



Ark St Alban's Safeguarding Policy – Appendix A

What is child abuse?

The following definitions are taken from “*Working Together to Safeguard Children*” (DfE, 2018)’. In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. 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. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse 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 persistent 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 cyber bullying), 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



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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

Neglect is 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).
- Ensure access to appropriate medical care or treatment.

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

NSPCC research has highlighted the following examples of the neglect of children under 12:

- Frequently going hungry.
- Frequently having to go to school in dirty clothes.
- Regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse.
- Being abandoned or deserted.
- Living at home in dangerous physical conditions.
- Not being taken to the doctor when ill and/or not receiving dental care.

Indicators of Neglect

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children ("What to do if You Are Worried a Child is Being Abused", DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the Designated Safeguarding Lead.

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.



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Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly; poor state of clothing
- Underweight
- Dress unsuitable for weather
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Emotional Abuse

- Most harm is produced in *low warmth, high criticism* homes, not from single incidents.
- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person – as in domestic violence.
- Children are often unable to disclose emotional abuse because they find it difficult to understand

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless, etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
 - Drug/solvent abuse
 - Running away
 - Compulsive stealing, scavenging
- Acting out



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- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical Abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present. A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse and factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault
- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.



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Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge and/or sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect;



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- Overreacting to criticism

Student Attendance and Children Missing from Education

Ark Alban's Academy has an attendance policy which is shared with staff, parents and students as part of induction via the school website, student planners and the code of conduct. The attendance policy recognises that all schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their students, and as part of this should investigate any unexplained absences and gives due regard to this responsibility and the attendance policy is written in accordance with "Children Missing Education: Statutory Guidance for Local Authorities" (DfE, 2016)

Ark St Alban's Academy collaborates closely with the local authority, other schools and local social services to ensure that children do not go missing from education: no child of compulsory school age is removed from the school roll at Ark St Alban's Academy without the authorisation of the DSL and/or confirmation from the school the student is joining; the local authority is always notified of any student that is removed from school roll, the reasons for removal and where the student has moved to.

Nationally, students with school attendance average of 90% or less are considered persistently absent and therefore at risk of becoming NEET or being the victim of abuse or exploitation. As such, Ark St Alban's Academy refers all students with an average attendance of less than 90% to the attendance officer and DSL and works with families who have children who are at risk of becoming persistently absent in order to improve the attendance of their children.

Dealing with Disclosures

Children should be listened to positively and staff should try to reassure them if and when a disclosure is made. Complete confidentiality cannot and should not be promised. Staff should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child from risk of harm.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the Designated Safeguarding Lead (DSL) is and who to approach if the DSL is unavailable. The DSL should be approached first to raise any concerns or safeguarding issues. Ultimately, all staff have the right to contact Ark Head of Safeguarding directly or make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home or an aggressive/violent parent on the premises.



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Guiding Principles: The Seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable. Try to avoid note taking while the child is making the disclosure – give them your complete attention

Reassure

- Reassure the Student, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'Everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- However, you can ask clarifying questions so that you are able to pass relevant information to the DSL
- Do not criticise the alleged perpetrator; the student may care about him/her, and reconciliation may be possible
- Do not ask the Student to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the student that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible; you should do this verbally and follow up with a Notice of Concern Forms are available in the Staff Room.
- If you are not able to contact your DSL, and the child is at risk of immediate harm, contact the Deputy Designated Safeguarding Lead (DDSL), Principal, Ark Head of Safeguarding and or children's social care directly
- If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

- If possible make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file



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- Record the date, time, place, people present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or other marks
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out. The DSL may only be able to share information on a need to know basis to staff which will not cover everything but will be enough to provide support to the child. If staff have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department. Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional support/counselling might be needed and a staff member can be directed to should be encouraged to recognise that disclosures can have an impact on their own emotions.

Signs and Symptoms of Child Sexual Exploitation

Children and young people under the age of sixteen cannot, by law, consent to sexual intercourse and anyone engaging in sexual activity with a child under the age of sixteen is committing an offence. Whilst the age of consent is sixteen, it is illegal for those under eighteen to be paid for sexual services in money or in kind. All children involved in sexual exploitation should be treated as victims of abuse, even those aged



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between 16 and 18. Concern that a child, young person or vulnerable adult may be involved in sexual exploitation or at risk of being drawn into it should always initiate action to ensure child's safety and welfare.

Definition

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

(National Working Group for Sexually Exploited Children and Young People 2008)

Although the definition of sexual exploitation is long and detailed, in essence such abuse is characterised by children and young people receiving goods, favours or money in return for sexual activities. In all such exploitation, the balance of power remains with the abuser(s) through age, intellect or resources.

Children are at risk of sexual exploitation through the internet and, particularly social media. Young people may be groomed to share indecent images with others on the internet, who may be adults posing as teenagers. The prevalence of 'sexting' is a significant risk factor.

Models of Sexual Exploitation

Three models of Sexual Exploitation have been identified:

Inappropriate Relationship	Boyfriend	Organised crime
<ul style="list-style-type: none"> • One abuser • Power and control • Physical, emotional, financial • Believe abuser is offering a genuine relationship • Often a significant age gap 	<ul style="list-style-type: none"> • Initially, one abuser, grooming and gaining trust • Apparently consensual sexual relationship starts • Relationship becomes abusive • Victim threaten with violence and forced to engage in sexual activity with others • Growth in peer exploitation 	<ul style="list-style-type: none"> • Involving criminal gangs trafficking victims around the UK and the world • Established networks across the UK move victims from location to location • Forced or coerced into sexual activity with multiple partners • Involves buying and selling of young people



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Sexual exploitation affects both males and female. Services working with sexually exploited young people suggest that around a third of victims are male.

There are a number of risk factors which raise the risk of such abuse:

- a history of running away or going missing
- homelessness
- those in care or care-leavers (especially residential care)
- young people with learning difficulties
- migrant children and unaccompanied asylum-seeking children
- those disengaged from education
- young people involved in substance misuse or gangs
- poor mental health
- parental drug/alcohol misuse
- disrupted family life; domestic violence
- history of physical or sexual abuse

Sexual exploitation takes many forms and a range of coercive techniques is used from grooming and the development of a 'consensual' relationship, through to extreme violence. Abusers target areas where children and young people meet with a reduced level of supervision, including shopping centres, takeaways, cinemas, bus or train stations and local parks. Much of this exploitation occurs in private, away from known areas of prostitution, saunas or massage parlours.

Warning Signs

- going missing for periods of time; returning home late
- disengagement from education
- poor school attendance (including truancy and school exclusions)
- appearing with unexplained gifts: clothes, jewellery, trainers, phones, money
- associating with others involved in sexual exploitation or other 'risky' adults
- frequently in the company of older people, particularly boyfriends or girlfriends
- poor sexual health
- mood swings/poor anger control/changes in emotional well-being
- drug and alcohol misuse (often a method of increasing compliance)
- inappropriate sexualised behaviour, especially around strangers
- chronic tiredness
- secretive behaviour
- low-level crime, e.g. shoplifting



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- self-harm
- talking about visiting different areas, especially at night

Further information:

The sexual exploitation of children: it couldn't happen here, could it? (Ofsted 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/386595/The_20sexual_20exploitation_20of_20children_20it_20couldn't_20happen_20here_2C_20could_20it.doc

<https://www.gov.uk/government/publications/sexual-exploitation-of-children-ofsted-thematic-report>

Safeguarding Children and Young People from Sexual Exploitation (DCSF 2009)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf

Puppet on a string: The urgent need to cut children free from sexual exploitation (Barnardos 2011)

http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf

If only someone had listened: Inquiry into Child Sexual Exploitation in Gangs and Groups (Office of the Children's Commissioner 2013)

https://www.childrenscommissioner.gov.uk/sites/default/files/publications/If_only_someone_had_listened.pdf

Female Genital Mutilation and Mandatory Reporting Duty

FGM is an illegal, extremely harmful practice and a form of child abuse and violence against women and girls.

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4 -15 or on older girls before marriage or pregnancy. It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way.

FGM is more common than many people realise, both across the world and in the UK. It is practised in 28 African countries and in parts of the Middle and Far East and increasingly in developed countries amongst the immigrant and refugee communities. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

Each NHS organisation will have local safeguarding protocols and procedures for helping children and young people who are at risk of or facing abuse. These should include multi-agency policies and procedures, consistent with those developed by their Local Safeguarding Children Board. If organisations have not already done so, these should be reviewed to include handling cases where FGM is alleged or known about or where there is a potential risk of FGM identified. These policies and procedures should consider the characteristics around FGM, ensuring that the response to FGM includes the sharing of information with multi-agency partners throughout the girl's childhood, and that if, or when, the risk facing the girl changes (which may mean it escalates or even becomes less immediate), this is identified and consideration is given



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as to whether or not a change in subsequent safeguarding actions are required. It must always be remembered that fears of being branded 'racist' or 'discriminatory' must never weaken the protection that professionals are obliged to provide to protect vulnerable girls and women.

