

### Safeguarding & Child Protection Policy 2019-20

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

<b>Date of last review:</b>	February 2020	<b>Author:</b>	Head of Safeguarding
<b>Date of next review:</b>	September 2020	<b>Owner:</b>	Education Directors
<b>Type of policy:</b>	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	<b>Approval:</b>	Board
<b>School:</b>	Ark John Keats Academy	<b>Key Contact Name:</b>	Governance Team
<b>Key Contact Email:</b>	governance.team@arkonline.org	<b>Key Contact Phone:</b>	0203 116 6333

#### POSITIONING WITHIN ARK OPERATIONAL MODEL

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

#### Contents

POSITIONING WITHIN ARK OPERATIONAL MODEL.....	1
---	---

<b>APPENDIX A</b> .....	<b>4</b>
What is Child Abuse? Definitions, signs and symptoms .....	5
Physical abuse.....	5
Emotional abuse.....	6
Sexual abuse.....	7
Neglect .....	8
Signs and symptoms of female genital mutilation/mandatory reporting.....	11
Duties under the Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’).....	12
Anti-Bullying Policy Peer on Peer Abuse .....	14
Pupil Attendance and Children Missing from Education.....	16
E- Safety Policy.....	16
IT Policy.....	16
Dealing with Disclosures.....	16
Whistleblowing.....	17
Definition of Private Fostering.....	18
SEND.....	18
Children/Young People with Medical Needs .....	18
Responding to self -harm, suicide, mental health .....	19
Contextual Safeguarding .....	19
Staff Code of Conduct .....	20
Anti-Discrimination.....	21
Images/photography of students .....	21
Character Curriculum.....	22
Visitor Management .....	22
Safer Recruitment .....	23
Complaints policy.....	23
Health and Safety .....	23
Managing allegations against other pupils.....	23
Procedure for managing allegations of abuse against teachers, other staff working in and for schools, and volunteers .....	26
Employee Assistance Programme.....	32
USEFUL CONTACT DETAILS .....	34
<b>APPENDIX B</b> .....	<b>36</b>
Keeping Children Safe in Education 2019 .....	36
Working together to Safeguard Children (DfE, 2019) .....	36
What to do if you are worried a child is being abused (March 2015) .....	36
Use of reasonable force: advice for head teachers, staff and governing bodies (July 2013).....	36
Information Sharing: Advice for Practitioners (DfE, 2018).....	36
Prevent Duty Guidance for England and Wales’ (2015) .....	36
Early years (under 5s) foundation stage framework (EYFS) (2017).....	36

The Children Act 1989 and 2004 .....	36
DfE’s Data Protection: A Toolkit for Schools (2018).....	36
Education Act 2002 .....	36
The Children and Families Act 2014 .....	36
Inspecting Safeguarding in early years, education and skills setting (2019).....	36
SEND code of practice: 0 to 25 years (DfE 2017) .....	36
Mental Health & Behaviour in Schools 2016.....	36
Disqualification under the Childcare Act (DfE, 2006) .....	36
The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 .....	36
Childcare Disqualification Consultation Report 2018 .....	36
School attendance 2016.....	36
Exclusion from maintained schools, academies and pupil referral units in England (Sept 2017).....	36
Criminal Exploitation of children and vulnerable adults: County Lines guidance (July 2017).....	36
Education Inspection Framework (Sept 2019) .....	36
Inspecting safeguarding in early years, education and skills settings (Sept 2019).....	36
<b>APPENDIX C</b> .....	36
Abuse.....	37
Bullying including cyberbullying .....	37
Children and the Court System 5-11 and 12-17 .....	37
Children with family members in prison .....	37
Child Missing from Education.....	37
Child Missing from home or care.....	37
Child Sexual Exploitation (CSE) .....	37
Criminal exploitation of children and vulnerable adult’s county lines.....	37
Domestic Violence & Abuse .....	37
Drug Advice for Schools .....	37
Fabricated or Induced Illness.....	37
Faith or Belief Based Abuse .....	37
Female Genital Mutilation (FGM) .....	37
Forced Marriage .....	37
Gangs and Youth Violence .....	37
Gender based violence/violence against women and girls (VAWG).....	37
Hate.....	37
Health & Well-being .....	37
Homelessness .....	37
Mental health.....	37
Peer and Peer abuse.....	37

Private fostering .....	37
Preventing radicalisation .....	37
Protecting children from radicalisation .....	37
Sexting .....	37
Sexual violence and sexual harassment between children in schools and colleges .....	37
Serious Violence .....	37
Trafficking and modern slavery .....	37
Up-skirting .....	37
<b>APPENDIX D</b> .....	37
RECRUITMENT & APPOINTMENT POLICY 2019-2020 .....	38

## APPENDIX A

### Child Protection and Wider Safeguarding

## What is Child Abuse? Definitions, signs and symptoms

The following definitions are taken from ‘*Working together to safeguard children* HM Government (2015)’. In addition to these definitions, children can also be abused by honour-based violence, peer on peer abuse, 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.

