (June 2019)
- DfE Data Protection: A Toolkit for Schools
- LA Safeguarding Partnerships arrangements

6. KEY RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and offsite provisions form part of the wider safeguarding system for children.

The Ark Schools Trust Board

The Ark Schools Board retains statutory responsibility for ensuring that all legal responsibilities in connection with Safeguarding are discharged. The Board appoints a Safeguarding Link Trustee to act as the link between the Trustees and Executive team.
Ark’s Head of Safeguarding

The Head of Safeguarding holds responsibility for overseeing day-to-day safeguarding matters within the network, and will ensure schools have appropriate safeguarding processes, practices and relevant training to safeguard and promote the welfare of children.

The Head of Safeguarding will provide schools with high quality safeguarding support, advice and guidance tailored to individual needs and requirements, ensuring schools meet their statutory responsibility to keep children safe.

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

The Head of Safeguarding will ensure that the annual safeguarding audit process is effectively carried out and report any inadequacies to the network’s Executive Team, Regional Director, Principal, DSL and Safeguarding Link Governor. This will also form part of the report to inform the Risk & Audit Committee and Trust Board.

Principal/Head of School

The Principal/Head of School will ensure that the policies and procedures adopted by the Ark Schools 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 Principal/Head of School will ensure that the DSL and DDSLs are properly supported in this role with adequate time and resource level.

The Principal/Head of School will ensure their school maintains up to date records of all safeguarding concerns, using Impero EdAware as their sole recording tool for concerns, LADO referrals and first aid incidents and that the Head of Safeguarding is emailed to inform about any LADO referrals.

Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL)

The school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL’s training will be updated formally every two years but may have refresher training at regular intervals, at least annually, to keep up with any developments relevant to their role.

Additionally, DSL’s knowledge and skills will be updated regularly through a variety of other methods, e.g. e-bulletins and briefings, organising and participating in conferences, local meetings, other identified training, supervision, Ark network training and Ark DSL hub meetings.

The school has appointed additional staff to deputise for the DSL. The Deputy DSLs have attended appropriate training, which enables them to be fully conversant and to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential electronic recording system for safeguarding and child protection concerns. Impero EdAware online system is Ark’s mandatory system for safeguarding recording.
- Coordinate safeguarding action for individual children. In the case of Children in Care, the DSL will ensure that the designated teacher for LAC maintains the details of the child’s social
worker and the name of the virtual school head in the authority that looks after the child (DSL liaising closely with the designated teacher).

- Liaise with other agencies and professionals in line with working together to safeguard children.
- Ensure that locally established procedures are followed and make referrals to other agencies, including Early Help, LA Multi Agency Safeguarding Hub (MASH) and CAMHS as necessary.
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school’s part in Early Help/Child in Need/Child Protection/TAC/TAS plans.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019).
- The Head of Safeguarding and the DSL undertake a safeguarding audit annually with reviews twice a year alongside the Safeguarding Link Governor. The Safeguarding Link Governor and DSL are responsible for reporting to their LGBs regarding the audit twice a year.
- Further details about the role of the DSL can be found in ‘Keeping Children Safe in Education’ 2019, Annex B.

Local Governing Body (LGB)

The LGB, have read and will follow KCSIE 2019 and will provide independent advice and oversight to their school.

The LGB has nominated a governor for safeguarding named on the front of this document. The nominated governor will undertake independent oversight of school level delivery in safeguarding by having termly meetings with the DSL and being part of the school safeguarding audit process.

Members of Staff

All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- identify and recognise children who may be in need of extra help, who are suffering, or are likely to suffer significant harm
- provide help for children, where appropriate and reasonable
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed to safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties
- be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy and/or procedure for managing allegations against staff)
- maintain an attitude of ‘it could happen here’ where safeguarding is concerned and to always act in the best interests of the child
- respond to and refer any concerns about children or other members of the community in accordance with this policy
- contribute towards, read and adhering to the school policies

All members of staff at Ark Swift Primary Academy know what to do if a child tells them he/she is being abused or neglected. (WTD chart—pg. 2 & 3). Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.
The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil’s welfare MUST always be reported to the Designated Safeguarding Lead or DDSL.

Children and young people
Children and young people (pupils) have a responsibility to:
- Contribute to the development of school safeguarding policies
- Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online.

Parents and Carers
Parents/carers have a responsibility to:
- Read the relevant school policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their child/ren, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child/ren is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child/ren encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies

Parents can obtain a hard copy of the school Safeguarding and Child Protection Policy and other related policies on request to the school and can view them via the school website.