As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g. Working Together to Safeguard Children 2018) to protect girls and women at risk of FGM. Since October 2015 registered professionals in health, social care and teaching also have a statutory duty (known as the Mandatory Reporting duty) to report cases of FGM to the police non-emergency number 101 in cases where a girl under 18 either discloses that she has had FGM or the professional observes physical signs of FGM. At Ark St Alban's Academy, all staff have a responsibility to report to the DSL any suspicion that a student may be at risk of FGM being performed or may have experienced this already. Staff should be particularly vigilant when students discuss trips abroad during school holidays.

Signs and Indicators

Some indications that FGM may have taken place include:

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family
- A girl/young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- A long absence from school or in the school holidays could be an indication that a girl/young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return - this may also be due to a forced marriage
- A girl/young woman requiring to be excused from physical exercise lessons without the support of her GP
- A girl/young woman may ask for help, either directly or indirectly
- A girl/young woman who is suffering emotional and/or psychological effects of undergoing FGM, for example, withdrawal or depression
- A conversation with a girl/young woman where they may refer to FGM, either in relation to themselves or another female family member or friend;
- A girl/young woman requesting help to prevent it happening;
- A girl/young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin;
- A boy may also indicate some concerns about his sister or other female relative.

Action

One specific consideration when putting in place safeguarding measures against FGM is that the potential risk to a girl born in the UK can usually be identified at birth, because through the antenatal care and delivery of the child; NHS professionals can and should have identified that the mother has had FGM.



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However, FGM can be carried out at any age throughout childhood, meaning that identifying FGM at birth can have the consequence that any safeguarding measures adopted may have to be in place for more than 15 years over the course of the girl's childhood. This is a significantly different timescale and profile compared with many of the other forms of harm against which the safeguarding framework provides protection. This difference in approach should be recognised when putting in place policies and procedures to protect against FGM.

This guidance has been developed to provide information about the specific issues frequently encountered when dealing with FGM. In addition, it provides a framework which organisations may wish to adopt to support professionals in the ongoing consideration of risks pertaining to FGM.

Once concerns have been raised about FGM, there should also be a consideration of potential risk to other girls in the family and practicing community. Professionals should be alert to the fact that any one of the girl children amongst these groups could be identified as being at risk of FGM and may need to be safeguarded from harm.

Information sharing in relation to FGM

Given the need to potentially safeguard over a number of years, it is appropriate to recognise here that there are a number of different responses to safeguard against FGM, and appropriate courses of action should be decided on a case by case basis, with expert input from all agencies involved. Sharing information in line with agreed policies and procedures is critical to safeguarding effectively. This is often sharing information to support safeguarding across organisational boundaries.

Staff should follow the FGM Mandatory reporting duty to report when a girl under 18 discloses she has FGM; report is to be made to the police via the 101 non-emergency number and be raised with the DSL as an immediate risk.

The Prevent duty (Counter Terrorism & Security Act 2015)

The Preventing Extremism and Radicalisation safeguarding guidance is one element within our overall school arrangements to safeguard and promote the welfare of all young people in line with our statutory duties set out in Section 175 of the Education Act 2002 (s157 of the Education Act 2002- for Academies). It is important that the Prevent Duty is dealt with through a whole school approach and that staff understand that it is not so much concerned with identifying possible terrorists and more about supporting young people so that they do not become at risk of radicalisation and being drawn into extremism. As such, all young people should be encouraged to adopt the values, attitudes and behaviours that allow their full inclusion into our communities and society. The development of a sense of belonging and appreciation of democracy should be facilitated.



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However, staff should also be aware and have an understanding of how vulnerable young people can be at risk of being drawn into extremism and should be vigilant at all times with regard to this. Any member of staff who is concerned about a young person's vulnerability should discuss this with the DSL.

Medicine and First Aid

Ark St Alban's Academy ensures that:

- First aid is available at all times on site and at offsite trips.
- There is adequate provision of first aid provision:
- All staff have received first aid training
- First aid boxes are in school office and playgrounds, and at least one per floor
- All staff know the named first aiders and where their nearest first aid box is kept.

First aiders are responsible for ensuring that:

- First aid boxes are adequately restocked with supplies relevant to likely use
- An ambulance or other professional medical help is summoned when appropriate
- Gloves are always used when treating open wounds and all materials are properly disposed of
- A child who vomits or has diarrhoea in school is sent home immediately. Children with these conditions should not be accepted back in to school until 24 hours after the last symptom has disappeared
- When a Student suffers a knock to the head, any bruising or swelling is treated with an ice pack and their parents are informed

Health and Safety

Ark Schools is responsible for providing a safe and healthy environment for all the staff it employs, for all students in its schools and for other people on Ark Schools' premises. The Board will ensure that all reasonable steps are taken to fulfil these responsibilities within the framework of the Health and Safety at Work Act 1974, the Management of Health and Safety Regulations 2003 and other Regulations made under the Act.

To this end, the Board has made each the Principal responsible for strategic oversight of each Academy's Health and Safety organisation and arrangements on its behalf. The Principal is expected to reinforce the Board's intentions on Health and Safety and accepts his or her responsibility for health and safety in their school.

The Principal has noted the implications of the Corporate Manslaughter and Homicide Act 2007 and the Health and Safety (Offences) Act 2008 and believes that Health and Safety Management systems in their school are in place and adequately rigorous. They will monitor those systems diligently.



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The Principal will ensure that their school budgets provide adequate resources to cover planned maintenance of grounds, buildings, plant and equipment in a safe condition and also, so far as reasonably practicable, any emergency action needed to ensure the health and safety of the school occupants. The Principal will take reasonable steps to bring to the attention of every member of staff that:

Under the Act, they have a personal responsibility for their own safety as well as for the safety of anyone who may be affected by their acts or omissions at work

They must co-operate with Ark Schools in fulfilling their duties under the Act and supporting legislation as well as under the Academy's Health and Safety Policy. They must each read the Academy's Health and Safety Policy, including the statements about the Organisation and Arrangements through which the requirements will be fulfilled, and sign to confirm that they have done so.

This Statement of Intent will be displayed in staffrooms, on electronic filing systems and intranet, and in the main reception areas.

Please refer to separate Health and Safety Policy for further details.

Education Visits and Transporting Children on School Activities

ARK academies follow the DfE guidance regarding health and safety on off-site (or educational) visits. The guidance takes the form of a main guide entitled 'Health & Safety of Students on Educational Visits' (1998), Health and Safety Advice for Schools (2013) and three supplements published in 2002:

'Standards for LEAs in overseeing educational visits'

'Standards for adventure'

'Handbook for group leaders'.

The Principal has designated a member of staff to act as the educational visits co-ordinator. It is the responsibility of this person to ensure that staff are advised of their responsibilities within the guidance.

Once a trip has been approved (after submission of a completed Trip Approval form), a letter is sent to the Parent (s)/ Guardian(s) by the Admin Team stating the details of the trip which also include authorisation forms and financial details such as the cost of the trip and snacks/lunch, etc.

The ratio of adults to children must be as follows: Groups of up to 10 children must be accompanied by at least 1 adult. Groups of between 11 and 20 children must be accompanied by at least 2 adults.

Intimate Care

At Ark St Alban's we follow the guidance for good practice set out by Ark Schools.

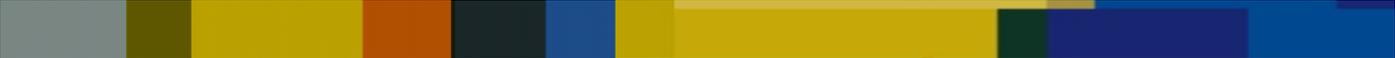
We will treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. Safeguarding guidelines advise this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person -



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organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person.

- Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.
- Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?" If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why.
Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
- Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals.
- Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again.
- If you are concerned that during the intimate care of a child:
 - You accidentally hurt the child;
 - The child seems sore or unusually tender in the genital area;
 - The child appears to be sexually aroused by your actions;
 - The child misunderstands or misinterprets something;
 - The child has a very emotional reaction without apparent cause (sudden crying or shouting).Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.
- Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
- Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of messages about what her or his body is "worth". Your



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attitude to the child's intimate care is important. As far as appropriate and keeping in mind the child's age, routine care of a child should be enjoyable, relaxed and fun.

- Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. It is recognised that children who experience intimate care may be more vulnerable to abuse:-
 - Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless
 - Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
 - Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
 - Repeated "invasion" of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them
 - Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer

SEND

This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND (SEND) Code of Practice 0 – 25, September 2014.

Our vision for all pupils, including those who may have SEND, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

As a learning community we aim to grow together in understanding and cooperation, respecting each other's needs, beliefs and background, working ever more closely to fulfil individual potential for the greater good. Together with families and the local community, Ark St Alban's Academy is dedicated to helping our young people to develop a lifelong love of learning, a sense of personal and civic pride and the confidence to not just navigate the modern world, but to shape it.

In achieving our aims, we will:

- Work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those pupils who have SEND in mind



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- Set exceptionally high expectations for all our pupils, and do whatever it takes to meet them.
Our aspirations are no lower for pupils with SEND
Teach, recognise and reinforce good behaviour
 - Organise our academy so that every child knows, and is known well by, every adult in the academy
 - Prioritise depth in English and mathematics, giving our pupils with SEND the best chance of success
 - Make sure pupils have enough time both for core subjects and for extra-curricular activities
- Please refer to separate Inclusion Policy for further details

IT

Please refer to separate Acceptable Use Policy

Whistleblowing

ARK Schools are committed to achieving the highest possible standards of service and ethical standards.
- Whistle blowing is the reporting by workers or ex-workers, of wrong-doing such as fraud, malpractice, mismanagement, breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or by fellow employees.

This policy has been introduced in line with the Public Interest Disclosure Act 1998 (which you can consult at <http://www.opsi.gov.uk/acts/acts1998>) to enable workers to raise issues of concern in an appropriate manner.

Purpose

This policy aims to:

- Encourage workers to feel confident in raising concerns
- Establish a fair and impartial investigative procedure
- Provide avenues for workers to raise concerns and receive appropriate feedback
- Ensure that workers receive a response to concerns and are aware of how to pursue them if they are not satisfied
- Ensure that workers will be protected from any reprisals or victimisation by the academy, provided that there is reasonable belief that the matter disclosed tends to show wrongdoing and that the disclosure has been made in an appropriate manner and in good faith.

Scope

This policy may be used by all workers at an academy to raise concerns where the well-being of others or the academy itself is at risk.

The term 'worker' broadly includes employees, contractors, agency workers, trainees and a person who is or was subject to a contract to undertake work or services for the academy.



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The Whistle blowing policy is designed to sit alongside the ARK Schools Grievance Policy and Procedure and ARK Schools Complaints Procedure. As a guideline, concerns, which should be raised through these routes, are as follows:

- Employment related issues should be raised through the ARK Schools' Grievance Policy and Procedure
- The ARK Schools Complaints Procedure can be used for complaints about Governors.

Equal Opportunities

The whistle blowing procedure must always be applied fairly and in accordance with employment law and ARK Schools Equal Opportunities Policy.

Responsibilities

ARK Schools is responsible for maintaining fair, consistent and objective procedures for matters relating to whistle blowing.

The principal has overall responsibility for the internal organisation, control and management of each academy.

Timing

The whistle blowing procedure should normally be conducted within the timescales laid down in this document. However, if there is a valid reason to do so, timescales can be varied. If this is initiated by management, the employee should be given an explanation if this occurs and informed when a response or meeting can be expected. Delays should not normally exceed 10 working days.

What to raise concerns about

The Public Interest Disclosure Act lists matters about which concerns can be raised, which are as follows:

- a) That a crime has been committed, is being committed, or is likely to be committed
- b) That a person has failed, is failing, or is likely to fail to comply with any legal obligation to which they are subject, for example a breach of contract.
- c) That a miscarriage of justice has occurred, is occurring, or is likely to occur
- d) That the health and safety of an individual has been, is being, or is likely to be endangered
- e) That the environment has been, is being or likely to be damaged
- f) That information tending to show any of a) to e) above has been concealed or is likely to be deliberately concealed.

Assurances to workers

To ensure workers have the right to disclose a concern:

- Workers have the right to disclose a concern/issue if the academy does not deal with the matter. However, the duty of fidelity is implied by the law in every contract of employment and prohibits employees from disclosing employers' confidential information, unless it is in the public interest that information is disclosed or unless the Academy fails to properly consider or deal with the issue



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To protect workers:

- If a worker makes a disclosure on one or more of the matters listed above and they have a reasonable belief that the concern is real and they are acting in good faith, the worker will not suffer any detriment, even if after investigation it transpires that the concern is unfounded. ARK Schools will not tolerate the harassment or victimisation of any worker raising a genuine concern.
 - If a worker requests that their identity is protected, the academy will not disclose it unless required to do so in law. If the situation arises where the academy is unable to resolve the concern without revealing the workers identity (for instance because the workers evidence is needed in court), the academy will discuss with the worker how the matter should proceed. However, it must also be stated that if a worker chooses not to disclose their identity it will be much more difficult for us to look into the matter or to protect your position or to give you feedback. Accordingly, while we will consider anonymous reports, it will not be possible to apply all aspects of this policy for concerns raised anonymously.

Internal procedure

Stage one – notification:

- The worker (the Representor) raising the concern should do so orally or in writing to their line manager or to the Principal. The Representor has the right to have the matter treated confidentially.
- If the line manager or the Principal believes the concern to be genuine and that it is appropriate to use the Whistle Blowing procedure, the manager should contact the Clerk to the Governing Body (the Assessor).
- Should it be alleged that the Clerk to the Governing Body is involved in the alleged malpractice, a member of the SLT should be asked to act as Assessor.
- If the Representor feels unable to raise their concern with their line manager or the Principal in the first instance, they may contact the Assessor direct. If this occurs, the representor will be asked to justify why they feel unable to raise the concern with their line manager or the Principal.

Stage two – the meeting:

- The Assessor will interview the representor within ten working days, in confidence, or earlier if there is an immediate danger to loss of life or serious injury and will:
 - Obtain as much information as possible from the representor about the grounds for the belief of malpractice;
 - Consult with the representor about further steps which could be taken;
 - Inform the representor of appropriate routes if the matter does not fall within the ARK Schools Whistle blowing Procedure;
 - Report all matters raised under this procedure to the Governing Body's Responsible Officer (an ARK Schools Board of Director's representative).
- At the interview with the Assessor, the representor may be accompanied by a recognised trade union representative or a work colleague. The Assessor may be accompanied by a note taker.

Stage three – the outcome:

➤ Within ten working days of the interview, the Assessor will recommend to the Principal one or more of the following:

- The matter be investigated internally by the school
- The matter be investigated by the external auditors appointed by the school
- The matter be reported to the Department for Children, Schools and Families
- The matter be reported to the Police

The grounds on which no further action is taken may include:

- The Assessor is satisfied that, on the balance of probabilities, there is no evidence that malpractice has occurred, is occurring or is likely to occur;
- The Assessor is satisfied that the representor is not acting in good faith;
- The matter is already (or has been) the subject of proceedings under one of the school's other procedures or policies;
- The matter concerned is already the subject of legal proceedings, or has already been referred to the police, the external auditors, the Department for Education and Skills or other public authority.

Should it be alleged that the Principal is involved in the alleged malpractice, the Assessor's recommendation will be made to the Responsible Officer of the Governing Body.

The recipient of the recommendation (Principal or Responsible Officer) will ensure that it is implemented unless there is good reason for not doing so in whole or in part. Such a reason will be reported to the next meeting of the Governing Body.

The conclusion of any agreed investigation will be reported by the Assessor to the representor in writing within twenty eight days. If the representor has not had a response within the above time limits, he or she may appeal to the school's external auditors, but will inform the Assessor before doing so. The representor may at any time disclose the matter on a confidential basis to a solicitor for the purpose of taking legal advice.

External contacts

Whistle blowing to an external body without first going through the internal procedure is inadvisable without compelling reasons. A reason may be that the representor is not content with the conclusion of the Assessor. In particular, this means being careful about what is said to the media. Compelling reasons could be the involvement of the senior managers, serious health and safety issues or possible discrimination. The external bodies which could be used are:

- DFE
- Member of Parliament



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- National Audit Office
- Health and Safety Executive
- Police

If you do not feel able to raise your concern in the ways outlined above, you should consult the Public Interest Disclosure Act for information about other routes by which a disclosure may be made.

Malicious Accusations

Deliberately false or malicious accusations made by a representor will be dealt with under the ARK Schools disciplinary procedure.

The academy will ensure the representor is protected from any form of victimisation or discrimination.

Review

This policy will be reviewed every two years in consultation with the recognised trade unions.

For more information and advice, contact the NSPCC helpline:

0800 028 0285

<https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

Private Fostering

The definition of Private Fostering is where a child up to the age of 16 years of age (18 years if the child is disabled) is looked after full-time for more than 27 days, by someone who is not a close relative, a close relative is legally defined as a:

- parent or step-parent (or someone who holds parental responsibility)
- grandparent
- aunt or uncle (whether related to the child by blood or through marriage)
- sibling (including half-siblings and step-siblings)
- anyone who holds a court order in relation to the child (for example, a residence order)

If the person caring for the child is their great grandparent, cousin, godparent, neighbour, family friend, great aunt/uncle or someone previously unknown to the child, they are **not** considered a close relative.

Private Fostering is governed by The Children Act 1989 and by The Children (Private Arrangements for Fostering) Regulations 2005. Standards of care for Private Fostering arrangements are set out in the National Minimum Standards for Private Fostering (2005), and further guidance can be found in the Replacement Children Act 1989 Guidance on Private Fostering (2005).



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Children who are privately fostered are potentially extremely vulnerable and it is important that schools and children's centres play their part in identifying all Private Fostering arrangements.

If a school becomes aware of such an arrangement, we must

- Inform the carer that they - the carer - have a duty in law to inform the Local Authority about the arrangement. The Local Authority will then need to satisfy themselves that the arrangements are safe.
- Inform the Local Authority - as the carer may not be prepared to inform the Local Authority, schools should notify the Local Authority as well by making a referral to Children's Social Care via the normal routes.