Ark Swift Primary Academy will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers plus one other in case of emergencies. Parents should remember to update the school as soon as possible if the numbers change.

7. RECOGNITION AND TYPES OF ABUSE AND NEGLECT
All staff in school should be aware of the definitions, signs, and symptoms of abuse. There are four categories of abuse:
- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix A of this policy. Staff should also refer to sections KCSIE 2019 Part 1 What School should look out for s.18-34 and ‘What to do if you are worried a child is being abused’ 2015.

All members of staff are aware that 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.

Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. An adult or adults, or another child or children may abuse them. Their peers, family members, by unknown, or in some cases unidentifiable individuals, may abuse children via the internet. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.
Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child’s health, development and well-being. The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

8. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Ark Swift Primary Academy adheres to their Local Authority Safeguarding Partnership Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found on the LA Safeguarding Partnership website.

Additional guidance for staff includes

- ‘What to do if you are Worried About a Child Being Abused’ (DfE 2015)
- Information Sharing (2018)

‘What to do if you are worried about a child being abused’ (DfE 2015) p.12 (s.24) identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach:

It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children’s social care and/or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents/carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the LA multi agency safeguarding hub (MASH)/social care duty team/Early Help team.
• Advice may also be sought from Ark Head of Safeguarding.
• Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will consider making a referral to social care if the situation does not appear to be improving for the child. New referrals to services will be made using the agreed LA multi agency referral form.

In all but the most exceptional circumstances, parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to the LA social care team being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so or it will place the pupil at further harm or risk.

9. RECORD KEEPING

Staff will record any welfare concern that they have about a child on Impero EdAware, the safeguarding all-in-one online recording tool. Schools may also have a safeguarding incident/concern form for volunteers/extended staff or visitors who do not have a school email address account. These forms are held on the shared drive, in the staff room, in the main office or with the DSL. All referrals must be passed without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child’s words and will be signed and dated.

All staff at Ark Swift Primary Academy are trained on the use of Impero EdAware. It forms part of the induction process for staff as well as within the annual safeguarding training, which is delivered to all staff.

All disclosures and concerns recorded on Impero EdAware allow a school to manage all areas of safeguarding and child protection, including pupil casework, add meetings to a child’s chronology, staff training and first aid. This allows immediate follow up and management by the DSL on any issue.

The Ark schools’ Head of Safeguarding can access these folders. The Ark schools’ Head of Safeguarding will contact either the DSL/Principal if there is any concern regarding a lack of information or any other concern.

If members of staff are in any doubt about recording requirements staff must discuss their concerns with the DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in school. Safeguarding records are kept in accordance with data protection legislation and retained centrally and securely by the DSL and are shared with staff on a ‘need to know’ basis only.

The DSL will ensure that school has more than one available emergency contact for pupils. Schools should have at least two emergency contacts for every child in the school in case of emergencies or welfare concerns at home.

The Principal/Head of School will be kept informed of any significant issues by the DSL.

All safeguarding records will be transferred in accordance with data protection legislation to a child’s subsequent school/setting, under confidential and separate cover, to the new DSL or Principal/Head of School and a receipt of delivery will be obtained.
10. Multi Agency Safeguarding Arrangements

Ark Swift Primary Academy and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018). Ark Swift Primary Academy must ensure children’s needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required, and recognise that a crucial part of this may be in supporting the child while these take place.

Ark Swift Primary Academy will follow the new local multi-agency safeguarding arrangements under the LA Safeguarding Partnership system. The DSL will ensure the changes are updated to staff to reflect what’s new and staff should understand what their roles and responsibilities are under the new system.

Ark Swift Primary Academy recognises the importance of multi-agency working and will ensure that staff are able to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child/Family. The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

11. CONFIDENTIALITY, INFORMATION SHARING AND GDPR

Ark Swift Primary Academy recognises that all matters relating to child protection are confidential. The Principal/Head of School or DSL will only disclose information about a pupil to other members of staff on a ‘need to know basis’.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues confidential, they also have a professional responsibility to share information if it is necessary and appropriate with other agencies in order to safeguard children.

The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff are directed for further information to the July 2018 Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, which includes “seven golden rules for sharing information”.

All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child’s safety or wellbeing. Further advice on responding to disclosures can be found in Appendix A of this policy.

Everyone in this school who deals with personal data shares the responsibility for data protection.

Ark Swift Primary Academy ensure that policies, training and practice give staff the confidence to know when, how and to whom they can share sensitive information when dealing with a safeguarding concern. The annual safeguarding training also covers how to record that information in a neutral and professional manner, focusing on what is necessary for the safeguarding purpose.