Children with Medical Needs

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well. We recognise that medical conditions may impact social and emotional development as well as having educational implications. Ark St Alban's Academy will build relationships with healthcare professionals and other agencies and in order to support effectively pupils with medical condition.

Roles and Responsibilities

The Named Person responsible for children with medical conditions is Rachel Wheeler. This person is responsible for:

Informing relevant staff of medical conditions

- Arranging training for identified staff
- Ensuring that staff are aware of the need to communicate necessary information about medical conditions to supply staff and where appropriate, taking the lead in communicating this information
- Assisting with risk assessment for school visits and other activities outside of the normal timetable
- Developing, monitoring and reviewing Individual Healthcare Plans
- Working together with parents, pupils, healthcare professionals and other agencies

The Governing Body is responsible for:

Determining the school's general policy and ensuring that arrangements are in place to support children with medical conditions.

- Overseeing the management and provision of support for children with medical conditions
- Ensuring that sufficient trained numbers of staff are available to implement the policy and deliver individual healthcare plans, including to cover absence and staff turnover



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- Ensuring that school staff are appropriately insured and are aware that they are insured
Teachers and Support Staff are responsible for:
- The day to day management of the medical conditions of children they work with, in line with training received and as set out in IHPS
- Working with the named person, ensure that risk assessments are carried out for school visits and other activities outside of the normal timetable
- Providing information about medical conditions to supply staff who will be covering their role where the need for supply staff is known in advance

NB. Any teacher or support staff member may be asked to provide support to a child with a medical condition, including administering medicines. However, no member of staff can be required to provide this support.

The school nurse is responsible for:

- Notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible this should be done before the child starts at our school.
- Providing support for staff on implementing a child's individual healthcare plan and providing advice and liaison including with regard to training

Procedure when notification is received that a student has a medical condition

- The named person will liaise with relevant individuals, including as appropriate parents, the individual pupil, health professionals and other agencies to decide on the support to be provided to the child
- Where appropriate, an Individual Healthcare Plan will be drawn up

Individual Healthcare Plans (IHCPs)

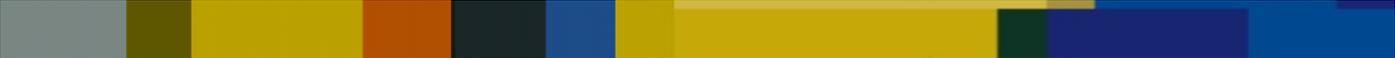
- An ICHP will be written for pupils with a medical condition that is long term and complex.
- It will clarify what needs to be done, when and by whom and include information about the child's condition, special requirements, medicines required, what constitutes an emergency and action to take in the case of an emergency clarity
- Where a child has SEN but does not have a statement or EHC plan, their special educational needs will be mentioned in their IHCP
- IHCPs will be reviewed annually, or earlier if evidence is provided that a child's needs have changed

Administering Medicines

Written consent from parents must be received before administering any medicine to a child at school.

Medicines will only be accepted for administration if they are:

- Prescribed
- In-date
- Labelled



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- Provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage.

The exception to this is insulin which must be in date but will generally be available inside an insulin pen or pump, rather than in its original container.

- Medicines should be stored safely. Children should know where their medicines are at all times.
- Written records will be kept of all medicines administered to children
- Pupils who are competent to manage their own health needs and medicines, after discussion with parents/carers will be allowed to carry their own medicines and relevant devices or will be allowed to access their medicines for self-medication

Action in Emergencies

A copy of this information will be displayed in the school office.

- Request an ambulance – dial 999 and be ready with the information below. Speak slowly and clearly and be ready to repeat information if asked.

1. The school's telephone number: 0121 446 1300
2. Your name: Ark St Alban's Academy
3. Your location: Conybere Street, B12 0YH
4. Provide the exact location of the patient within the school
5. Provide the name of the child and a brief description of their symptoms
6. Inform ambulance control of the best entrance to use and state that the crew will be met and taken to the patient

- Contact the parents to inform them of the situation
- A member of staff should stay with the pupil until the parent/carer arrives. If a parent/carer does not arrive before the pupil is transported to hospital, a member of staff should accompany the child in the ambulance.

Activities Beyond the Usual Curriculum

- Reasonable adjustments will be made to enable pupils with medical needs to participate fully and safely in day trips, residential visits, sporting activities and other activities beyond the usual curriculum
- When carrying out risk assessments, parents/carers, pupils and healthcare professionals will be consulted where appropriate

Unacceptable Practice

The following items are not generally acceptable practice with regard to children with medical conditions, although the school will use discretion to respond to each individual case in the most appropriate manner.

- Preventing children from easily accessing their inhalers and medication and administering their medication when and where necessary
- Assuming that every child with the same condition requires the same treatment



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- Ignore the views of the child or their parents; or ignore medical evidence or opinion, (although this may be challenged)
- Sending children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans
- If the child becomes ill, sending them to the school office or medical room unaccompanied or with someone unsuitable
- Penalising children for their attendance record if their absences are related to their medical condition e.g. hospital appointments
 - Preventing pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively Requiring parents, or otherwise making them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No parent should have to give up working because the school is failing to support their child's medical needs
- Preventing children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child

Complaints

- An individual wishing to make a complaint about actions regarding the school's actions in supporting a child with medical conditions should discuss this with the school in the first instance
- If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out on the school website

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

Responding to Self-harm, Suicide and Mental Health Difficulties

Ark St Alban's Academy recognises that in order for students to be successful, the academy and all academy staff have a role to play in supporting them to be resilient and mentally healthy. In addition, it is understood that mental health problems can themselves be a sign or symptom of safeguarding concerns for a young person and/or leave them vulnerable to other specific safeguarding issues. The Academy also recognises that the early identification of mental health problems is critical in seeking to prevent the dangerous outcomes they can lead to such as suicide or self-harm.



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The academy acknowledges that any stigma which is allowed to be associated with mental health problems and any condemnation of young people presenting with self-harming behaviours undermines all attempts to promote good mental health and to address mental health problems.

Staff will also challenge the expression of views from students, colleagues or parents that mental health problems and self-harming behaviours are unimportant or dishonourable and where necessary, escalate such matters to the senior leadership team.

We recognise that students experiencing a range of behaviour or emotional problems that are outside of the normal range of their age or gender could be displaying signs or symptoms of mental health problems. Such problems could include emotional disorders (phobias or anxiety states), conduct disorders (defiance or ASB), hyperkinetic disorders (attention and disturbance), developmental delays, attachment difficulties, eating disorders or self-harming behaviours.

Where concerns are raised that a young person may be experiencing mental health problems, the concerns will be shared with the DSL and then with the student and with the family before deciding together the best approach. This might involve making a referral to the school based counselling services or making a referral to local healthcare professionals such as Forward Thinking Birmingham or the local GP.

Staff acknowledge that significant life events can lead to mental health problems for some children regardless of the number of protective factors in their lives. These may include loss or separation, life changes or traumatic events and staff are alert to the need to offer immediate intervention where necessary in response to such events and know to seek advice about such matters from the DSL.

Despite the best efforts of all staff, the more dangerous outcomes of mental health problems (self-harm and suicidal ideation) cannot always be prevented. In such instances, the academy will make every effort to address them sensitively and effectively in partnership with families, healthcare professionals and other extended services.

Where self-harm, threats of self-harm or suicidal ideation are known to have taken place, staff must inform the DSL immediately. It may be necessary in such circumstances for the student to be taken to the local accident and emergency centre, to receive first aid at school or to have an emergency GP appointment arranged by the family. All such decisions would be taken by the DSL in collaboration with the student and the family where appropriate to do so.

Risk and Protective Factors for Child and Adolescent Mental Health

(Mental health and behaviour in schools - Departmental Guidance for Schools March 2016)

	Risk Factors	Protective Factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude
In the family	<ul style="list-style-type: none"> • Parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Any form of child abuse or neglect 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

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	<ul style="list-style-type: none"> • Parental psychiatric illness • Parental criminality, alcoholism or disorder • Death and loss – including loss of friendship 	
In the school	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Poor Student to teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • ‘Open door’ policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging
		<ul style="list-style-type: none"> • Positive peer influences
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles

		<ul style="list-style-type: none">• Range of sport/leisure activities
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Primary/Secondary Transition

Secondary schools need to be in receipt of student records by the start of the academic year. Ideally this transfer would take place during the last week of the summer term. If files are sent by post, they should be sent by registered post with an accompanying list of the files. Where possible, the secondary school should sign a copy of the list to say that they have received the files and return that to the primary school. If convenient, records can be delivered by hand with signed confirmation for tracking and auditing purposes. Safeguarding records and information regarding any SEND issue should be hand delivered wherever possible. Electronic documents that relate to the student file also need to be transferred.

Internet and E-Safety

Ark St Alban's Academy aims to provide a learning environment with the highest opportunities for young people to achieve their full potential. As part of this aim we see access to the internet as a powerful tool.

We believe that access to the internet:

- Enriches the quality of curriculum provision and extend learning activities
- Helps us raise children's attainment
- Supports teachers' planning and resourcing of lessons
- Enhances the school's management and administration systems
- Enhances staff development through access to educational materials, as well as the sharing of information and good curriculum practice between the academy and other agencies

Inappropriate Material

Unfortunately, along with the many useful educational sites on the internet, there are sites which contain inappropriate materials to which it would be unacceptable for children to gain access. To ensure that children access the internet within a safe environment, the academy filters lists of inappropriate sites to which access is barred when using the schools' lines. The academy will advise parents that students are provided with filtered and monitored access to the internet. However, they should also be aware that constantly and rapidly developing technologies mean that there is no absolute guarantee that a student



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cannot access materials that would be considered unsuitable. The chance of coming across such materials is highly unlikely, but it obviously increases in direct proportion to the amount of time and effort an individual puts into their search.

If any staff member at the academy becomes aware that it is possible to access any offensive web pages, through school equipment, they are obliged to make a note of the address and report it to the IT Support Manager. The IT Manager will immediately block the site.

Online activities which are encouraged include:

- Using the internet to investigate and research school subjects, cross-curricular themes or topics related to social and personal development.
- Investigating careers and further and higher education.
- Developing Students' competence in ICT skills and their general research skills.

Online activities which are not permitted include:

- Searching, viewing or retrieving materials that are not related to the aims of the curriculum or future careers;
- Copying, saving or redistributing copyright-protected material without approval.
- Subscribing to any services or ordering and goods or services, unless specifically approved by the school;
- Playing computer games or using other interactive 'chat' sites unless specifically approved by the school;
- Publishing, sharing or distributing any personal information about a user (such as: home address; email address; phone number; etc.);
- Downloading software;
- Any activity that violates a school rule.
- In addition, it is forbidden for any Ark Boulton Academy internet user to:
- Retrieve, send, copy or display offensive messages or pictures



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- Use obscene or racist language
- Harass, insult or attack others
- Damage computers, computer systems or computer networks
- Use another user's password
- Trespass in another user's folders, work or files
- Use the network for commercial purposes.

Staff Code of Conduct

Please refer to separate Code of Conduct

Behaviour Policy

Ark St Alban's Academy is committed to ensuring that all students make excellent progress and develop outstanding character. We believe that anyone who is successful must develop self-discipline and be given autonomy to make the right choices. We also want our students to understand their role in developing a common purpose in our Academy, our community and the wider world.

This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to learn in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and valued.

The policy is underpinned by the Student Code of Conduct as this sets out our expectations of students. The Code of Conduct is not an aspiration but a consistent expectation of every student. We believe in our students and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at school and into adulthood. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of inner discipline, self-regulation and respect for the rights of others.

We will establish and maintain high standards of behaviour by "sweating the small stuff". This means teachers being consistent about routines and detail. It means addressing a student's actions when they do not meet expectations, whether this concerns the way uniform is worn, equipment, promptness to class, or actions or language to one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and students.



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Teachers will support students in working within the Code of Conduct by maintaining high academic expectations, structuring and delivering high quality lessons, creating a strong classroom and school climate for learning, setting and maintaining high expectations of conduct, leading by example, modelling standards and by building character and trust. The principles and techniques by which we will create a strong academy culture and ethos are set out within this policy.

Please see separate Behaviour Policy for further details.

Anti-Bullying and Harassment

Ark St Alban's Academy takes a proactive approach to dealing with bullying and harassment and this aims to prevent it from taking place. Through the PSHE Programme, the development of positive relationships between peers and the valuing of diversity is encouraged. Further to this, the Academy has developed A Peer Mentoring Programme. Students have been selected by their peers and trained to a high standard to offer support and guidance to students who need help to deal with interpersonal difficulties, to learn to keep themselves safe and improve self-confidence and self-esteem.

We define bullying as deliberately harmful behaviours, which repeatedly, over time, target a specific person(s) for whom it is difficult to defend themselves. There are many such harmful behaviours, however the three main types are:

- Physical (e.g. hitting, kicking, theft),
- Verbal (e.g. racist, sexist or homophobic remarks, threats, name-calling), and
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

Ark St Alban's Academy aims to create a positive learning environment which promotes the development of young people in the fullest sense and their learning and success in school. The academy believes bullying is anti-social, it affects everyone in the community and therefore, it will not be tolerated.

Students who have been bullied, or who have witnessed bullying, may demonstrate any of (but not limited to) the following:

- Changed behaviours (including possibly becoming nervous or shy),



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- Absenteeism or truancy
- Feigned illnesses
- Self-harm.

All academy staff must be alert to the symptoms and signs of bullying and report them, in accordance with school procedures, to a middle or senior leader with responsibility for pastoral care. We aim to establish a culture of trust with students, parents and staff. All are encouraged to share concerns about any aspects of school-life with senior staff.

When an incidence of bullying is found to have occurred, the academy will take the following steps to support the victim(s):

- Providing the opportunity to be referred for in-school counselling
- Providing the opportunity to speak with a member of staff of their choosing
- Informing key staff to ensure supervision, monitoring and support across the school
- Providing the opportunity for a structured restorative justice meeting led by senior staff
- Providing the opportunity for parents to discuss the matter and its implications with senior teachers

When an incidence of bullying is found to have occurred, the academy will take the following steps to address the perpetrator(s):

- Implement a serious consequence which involves an aspect of isolating them from their victim(s). This may or may not include fixed-term exclusion, internal exclusion or detentions
- A parent meeting will be arranged which directs parents to ensure parents take action to address and improve the behaviour of their child

Ark St Alban's Academy continually strives to ensure Students, staff and parents are aware of all issues relating to safeguarding, including bullying, and does this through its PSHE Curriculum, new-staff induction, new-student induction, assemblies, home-visits, the work of the in-school counselling service, display work and other events.



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Anti-Discrimination

The Ark Network has due regard to the need to eliminate discrimination, harassment and victimisation, and to promote equal treatment for all.

Ark and each of its academies will:

- Welcome and provide for all its students and employees
- Help all students and employees to achieve their full potential
- Ensure that no student, employee or applicant receives less favourable treatment on grounds of sex (including marital status or gender reassignment), sexual orientation, age, disability, race (including nationality, ethnic or national origins or colour), religion or belief (except where an academy's status as a church school permits any limitation, or where any other statutory exception applies)
- Ensure that all statutory obligations are met.

Ark St Alban's Academy encourages students to value diversity through a whole school approach, including a comprehensive PSHE programme.

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 St Alban's Academy aims to support all young people who may be vulnerable and this includes those who may be at risk of involvement in offending behaviour. In order to maintain a safe environment for all of our students, risk assessments will be carried out if there is a danger of harm and action will be taken to minimise risks involved. This may include a high level of student supervision and/or individual support.

We will work in partnership with other agencies, with parents and the student(s) involved when evaluating risk and we will consider advice from partners when deciding on action to be taken. As a result of the risk assessment, staff will be informed, on a need-to-know basis, of any risk there may be and will be advised of safeguards that should be put in place and adhered to. We will aim to keep students and parents fully informed of decisions taken to manage harmful behaviour of young people in our academy.

Use of Reasonable Force

What is reasonable force?

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or temporary staff.

When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances.

This power can be used on SEN and disabled students and on school trips if necessary.

Schools can use reasonable force to:

- Remove a disruptive student from the classroom if they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight; restrain a student at risk of harming themselves through physical outbursts.



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Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. **Power to search scholars without consent**

In addition, the Principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs and any other psychostimulant that may affect brain functioning and cognition
- any item banned in the Behaviour Policy and/Code of Conduct

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

Use of Photography and Video

Ark St Alban's Academy takes seriously its responsibility to protect and promote the safety and welfare of our students. We recognise that this responsibility extends to how we manage the use of still and video images of students and have put in place appropriate safeguards.

All parents are sent a letter from the Principal which informs parents that their child's image may be used in promotional material produced by Ark St Alban's Academy and are asked to inform the school if they do not want their child's image to appear. An excerpt of this letter states:

"From time to time we may wish to video, photograph or audio record your child in order to promote the excellent work going on in our school. These images, videos and recordings may be used for staff training, in our school prospectus, in other printed publications we produce, on our website and social media channels, or on project display boards at school. There may also be times when our school is visited by the media who will take photographs or film footage. Pupils will often appear in these images which may appear in local or national newspapers or on televised news programmes ."

See separate policy for a full copy of the letter sent to parent.

Managing Allegations Against Other Students

DfE guidance 'Keeping children safe in education (2020)' says that '*there are procedures in place to handle allegations against other children*'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the academy's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. According to law, no child under the age of 13 can consent to sexual activity. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children
- Any disability or special needs of the children
- Their social and family circumstance
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed
- Any evidence of pressure to engage in sexual activity
- Any indication of sexual exploitation



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There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

Procedure

At Ark St Alban's Academy we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other Students by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those Students identified as being at risk
- Developing robust risk assessments & providing targeted work for Students identified as being a potential risk to other Students.

Allegations against other Students which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, 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 Student, some of the following features will be found.