Data protection law is not a barrier, but it is a system of checks and balances to be borne in mind when recording, sharing, and retaining vital but sensitive data.

- Schools must appoint a Data Protection Lead to be responsible for guiding the school on data protection matters.
- Senior leaders who manage the ‘data ecosystem’ should be aware of the content of GDPR in order to oversee how the school is complying with data protection legislation.
• Staff who influence how data is used, processed and secured should be involved in creating high-level data maps and be aware of lawful reasons for processing data and minimising risks.
• All staff should be aware of what personal data is, how it can be used, and any risks involved.

12. COMPLAINTS
The school has a Complaints Procedure available to parents, pupils and members of staff who wish to report concerns. This can be found in the office and on the school website.

All reported concerns must be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff, volunteer or professional will be dealt with under the specific Procedures for Managing Allegations Against Staff and volunteers within Appendix A of this policy.

13. STAFF INDUCTION, AWARENESS AND TRAINING
All members of staff have been provided with a copy of part one of the “Keeping Children Safe in Education” (2019) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A of KCSIE 2019 and this information is kept on the school’s Single Central Record (SCR).

Staff and governors are also required to complete the Ark online KCSIE module to assist further to understand and discharge their role and responsibilities.

The DSL will ensure that all new staff and volunteers including teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school, including those from Ark central team are appropriately inducted as regards the school’s internal safeguarding procedures and communication lines.

A summary information sheet is available to be given to staff and volunteers to support this process.

All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

• **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
• **Respond** appropriately to safeguarding issues and take action in line with this policy
• **Record** concerns in line with the school policies
• **Refer** concerns to the DSL and be able to seek support external to the school if required

All teaching, non-teaching and volunteers will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the schoolchild protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members will receive regular safeguarding and child protection updates via e-bulletins, staff briefing as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All members of staff will be made aware of the school’s expectations regarding safe and professional practice via the staff behaviour policy, staff code of conduct and the IT and Acceptable Use policy, which is provided and discussed as part of the induction process.

The school recognises the expertise, which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy via involvement in staff departmental meetings.

The DSL will work with the Safeguarding link governor and the Head of Safeguarding to produce an audit report for the Spring 1 LGB meeting. An end of year report to be presented
at the LGB Summer 2 meeting to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. SAFE WORKING PRACTICE

All members of staff are required to work within clear guidelines on Safe Working Practice/the school’s Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in agreed assigned areas.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school’s Behaviour Management Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

- Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2019), and Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013) links to both guidance is in Appendix B of this guidance.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.). Staff should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings and the network policy ICT Policy & Acceptable Use Agreement - September 2017-September 2020.pdf

15. STAFF SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child’s safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time
- The Head of Safeguarding will provide KIT support for new and struggling DSLs.

16. SAFER RECRUITMENT

Ark Swift Primary Academy is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority.

Ark Swift Primary Academy is responsible for ensuring that safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

Ark Swift Primary Academy is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and governors and includes appropriate recruitment and training information such as:

- Dates of recruitment
• Identity checks
• Disclosure Barring (DBS) reference number and barred list check, including date check was obtained and details of who obtained it
• Eligibility to work in the UK checks
• Prohibition, sanctions and restrictions and s128 directions
• Two references
• Further checks on those who have lived outside the UK
• Professional qualifications check
• Accredited Safer Recruitment Training
• Annual Safeguarding training, DSL training and KCSIE staff read & understand confirmation

The Principal/Head of School will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

It is agreed that all governors will undergo an enhanced Disclosure and Barring Scheme check. Further statutory procedures for checking the suitability of staff, volunteers and professionals who work with children see Appendix D of this policy - Ark Recruitment & Appointment Policy.

17. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

Ark Swift Primary Academy recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received.

We understand that on occasions pupils may make allegations against a member of staff however, staff should also take care not to place themselves in a vulnerable position with a pupil where an allegation can be made. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or Regional Director where there is an allegation against the Principal. If the Principal/Head of school is not present, the most senior teacher present must then ensure that the Regional Director and Head of Safeguarding are informed as a matter of urgency.

In the event of allegations of abuse, the Designated Officer (LADO) must be informed of all allegations that come to the school’s attention and appear to meet the criteria to discuss the content of the allegation.

The school will follow DfE guidance for managing allegations against staff as outlined in Part 4 “Keeping Children Safe in Education (Sept 2019)”. This is to be read in conjunction with Ark procedure on Managing Allegations of Abuse Against Teachers, Volunteers, Staff and Professionals (Appendix A of this policy).

18. WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and the senior leadership team will always take such concerns seriously.

All members of staff are made aware of the school’s Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk.

Decisions never have to be taken in isolation
Considerations should be given to consult
19. PEER ON PEER ABUSE (Allegations of abuse made against other children)

All members of staff at Ark Swift Primary Academy recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may by be affected by the gender, age, ability and culture of those involved.

Further information about the school’s response to specific allegations of abuse against pupils can be located in the school’s Behaviour Management, Anti-bullying, and Online Safety Policies.

The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and support both within the school and externally (such as the Police community liaison, Child Line etc).

The school recognises ‘Upskirting’ as a criminal offence under changes to the Voyeurism (Offences) Act 2019 which criminalise ‘upskirting’. This refers to the act of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission.

The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “Sexting in Schools and Colleges” guidance and KSCB guidance.

Further information in relation to the school’s approach to ‘sexting’ and ‘up-skirting’ can be found in Appendix A and C of this policy.

20. SEXUAL VIOLENCE and SEXUAL HARASSMENT BETWEEN CHILDREN in SCHOOLS and COLLEGES

Ark Swift Primary Academy recognise that the DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH). Schools must protect all pupils and engage social care, support services and the police as required. The new guidance also makes it clear that whilst the criminal age of responsibility is ten, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

All staff must recognise that a child abusing another child may have been abused themselves; therefore, the need may be to support the alleged perpetrator.

Full advice and guidance can be found in on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH), which was published in December 2017, has also been updated in May 2018 – see Appendix B of this policy.

21. SERIOUS VIOLENCE

All staff must be aware of warning signs which indicate that a child may be at risk of or involved in serious violent crime. KCSIE 2019 expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them. KCSIE 2019, paragraphs 29 – 30 directs staff to the Home Office’s guidance on preventing youth violence and gang involvement and criminal exploitation of children and vulnerable adults.

Schools and colleges should update policies and training to ensure staff are be able to spot indicators which may signal a child’s involvement with violent crime and are aware of the Home Office guidance about how to respond appropriately.

Further information in relation to the school’s approach to can be found in Appendix A and C of this policy.
22. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

Ark Swift Primary Academy acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.

Ark Swift Primary Academy will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child’s disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Further information in relation to the school’s approach to SEND can be found in Appendix A and C of this policy.

23. LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

Ark Swift Primary Academy recognise that most children living in care are kept safe from harm. However, a small number remain at risk of abuse or neglect. Children may enter care for all sorts of reasons but most enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs.

Many children also move repeatedly in and out of care, or between placements. This can prevent them from forming stable relationships with staff, adults and peers.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously LAC safe.

Schools must appoint a Designated Teacher for LAC who has responsibility for promoting the educational achievement of registered pupils who are looked after and certain previously looked after children.

The Designated Teacher for LAC will maintain details of the child’s social worker and information of the virtual school head in the authority.

Further information in relation to the school’s approach to LAC and Previous LAC can be found in Appendix A of this policy.

24. MENTAL HEALTH AWARENESS

Schools recognise that they play a vital role in spotting the early signs of mental health issues and can help children get the support they need.

Some pupils can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. School staff need to be vigilant to potential emotional and behavioural problems if there are pupils in school who have:

- experienced abuse,
- bullying,
- bereavement,
- have learning difficulties or
- are in care

Exam time can also be a time when children experience increased levels of stress and may need extra emotional support.

The DSL will ensure at induction and through regular training that staff are aware of the processes for reporting and escalating concerns about mental health. If a member of staff has a concern about the mental health of a pupil, they should speak to the DSL in the first instance.

The DSL may offer that if there is a concern about a child’s mental health a Strengths and Difficulties Questionnaire (SDQ) can be completed to assess the child’s behaviour which is
produced by the DfE non-statutory advice for schools in England Mental health and behaviour in schools (DfE, 2018).

Further information in relation to the school’s approach to Mental Health Awareness can be found in Appendix A and C of this policy.

25. ONLINE SAFETY

It is recognised by Ark Swift Primary Academy that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

School must appoint a Designated Lead for online safety with appropriate skills, interest and expertise regarding online safety.

Ark Swift Primary Academy identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes harm.

Ark Swift Primary Academy ensures that monitoring and filtering is in place on schools systems, but that this should not impose “unreasonable restrictions” on what children can be taught about safeguarding and online safety. The DfE’s new guidance on “Teaching Online Safety in Schools” (June 2019) is included at Annex C to the KCSIE 2019.

Further information in relation to the school’s approach to online safety can be found in Appendix A and C of this policy.

26. CURRICULUM AND STAYING SAFE

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is ‘safe’; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Ark Swift Primary Academy will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender based violence/sexual assaults and ‘sexting’.

Further information in relation to the school’s approach to curriculum, relationships education, relationships and sex education (RSE) and health education and staying safe can be found in Appendix A of this policy.

27. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Principal/Head of School will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

All external services using school premises will adhere to the lettings agreement.

If this assurance is not achieved, then an application to use premises will be refused.

28. SECURITY

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may become known. We operate within a
whole-school community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the schools visitors log system and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school staff/security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual onto the school site.

Further information in relation to the school’s approach to security and summary on coping with a school emergency can be found in Appendix A.

28. ALTERNATIVE PROVISION (AP)

Schools are responsible for the safeguarding of their pupils when they are placed in an alternative provision. Schools should obtain a written statement from the AP provider that they have completed all the vetting and barring checks that are necessary on their staff.

Further information in relation to AP risk assessments can be found in Appendix A of this policy.

29. LOCAL, NETWORK and NATIONAL SUPPORT SERVICES

All members of staff at Ark Swift Primary Academy are made aware of the local, network and national support available.

Further information in relation to a list of local, network and national support services can be found in Appendix A of this policy.

30. SCHOOL LOCAL PROCEDURES AND PRACTICE GUIDELINES –Appendix A-D

Schools are required to insert in Appendix A of this policy their localised school procedure, practice and guidance documents or links to documents specific to their school and LA Safeguarding Partnership arrangements.

Each school may wish to include documentation or links to documentation in addition to the summaries of each area listed below.

APPENDIX B contains statutory legislation and guidance and other documents and links to those documents related to safeguarding in schools. Details of other statutory guidance is available within Impero Ed Aware.

APPENDIX C contains documents or links to those documents highlighted in Keeping Children Safe in Education (Sept 2019), as being specific safeguarding issues.

APPENDIX D contains the network Recruitment and Appointment Policy 2017-20 which is relevant to safeguarding as it covers selection and vetting processes.
APPENDIX A

Localised school procedure, practice and guidance documents/links to documents

- 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
  - Signs and symptoms of peer on peer abuse including upskirting
  - Signs and symptoms of Serious violence
  - Signs and symptoms of Contextual safeguarding
  - Supporting Transgender Pupils (Ark code of practice)
  - Duties under the Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’) (Ark guidance)
  - Medicine & First Aid
  - Health & Safety
  - Educational visits/Transporting children on school activities (Ark guidance)
  - Intimate care (Ark guidance)
  - SEND
  - ICT and Acceptable Use Agreement (Ark policy)
  - Whistleblowing (Ark policy)
  - Children/young people with Medical Needs
  - Responding to self-harm, suicide, mental health
  - Primary-Secondary transition /post 16 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 (Ark Procedure)
  - ‘Use of Reasonable force/Physical Intervention /Positive Handling
  - Images/photography of pupils
  - Managing allegations against staff and volunteers (Ark Procedure)
  - Managing allegations against other pupils
  - PSHE & Citizenship/Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)

- Safety
  - School site security
  - Visitor Management
  - Outdoor visits for schools (Ark Code of Practice)
  - Summary of school procedure for Coping with a school emergency/Emergency response plan
  - Managing Violence Code of Practice (Ark guidance)
  - Alternative Provision Risk Assessments (Ark guidance)

- HR & Governance
  - Safer recruitment
  - Complaints policy (Ark Policy)
  - Allegations against staff, volunteers and other professionals 2018-20 (Ark Procedure)
  - Disqualification under the Childcare Act 2006 (DfE 2018)
- The Governors Handbook – (requirement for Governors)
- Local, Network and National support services for staff, parents, pupils
APPENDIX B

Statutory legislation and guidance documents links


Working together to Safeguard Children (DfE, 2018)

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, 2018)


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 (2019)

SEND code of practice: 0 to 25 years (DfE 2017)

Mental Health & Behaviour in Schools 2018


The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018


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)


Inspecting safeguarding in early years, education and skills settings (Sept 2019)
Abuse
Bullying including cyberbullying
Children and the Court System
Children with family members in prison
Child Missing from Education
Child Missing from home or care
Child Sexual Exploitation (CSE)
Criminal exploitation of children and vulnerable adult’s county lines
Domestic Violence & Abuse
Drug Advice for Schools
Fabricated or Induced Illness
Faith or Belief Based Abuse
Female Genital Mutilation (FGM)
Forced Marriage
Gangs and Youth Violence
Gender based violence/violence against women and girls (VAWG)
Hate
Health & Well-being
Homelessness
Mental health
Peer on Peer abuse
Private fostering
Preventing radicalisation
Protecting children from radicalisation
Sexting
Sexual violence and sexual harassment between children in schools and colleges
Serious Violence
Trafficking and modern slavery
Up-skirting
Recruitment & Appointment Policy

PURPOSE

The use of this policy and procedure is to ensure that Ark Schools employs appropriately skilled staff, assist Ark Schools to deter, identify and reject people who are unsuitable to work with children, help promote equality of opportunity and ensure that Ark Schools meets its statutory obligations.