If the allegation:



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- Is made against an older Student and refers to their behaviour towards a younger Student or a more vulnerable Student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other Students in the school
- Indicates that other Students may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- 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 engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Practice

When an allegation is made by a Student against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated



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Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact their local children's social care team or Ark Head of Safeguarding to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, a referral to the Multi-Agency Safeguarding Hub (MASH) and the Police should be made. Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the confidential safeguarding files for both Students.

It may be appropriate to issue sanctions to the perpetrator, according to the school's behaviour policy and procedures. Any such decision will be made by a member of the Senior Leadership Team.

Where neither social services nor the police accept the complaint, a thorough school investigation should still take place into the matter using the school's usual disciplinary procedures. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned. As part of this plan, staff should be informed of the risk assessment and any measures that have been built in to safeguard the students in the academy.

Personal, Social, Health Education (PSHE); Sex and Relationship Education (SRE); Spiritual, Moral, Social and Cultural Education (SMSC)

PSHE

The PSHE programme focuses on all aspects of the personal development, welfare, attitudes to learning and behaviour of students in the academy. It is an important aspect of our curriculum. All teachers are expected to deliver, promote and support the programme. We also enlist the help of outside agencies to deliver specific parts of the programme. Discreet PSHE is delivered during Future Readiness Sessions that are provided to students daily and through individual events that take place in the academy throughout the year.



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Our PSHE programme helps students understand how to keep themselves safe from harm such as abuse, sexual exploitation and extremism. They also learn how to protect themselves from dangers associated with using the internet and social media. Learning respect for others and exploring how they can make a contribution as citizens in their communities, wider society and to life in Britain is an important part of the programme. Developing a knowledge of how to keep themselves healthy, both emotionally and physically is also integral to the programme. Careers education is also delivered and we have external support to ensure that objective advice and guidance is provided to students.

Some elements of PSHE are also integral to other timetabled subjects across the curriculum.

SRE

At Ark St Alban's Academy we believe that effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and other areas of the curriculum.

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Students need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. Secondary Students should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of Students at school and of society and preparing Students for the opportunities, responsibilities and experiences of adult life.

Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.



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We are keen to develop policies and an approach to relationship and sex education which reflects the parents' wishes and the diverse community we serve. When delivering relationship and sex education at Ark St Alban's Academy we recognise the need to set in place arrangements so students can be protected from inappropriate teaching and materials.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

SMSC

Each year group meets together once a week for an assembly which considers social, moral and cultural issues and which encourages active student involvement and participation. A spiritual place is provided in the academy which allows students a quiet and peaceful environment in which they can pray or have time for silent reflection. Religious Studies provide a multi-faith curriculum and encourages students to explore the beliefs of others and to learn about different cultures and traditions. Students are encouraged to value diversity and appreciate the contributions of all faiths and beliefs in our communities and society. Our Creative Arts curriculum encourages appreciation of music, art and design and fosters the development of imagination and creativity. Peripatetic teachers attend the academy to teach a variety of musical instruments and the school choir is open to all.

Our Academy culture and ethos is underpinned by values which students engage with through the Form and PSHE Programme. This encourages students to understand the importance of moral values and development of them in their own lives. Students are encouraged to explore these values and to apply them to their behaviour in and out of school, thus helping them to develop through a holistic approach to education.

We have developed a restorative approach to dealing with interpersonal difficulties in school which aims to build relationships between students and strengthen our sense of community and belonging. We facilitate mediation between students and they have developed a Student Agreement which is used as a foundation for overcoming issues. A Peer Mentoring Scheme is now being initiated which will aid this process and help students to support each other. Our Student Council provides a conduit for student voice to be heard and acted upon.

When dealing with interpersonal difficulties between students we also have the facility for students to have the time and space to reflect upon the issues. When provided with a Seclusion Placement, students are supported in reflecting upon their relationships with others, consequences for behaviour (positive and negative) in the short-, medium- and long-term and how to make reparation for mistakes so that they can



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move forward positively. Through this process, students are encouraged to develop empathy for others, to understand different perspectives and explore new ways of handling difficult situations.

Students are actively involved in extra-curriculum activities through our extensive sports and enrichment programmes. Off-site activities are many and varied. The Academy now operates Super Learning Days, which operate to ensure that all students have the opportunity to participate in spiritual, social, moral and cultural activities throughout the academic year and specific days are devoted to whole school participation in these.

Site security

Ark St Alban's Academy ensures that a high level of security is applied on site. Staff are well conversed in all safeguarding measures and those responsible for site security have specific training to enable the highest standards to be met. The physical environment has been adapted to ensure that members of the public can only enter the site via the Reception, where their identities are checked and validated prior to them being allowed access (see Visitor Management below). All other exits and entrances remain locked and are not unlocked except in case of emergency. All areas are well lit and advanced CCTV throughout the building supports these measures.

Visitor management

Ark St Alban's Academy assures all visitors a warm, friendly and professional welcome to its premises whatever the purpose of their visit. We have a legal duty of care for the health, safety, security and wellbeing of all Students and staff. This duty of care incorporates the duty to "safeguard" all Students from subjection to any form of harm, abuse or nuisance. It is the responsibility of all staff to ensure that this duty is uncompromised at all times. In performing this duty, we recognise that there can be no complacency where child protection and safeguarding procedures are concerned. We therefore requires that all visitors (without exception) comply with the following policy and procedures. Failure so to do may result in the visitor's escorted departure from the Academy site. In performing its' duty to keep its Students and staff safe there is a protocol to follow for visitors:

- invited to the Academy;
- on the premises;
- leaving the premises;
- phoning the Academy.

Visitors may come to the Academy for a variety of reasons – for example



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- As a parent visiting a teacher or other school staff;
- To take a club or activity;
- To speak to a class or assembly group;
- As a contract worker.

For whatever reason a visitor comes to the Academy, procedures will need to be in place and parameters clear to all. Therefore this policy also relates to unwanted visitors - such as people who may turn up or phone the Academy on an 'ad hoc' basis demanding to see or speak to people.

The policy applies to:

- All staff employed by the school
- All external visitors entering the school site during the school day or for after school activities (including peripatetic tutors, sports coaches, and topic related visitors e.g. authors, journalists)
- All governors of the school
- All parents and volunteers
- All Students
- Other Education related personnel (County Advisors, Inspectors)
- Building & Maintenance and all other Independent contractors visiting the school premises
- Independent contractors who may transport students on minibuses or in taxis

Protocol and Procedures Visitors to the School

All visitors to the school may be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors list as set out below). The following procedure applies:

All visitors must stop at the Reception entrance and press the call button to gain access to the Academy, explaining who they are and the purpose of their visit. Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.

Visitor procedures for pre-arranged visits

- All visitors must sign in using the Entry Sign system. The visitor will be given a lanyard and identification which they must wear at all times whilst on the premises. Lanyards are colour coded. Any visitor issued with a red lanyard must be accompanied by a member of staff at all times. The time of arrival and departure of the visitor will be noted by the system. If the office staff have gone home then the teacher organising the visit should note the time of arrival/departure down. The visitor should be made aware that:
 - Your safety and wellbeing during your visit are important to us;



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- As a visitor you have a legal responsibility to care for the Health and Safety of yourself and others;
 - The fire alarm is a continuous siren. If this should sound, leave the building by the nearest exit and proceed to the Academy playground;
 - Should you discover a fire, operate the nearest alarm, and follow the exit procedure above; ○ Visitors are not permitted in classrooms unless escorted by a member of staff;
 - We operate a no smoking policy.
 - If a fire alarm does sound then the visitor should report to the office staff on the Academy playground.

Visitors to Classes/After School Clubs

We recognise that visitors in the classroom are valued for their different perspective and expertise. However, staff must be vigilant in assessing the background of individuals before committing the Academy to any involvement. The staff member should consider how the visitor can add value in developing and supporting young peoples' education. It is important that all parties are clear about the purpose of the visit to prevent misunderstandings. The visitor's aims and values should reflect those of the Academy and the class that they are visiting. The visitor should outline the content of the material prior to the visit. All staff should check with the Principal before inviting visitors into the Academy. Sufficient notice of the visit should be given to allow for the appropriate procedure to be followed. Visitors offering counselling/support to Students should be vetted, work within the Trust policies, and follow the Child Protection Act 1999. The agencies should provide copies of their own guidance and procedures where relevant. Consultation with parents is also a consideration as well as keeping them informed of visits. There may be incidences where parents might like their child to be withdrawn.

Regular visitors to the academy will be subject to the same vetting procedures as staff. They will be required to undergo an enhanced check through the Disclosure and Barring Service and may be asked to supply details of two referees. If the visitor is employed by a different organisation, that agency will be asked to supply details of an Enhanced DBS Disclosure (disclosure number and assurance that no concerns were raised) and assurance that safer recruitment procedures have been followed.