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<th>April 2019</th>
<th>Author:</th>
<th>Head of Recruitment</th>
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POSITIONING WITHIN ARK OPERATIONAL MODEL

| Component | Element |
Recruitment & Selection Policy and Procedure

1. Introduction

1.1 Ark Schools exists to make sure every young person, regardless of their background, can go to university or into a career of their choice. This policy is intended to provide a framework for the efficient and effective recruitment of all categories of staff employed to work at Ark Schools, either within a school or centrally employed. Ark values the contribution of all staff and recognises that the recruitment of appropriately skilled staff is key to the provision of a safe and successful teaching and learning environment in which pupils can thrive.

1.2 These procedures abide by relevant legislation and guidance and make particular reference to the statutory guidance ‘Keeping Children Safe in Education’ (Department for Education September 2016 and subsequent versions), as well as the Equality Act 2010 Employment Statutory Code of Practice and the Data Protection Act (DPA) 2018.

1.3 Ark Schools is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and apprentices to share this commitment. In order to meet this responsibility, it follows a rigorous selection process to discourage and screen out unsuitable applicants.

2. Purpose

2.1 The use of this policy and procedure is to ensure that Ark Schools employs appropriately skilled staff, who are suitable to work with children, help promote equality of opportunity and ensure that Ark Schools meets its statutory obligations.

3. Scope

3.1 This policy covers the recruitment of all academy and non-school based staff. It is also strongly recommended for use by external agencies/contractors appointing workers who will have access to Ark Schools academies as part of their role. It is the principal’s responsibility within an academy to ensure that relevant agencies are made aware of these standards.

4. Equal Opportunities

4.1 Ark Schools is committed to eliminating discrimination and encouraging diversity amongst our employees. We endeavour to build a workforce that will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equitable employment practices and not to discriminate on grounds
of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.

4.2 The appointment and recruitment procedure must always be applied fairly and in accordance with employment law and the Ark Schools Equal Opportunities Policy Statement.

5. **Responsibilities**

5.1 Ark Schools is responsible for maintaining equitable, consistent and objective procedures for matters relating to recruitment and appointments.

5.2 The principal\(^1\) has overall responsibility for the internal organisation, control and management in their academy\(^2\) and the implementation of this policy in their academy.

6. **General principles**

6.1 When recruiting and selecting workers and staff, each Ark Schools academy will: - Ensure its practices and systems are transparent, objective, thorough, consistent and in line with Ark Schools policies and guidance

- Ensure those involved in the recruitment & selection process have access to appropriate training, and ensure at least one member of each panel has received Safer Recruitment training

- Take account of issues relating to safeguarding children at every stage of the procedure, and avoid over-reliance on criminal background checks as a means of ‘sifting’ out candidates unsuited to working with children.

7. **Recruitment & selection procedure**

7.1 **Stage one: Recruitment planning**

As soon as a hiring need arises, the principal should review the following:

- **Recruitment Planning**: refer to your workforce plan to confirm whether the role is within the agreed future structure. If it is, initiate the vacancy approval process. If it is not, speak to your HR Business Partner and Regional Director to discuss the business case for the role prior to submitting a vacancy approval request.

- **Vacancy approval**: complete the online vacancy request form via the Ark recruitment portal (a link to this can be found in the People section of the Ark Model Library). Approval from all relevant stakeholders must be received prior to advertising and/or hiring to any roles

- **Job description and person specification**: use the current template available in the Ark recruitment portal for all vacancies. Up to date template job descriptions can be found within the online vacancy request form or in the recruitment toolkit, found in the People section of the Ark Model Library.

It should be explicit on the job description that candidates will be expected to demonstrate a commitment to safeguarding the welfare of children, and that this will be tested at interview.

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\(^1\) This policy applies to all Ark Schools staff. Appropriate substitutions will be made to accommodate differences in organisational structures across the Ark Schools network and central office. For example, all references to the principal can be replaced with the head teacher depending on the specific school structure.