Negotiating a visit

When negotiating a visit with the Academy the visitor should be made aware of the following points:



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- How the visitors input will fit into the planned curriculum/framework (e.g. medium and long term plans);
- The Academy and Trust Mission Statement;
- How the work relates to the relevant policies, including acceptable /unacceptable language;
- Whether there are clear guidelines relating to the approach of sensitive issues such as sensitivity, confidentiality and Child Protection;
- The type of audience, outlining how the needs of all young people in terms of their age, gender, disabilities, ethnicity and religious beliefs will be met;
- How the skills and teaching approaches will be used in order to meet the learning objectives and needs of young people;
- The size/number of groups to be involved, range of ability and existing knowledge;
- What space is required by the visitor e.g. classroom, workshop and equipment ready in advance;
- How many sessions will be needed;
- What type of space will be required for the session/s. e.g. classroom or workshop;
- What the teacher/s role/s will be, e.g. observation, participation, joint representation, monitoring and evaluating input (please note that the teacher is responsible for the behaviour and discipline of the young people in their classroom);
- Procedure if support is required (behaviour/technical);
- That the teacher will take responsibility for the overall delivery of the programme to which the visitor contributes and is present at all times;
- That you have ensured that your input and any issues arising will be subsequently addressed?
- How will your input be monitored and evaluated and how will you receive feedback?
- Written confirmation of what has been agreed with copies of relevant policies should be forwarded to the visitor prior to the agreed date of visit;
- Charges incurred if relevant

Governors and Volunteers

All Governors and volunteers should sign in and out using the system. New governors will be made aware of this policy and familiar with its procedures as part of their induction. This is the responsibility of the Head teacher, Chair of Governors or Clerk to Governors. New volunteers will be asked to comply with this policy by staff they first report to when coming into school for an activity or class supporting role.

Visitors Departure from Academy

On departing the school, visitors must leave via reception and:

Return the identification badge to reception and sign out using the electronic system

If s/he has a car on the premises, a member of staff should escort the visitor to the staff car park (ensuring the visitor does not re-enter the school site, potentially breaching security).

Phone Calls made to the Academy/Trust by intending visitors

The Academy Office should take the name and number of visitors/agencies phoning the Academy and email the appropriate staff member if they are not available to take the call. It is to be made clear to callers that staff will phone back at a time convenient to them. If staff are expecting a phone call and wish to speak to someone then staff should let the Reception Office know.

Contractors

Contractors include people engaged to perform work who are not directly employed by the Academy. In many instances work processes will be carried out near classrooms, playgrounds or other areas occupied by students or staff while the school is in operation.

It is important that good lines of communication between the Academy and contractor are established before work commences to ensure that health and safety issues and supervision are appropriately managed. Appropriate supervision is deemed to be where the work is either in an area which is constantly supervised or within eye sight of a member of the Academy's workforce, or where the work being carried out is physically cut off from the children by means of closed doors, fencing or gates. There should be no opportunity for children/young people to engage in conversation with a Contractor without being observed by another member of staff.

If the Academy is concerned with inappropriate activities being undertaken these should be raised immediately with the Contractor, Site Manager and the Principal. It is recommended that the Academy Site Manager confirms receipt and understanding of the Safeguarding policy from the Contractor. It will be the responsibility of the Academy Site Manager to ensure, in respect of contractors coming onto the Academy site, that he/she carefully monitors their activity to ensure that the policy is strictly adhered to.

In all cases the Contractor should ensure that each employee has individually confirmed in writing that he/she has read and understood the Safeguarding policy by signing and dating a copy before visiting the Academy. A copy of the confirmation should be kept by the Contractor with the employee's records. Additional copies of the Safeguarding policy can be made available. It is the responsibility of the Academy Site Manager to ensure in respect of contractors coming onto the school site that he carefully monitors their activity to ensure that the policy is strictly adhered to. The Contractor should also ensure that each employee has identification including the company name, the employees name and Contractor's signature to be carried at all times on the Academy site. Where possible this should include photographic identification.

Typical issues that will need to be discussed with contractors prior to work starting include:



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- How will the work affect Academy activities e.g. use of heavy machinery on site, noise, dust
- Contractors will need to sign the asbestos log before work commences;
- Safety arrangements the contractor will have in place;
- Vehicle & equipment movement in the Academy premises;
- Timing of certain activities e.g. can it be done when students have left the premises;
- Areas of the Academy that will be affected, e.g. appropriate barricading of work areas;
- Maintenance of essential utility services (water, sewerage, electricity, telephone contact etc.);
- Managing excessive noise, dust or fumes;
- Protocols for communicating between the Academy and contractor, e.g. regular meetings;
- Hand-over process at the completion of the work.

Uninvited Visitors to the Academy

If an intruder comes onto the premises then the office staff should be alerted immediately. The Site Manager and a member of SLT should be contacted and they will identify and assess the risks. The intruder will be questioned and escorted off the premises. The Academy will establish and maintain close liaison with the local police. Procedures are in place to enable the police to be called and to respond promptly when incidents occur. The Academy will work with the Police to confirm the circumstances in which they will pursue a prosecution against an assailant.

If a visitor turns up to talk to a member of staff without an appointment then they should usually be sent away having been told to make an appointment. If in doubt contact the Principal or Vice Principal. The visitor may leave appointment times with the office staff that will pass these times onto relevant staff member.

Visitors who display inappropriate behaviour

While we understand that people can become upset and aggravated when dealing with sensitive matters, the academy will not tolerate abuse of any kind aimed at staff or students. If this occurs, a member of the Senior Leadership Team should be alerted and the visitor should be asked to leave. If the incident involves any sort of criminal activity (e.g. threats, violence, abuse) the SLT will contact police and report the matter immediately.

Coping with a School Emergency

First Aid



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First Aid is administered to a sick or injured person until medical help can be sought. It should not be viewed as a medical intervention for everyday illnesses, e.g. colds, headache, etc., which should be dealt with sympathetically and advice given to go to see a pharmacist or doctor after school, as appropriate. Staff will therefore need to make a decision as to whether they feel a student genuinely needs immediate medical attention. If it is required, a competent and uninjured student should be sent to Reception to request First Aid support in the classroom. The Administration team are unable to give non prescribed medication and do not keep headache tablets etc. at reception or in the Student Support office.

Accidents and Incidents

In the event of a critical incident at any time, both the Principal and the Operations Director should be notified immediately. Should an accident occur, please assess the situation, call for first aid if necessary and complete an Accident Report form.

Major Incidents

The Academy has a Major Incidents Plan to help staff respond effectively to an emergency at school or on an educational visit. The Senior Leadership team will invoke the Major Incident Plan if required and communicate a response to all staff.

Examples of Major Incidents include:

- Serious injury to a Student or member of staff (e.g. transport accident)
- Significant damage to school property (e.g. fire)
- Criminal activity (e.g. bomb threat)
- Severe weather (e.g. flooding)
- Public health incidents (e.g. influenza pandemic)
- Hostile intruders on the school premises
- The effects of a disaster in the local community.

Emergencies and Evacuation

The Principal will instruct the assembled school when it is safe to return to the building.

Fire Drills

- A practice drill will be held each term.
- The Fire Assembly point is in Playground A.
- Upon hearing the fire alarm, all persons should evacuate the building immediately.
- A Fire Action Notice is on display in each class room.
- The fire alarm is a continuous siren heard through the loudspeaker system.
- On discovering a fire or evidence of a fire activate the nearest fire alarm call point.
- The first duty of all concerned is to prevent injury and loss of life.



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- Staff and students should not tackle a fire unless it is waste paper bin-sized or smaller and you have been trained to do so. Your first duty is to ensure that the school is alerted and that the students in your charge are evacuated safely.
- The Fire Brigade are automatically called upon alarm activation.
- The designated Fire Marshals will check their area so ensuring that the building is completely evacuated.
- The door should be closed by the last person vacating a room, corridor or lobby and leaving the building.
- A Personal Emergency Evacuation Plan will be created for those who have mobility impairment.
- The lifts will automatically travel to the ground floor upon activation of the fire alarm and will not be able to be used until the alarm is reset
- Staff allocated to students with special needs will accompany and supervise them
- Upon hearing the alarm, everybody should leave the building at the nearest exit, following the procedure outlined below and make their way to the MUGA (multi-use games area) Evacuation Point located at Loughborough Park Gate entrance:
 - Shut doors on the way out, if you are instructed to do so or you are the last person through them
 - Leave immediately by the designated escape route, if safe to do so, otherwise take an alternative escape route
 - Keep in single file
 - Move quickly but do not run
 - Assemble students in their Tutor Group at the designated evacuation point
 - If separated from their class, students should re-join it without delay at the Assembly Point by a safe and sensible route
 - Students should join another class if there is a problem and report to the teacher
 - You are not allowed to go back into the building until the all clear is given

At the Evacuation Point

- Classes line up in tutor groups in register order with the teacher in front of the class in their usual line-up area in Playground A
- All students must be strictly controlled and quiet so that instructions can be heard.
- Form tutors or designated substitute call roll from registers and notify the Fire Marshall of any students who are missing.
- Designated Fire Marshals: Carry out the duties of a Fire Marshal as per your training.
- Receptionist: Print out log from Entry Sign, check visitors' presence and report anyone missing to Fire Marshalls immediately.