\(^2\) For Ark Schools central office all references to the principal are replaced with the appropriate senior leader and the senior team replaces all reference to the senior leadership team.
The Principal or a nominated member of the SLT is responsible for approving the final job description and advert text; this can also be delegated to a member of HR staff within the school. The HR Business Partner will review final documents submitted via the online vacancy request form, to ensure consistency across the network.

7.2 Stage two: Advertising and applicant management

The recruitment advert should be attractive, clear, and communicate the right messages. It should be drafted in line with the above principles and should include:
- Post title and a brief description of the associated duties
- Remuneration
- Whether full time, part time or suitable for job share
- Essential characteristics/qualifications/skills/ experience necessary
- Details of the academy and who to contact for further information
- A statement of Ark Schools’ commitment to equal opportunities and commitment to safeguarding and promoting the welfare of children - The requirement for an enhanced DBS check

Every Ark Schools academy must use the appropriate Ark Schools application form, which is accessed by candidates through the recruitment portal during the application process.

The application form has been designed to ensure that the following minimum information is obtained from candidates prior to the shortlisting stage:
- Full identifying details of the applicant, including current and former names, current address and contact details
- Academic/professional qualifications relevant to the post applied for, with details of the awarding body and dates
- QTS reference number, where relevant
- Confirmation of whether the applicant requires a work visa (and details associated with this)
- A full chronological history since leaving education, including periods of training, work (including voluntary work), and an explanation for any gaps. Start and end dates should be provided in all instances. In some instances a short application form accompanied by a CV is accepted provided the preceding points are explored at interview
- Contact details for two referees (one of whom must be the applicant’s current or most recent employer), covering at least five years.
- A supporting statement of the knowledge/skills/experience/personal qualities that the applicant is able to bring to the job, and how they feel they meet the person specification
- A signed, dated statement from the applicant that they are not disqualified from working with children, or subject to sanctions imposed by a regulatory body such as the Teaching Regulation Agency or qualifications awarding organisations
- A signed statement declaring if they have any criminal convictions, cautions, reprimands or final warnings not filtered under current guidelines.

7.3 Stage three: Assessment

- Shortlisting - Principals will ensure that the following standards are met:
Those responsible for shortlisting should normally take part in the interview process; at least a minimum of one shortlister should be on the panel.

All applications must be scrutinised for consistency and completeness of information, gaps in employment, anomalies and discrepancies. Incomplete applications are not accepted. If CVs are requested, they must be accompanied by an appropriate safeguarding statement and/or short application form.

A shortlisting matrix is used for recording applicants and whether they meet the shortlisting criteria as defined by the job specification, (for a standard shortlisting matrix please refer to the recruitment toolkit in the People section of the Ark Library).

All candidates are to be assessed equally against the criteria contained in the person specification.

If a candidate requires Sponsorship, Ark’s Sponsorship recruitment guidelines must be followed (please refer to the recruitment toolkit in the People section of the Ark Library).

**Invitation to interview** - Prior to inviting shortlisted candidates for interview/testing, the principal must ensure that:

- For Ark Schools school based staff, references are sought for each candidate prior to interview, with permission from candidate. The Ark Schools’ reference request template held in the recruitment portal must be used to ensure all information required in line with safer recruitment practices is consistently collected.
- The assessment process does not discriminate against disabled applicants (as defined by the Equality Act 2010) and consider making any reasonable adjustments that may be requested by a candidate⁴
- Candidates are made aware that: the interview will assess their suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.
- Candidates are asked to bring identification documents, qualifications and original certificates to the interview.

**Important note:** It is essential that references, qualification details, and other documents provided by the applicant are cross-checked against details on the application form, in order to rule out possible anomalies. Where anomalies are found or where references are vague or unspecific, follow-up action will be taken by the principal to establish the candidate’s suitability for the post.

**Interviews** - The principal must ensure that:

- No offer of appointment is made without the candidate having attended a face-to-face interview, or where this is not possible, a video conference.
- Interviews are conducted by a minimum of two interviewers at all times.
- At least one member of every panel has completed Safer Recruitment training and this should be noted on interview paperwork⁵.
- A core set of questions to be asked of all candidates is drawn up prior to interview and is based on the competencies specified on the person specification.
- Additional questions to be asked of all candidates are prepared related to safeguarding and promoting the welfare of children, including: ○ Motivation to work with children and young people ○ Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

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⁴ If a reasonable adjustment has been requested you can contact AskHR at askhr@arkonline.org for guidance on how to make an appropriate reasonable adjustment.