Safer Recruitment

Ark Schools exists to give every young person, regardless of their background, a great education and real choices in life. This may only be achieved through the appointment of high quality staff (teaching and operational). This policy and associated procedures take into account relevant legislation and guidance, and make particular reference to the statutory guidance 'Keeping Children Safe in Education' (Department



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for Education, (September 2019 and subsequent versions), as well as the Equality Act 2010 Employment Statutory Code of Practice and the Data Protection Act 2018.

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.

Purpose

The use of this policy and procedure is to ensure that Ark Schools employs the best candidate for the job, 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.

Scope

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.

Equal Opportunities

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 equality and fairness for all in our recruitment and 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.

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

Responsibilities

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



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The principal has overall responsibility for the internal organisation, control and management in their academy² and the implementation of this policy in their academy.

General principles

- When recruiting and selecting workers and staff, each Ark Schools academy will:
- Ensure its practices and systems are transparent, objective, thorough and consistent
- Ensure those involved in the recruitment & selection process receive appropriate training
- Take account of issues relating to safeguarding children at every stage of the procedure
- Avoid over-reliance on criminal background checks as a means of 'sifting' out candidates unsuited to working with children (NB: only a small proportion of individuals unsuited to working with children actually have a criminal conviction).

Please refer to separate Safer Recruitment Policy for further information regarding procedures to follow.

Complaints

Ark St Alban's aims to provide an inclusive ethos which takes into account the views of all stakeholders. We have procedures in place which provide the opportunity for discussion and we aim to listen carefully to concerns raised by parents and carers. This approach often negates the need for a formal complaint to be made but we respect the right of concerned parties to take such action if they believe it necessary and we will take all such communication seriously. Our formal Complaints Procedure exists to provide parents/carers with a formal structure to complain about academy issues. We seek to ensure all concerns and complaints are dealt with efficiently, sensitively and where possible in confidence, at the appropriate level. All complaints are handled in a balanced, neutral way, and assuming nothing until all of the facts are established.

Who can make a Complaint?

Parents or carers of pupils currently registered at Ark St Alban's Academy to which the complaint pertains. Where a child wishes to make a complaint, he or she should do this through parents or carers. In exceptional cases where this is not possible, a trusted adult at the school can be asked to support a child in this. Ark Schools will take seriously complaints from any party, but must prioritise its provision for existing pupils. There will be no automatic right to proceed to the final panel stage for anybody other than existing parents.

The difference between a Concern and a Complaint



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It is important that parents and staff understand how different forms of feedback are considered. All complaints can initially start as a concern, which can be defined as 'an expression of worry or doubt over an issue, considered to be important, for which reassurances are sought'. For example, a parent might wish to be assured that his or her child is receiving the appropriate difficulty of homework or might ask a member of staff to clarify a comment that the child has made about something at the school.

Concerns can materialise into a complaint if the initial response from the School is perceived as unreasonable or dismissive. A complaint is defined as 'an expression of dissatisfaction however made, about actions (or lack of actions) taken'. A complaint includes an element of blame against the school.

The school recognises that it is in everyone's interests that all complaints are resolved at the earliest possible stage, without the need to invoke formal complaint procedures. This will take the format of an informal resolution. Please refer to separate Complaints Policy which provides further information on the procedure that should be followed.

Allegations against Teachers and Other Staff

Ark St Alban's Academy takes every precaution to ensure that young people in our care are safe and are treated with respect. Rigorous recruitment procedures and extensive training are employed to help us achieve this aim. We follow the guidelines laid down in 'Keeping Children Safe in Education' (DfE, 2020) and Ark have developed procedures in line with that advice.

The Ark network guidance is reviewed regularly and procedures adhere to the advice set out in 'Procedure for managing allegations of abuse against staff, September 2020'

Procedure

If a member of staff becomes concerned about the behaviour of a colleague or if a student discloses a concern that might indicate that a young person is at risk of harm from a teacher or other member of staff, s/he should:

- Console the student if s/he is distressed and attend to his or her needs first
Note what has been witnessed/said, including dates, times, location, etc. Report the matter to the Principal as soon as possible. (If the Principal is the subject of concern, the Regional Director should be contacted)

The Principal will then

- Investigate the incident
- Contact parents



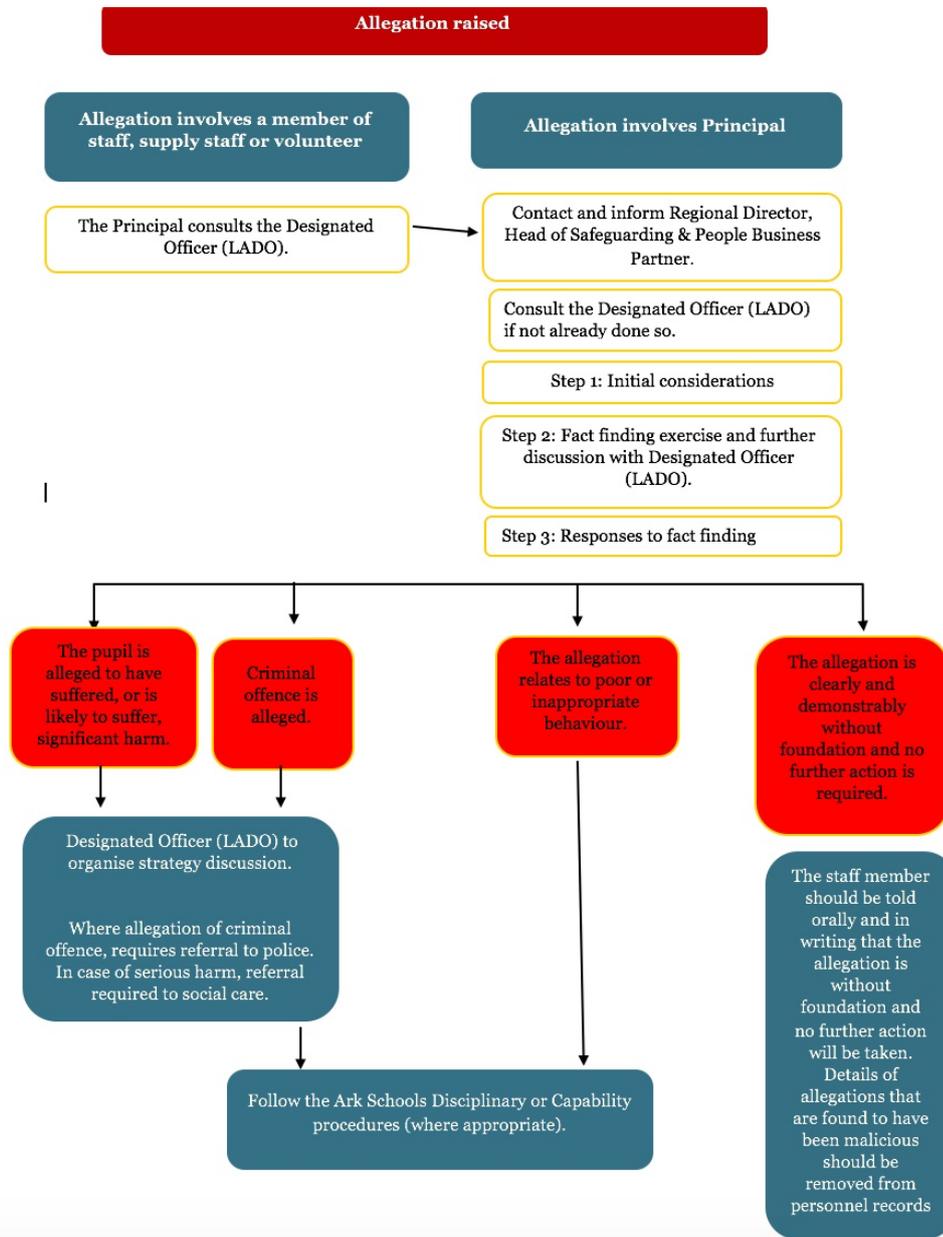
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- Collect information to clarify the situation. S/he may delegate this responsibility to another, senior member of staff. Statements may be obtained from witnesses and those involved and CCTV footage will be accessed where possible.
- The Principal will then consider the facts and decide if:
 - The member of staff involved should be prevented from working with students while further action is taken
 - A referral to the Local Authority Designated Officer (LADO) is required or
 - An internal investigation is warranted

If the concern is referred to LADO, they will decide if it requires referral to Police for investigation because a criminal offence may have been committed. If this is the case, the Academy will not investigate further and will await instructions from LADO and the police.

If LADO decide that it has not met this threshold, the Academy will investigate. Any further action will be in accordance with normal HR procedures

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Disqualification under the Children Act 2006 (DfE June 2016)

The Department for Education (DfE) has issued supplementary advice to their “Keeping Children Safe in Education” statutory guidance (September 2020), detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies.

The Regulations prohibit anyone **who is disqualified themselves** under the Regulations, or **who lives in the same household as a disqualified person**, from working in a relevant setting, including in schools.

Safeguarding Requirements for Governors

See part 2 of KCSIE and section 6.5 of the Safeguarding Policy