⁵ Staff requiring this training should contact AskHR at askhr@arkonline.org.
- Ability to deal with challenging behaviours and attitudes to use of authority and maintaining discipline

- The interview panel agrees the required standards before the interviews take place and how they are to be measured

- The interview panel agrees beforehand what additional issues specific to each candidate need to be explored at interview (based on the candidate’s application and references)

- Any gaps in the employment history must be explored and noted down on the interview paperwork

- Candidates are reminded that their identity needs to be checked and that they are subject to an enhanced criminal background check. Candidates are asked to confirm the declaration they signed on the application form and if they need to disclose anything.

- References - All candidates are required to provide details of two referees covering at least the past five years, one of whom should be their current employer. Should the candidate not currently be working with children, a reference must be sought from their most recent work with children where possible, (this is not necessarily relevant for Central posts). The reference request form should be sent through the recruitment portal; referees are asked to complete a detailed questionnaire, including whether the candidate has been subject to concerns for any child protection issues.

- Post Interview Feedback – all candidates should be informed of the outcome of any assessment as soon as possible, ideally no later than 5 working days of the interview. Feedback given to unsuccessful candidates should be:
  - Professional, sincere and founded in facts evidenced at interview
  - Personalised, with constructive feedback for the candidate, where possible - Given in a positive manner

You can find further guidance on giving feedback to unsuccessful candidates in the recruitment toolkit, found in the People section of the Ark Library.

7.4 Pre-employment checks & commencing employment

Staff responsible for pre-appointment checks in schools should refer to the ‘SCR and Pre-Employment Check Guidance’ found in the Compliance area in the People section on the Ark Library.

No applicant should be allowed to start work for Ark Schools in a school based post until a satisfactory DBS certificate has been received. This includes temporary employees and secondments. In exceptional circumstances, the principal may decide, in consultation with their Designated Safeguarding Lead and relevant HR Business Partner or AskHR, that an applicant can start work before the disclosure is received. This must only be in situations where there is an urgent need to maintain service delivery and all reasonable steps have been taken to protect the safety of children. Reasonable steps to protect children include not allowing unsupervised access to children, allowing the applicant to start work in an alternative post or shadowing other employees.
7.5 Documentation retention

Application and interview details of those candidates not appointed should be destroyed after 6 months from the interview date. All other relevant recruitment documentation relating to the chosen candidate must be kept securely and in-line with data protection rules, including:

- The application form (including signed declaration)
- The interview assessment notes
- Shortlisting forms
- Documentation from any selection tests

**Important note:** If the chosen candidate is being sponsored on a Tier 2 visa by Ark Schools then all applications and interview details of every candidate assessed should remain on file until the UK Visa and Immigration gives permission for them to be destroyed.

7.6 Agency workers

Where agency cover is used for posts that require a disclosure certificate, the agency must be asked to provide the reference number of a satisfactory enhanced disclosure for their worker. If the agency is unable to provide the necessary disclosure reference, the agency worker should not be used.

Agencies should ensure that the DBS provided is rechecked every three years either by requesting a new certificate or checking via the DBS Update Service. Agencies must also demonstrate they are committed to safer recruitment practices. Agencies should confirm they have checked the following:

- ID
- QTS number (where relevant)
- Qualifications evidence
- Childcare disqualification completed and date (where required)
- Barred List checked and expiry date
- Further disclosure information (if relevant)
- Prohibition order checked and date
- Overseas police check (if relevant)
- Right to work evidenced
- References checked
- Employment history checked

The principal is responsible for issuing contracts to approved agencies and must ensure this requirement is contained in the terms and conditions of contracts.

7.7 Self-employed staff/consultants

Where a consultant or self-employed worker is to be engaged, Ark must first be satisfied that the individual is a contractor for tax purposes. This is established by completing the HMRC IR35 test online where the hiring manager needs to answer a number of questions about the role which will define whether or not the individual can be engaged with as an independent contractor or if instead they must be employed on a fixed term contract. The IR35 test can only be found online at: [https://www.gov.uk/guidance/checkemployment-status-for-tax](https://www.gov.uk/guidance/checkemployment-status-for-tax). A copy of the IR35 test results should be retained.
8. **Training, Resources and Guidance**

Safer Recruitment training can be requested via AskHR askhr@arkonline.org.

Recruitment resources and guidance can be accessed through the Recruitment Toolkit within the People section of the Ark Library.

The relevant People Business Partner will work in consultation with the principal/hiring managers on the hiring process and any concerns raised including assessing criminal background disclosures and safeguarding concerns.

Any further questions can be directed to AskHR on 02031160739 or by email at askhr@arkonline.org