### *Indicators of physical abuse / 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
- Bald patches
- Serious Violence

*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

You should be concerned if the child or young person

- 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.

### 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.

### *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
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies

- Over attachment or over-protective behaviour
- Arriving early at school, leaving late
- Self-Harm

#### *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
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

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

#### *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.

#### *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 inappropriate for age
- 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; overreacting to criticism.

#### 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 because 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. Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

#### *Indicators of neglect*



### *Physical indicators of neglect*

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- 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
- Specific Safeguarding Issues

### Signs and symptoms of Child Sexual Exploitation

Child 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) because of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur using 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 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.

Both girls and boys are at risk of sexual exploitation, and it is seriously harmful to children both emotionally and physically. Children and young people often find it very hard to understand or accept that they are being abused through sexual exploitation, and this increases their risk of being exposed to violent assault and life-threatening events by those who abuse them.

### *Signs to look out for include*

- Going missing for periods of time or regularly returning home late.
- Going places that you know they cannot afford.
- Skipping school or being disruptive in class.
- Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them.
- Having mood swings and changes in temperament.
- Noticeable changes in behaviour – becoming secretive, defensive or aggressive when asked about their personal life.
- Wearing age inappropriate clothing
- Displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting').

- Getting into trouble with the police. Bruises, marks on the body, sexually-transmitted diseases, pregnancy, drug and alcohol abuse or self-harm.
- Repeated phone calls, letters, emails from adults outside family social circle.

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

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

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 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 2015) 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.

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. 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 several years, it is appropriate to recognise here that there are several 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. Ark John Keats procedure is that staff will inform the DSL and the DSL will make a report via 101 police non-emergency number immediately.

### Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')

Ark John Keats Academy understands that it has a duty and a responsibility to protect pupils from gang involvement and youth violence. It also recognises that it is well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

All Academy Staff must be able to recognise the signs and symptoms of gang involvement and therefore, must understand the groups which could be identified as 'gangs'. There are three such groups:

**Organised Criminal Gangs** – usually made up of adults and are involved in targeted organised crime (robbery, extortion, burglary, kidnapping etc).

**Street Gangs** – made up of adolescents and young adults, usually centred around a common identity, or territory, or ethnic group/religion, and whose activity is centred on criminal activity and violence. Such violence can include **Serious Violence**. In such cases the Academy response is informed by relevant guidance's such as the [Consultation on a new legal duty to support a multi-agency approach to preventing and tackling serious violence](#)

**Peer Groups** – young people who associate with each other in groups, only some of whom may be involved in the fringes of delinquency, or actual acts of delinquency.

Ark John Keats Academy understands that pupils who are exposed to any such group listed above, either through peers or through family members, are at risk of abuse (emotional, physical and/or sexual abuse or sexual exploitation) and that any pupils involved in a Peer Group (as defined above) are at risk of their involvement with gangs escalating to Street Gangs or Organised Criminal Gangs.

For Primary School aged children, Home Office guidance published in March 2015 'Preventing youth violence and gang involvement' highlights some specific risk factors relating to likely involvement with gangs and youth violence:

Factor	Strong risk factors for youth violence (age group)	Strong risk factors for gang involvement (age group)
Child	<ul style="list-style-type: none"> <li>* Troublesome (7-9; 10-12)</li> <li>* High daring (10-12)</li> <li>* Positive attitude towards delinquency (10-12)</li> <li>* Previously committed offences (7-9)</li> <li>* Involved in anti-social behaviour (10-12)</li> <li>* Substance use (7-9)</li> <li>* Aggression (7-9)</li> <li>* Running away and truancy (7-9; 10-12)</li> </ul>	<ul style="list-style-type: none"> <li>* Marijuana use (10- 12)</li> </ul>
Child's Family	<ul style="list-style-type: none"> <li>* Disrupted family (7- 9; 10-12)</li> <li>* Poor supervision (10-12)</li> </ul>	
School		<ul style="list-style-type: none"> <li>* Low academic achievement (10- 12)</li> <li>* Learning disability (10-12)</li> </ul>
Child's peer Group	<ul style="list-style-type: none"> <li>* Peers involved in crime and/or anti-social behaviour (7-9; 10-12)</li> </ul>	
Community		<ul style="list-style-type: none"> <li>* Marijuana availability (10-12)</li> <li>* Young people in the community involved in ASB (10-12)</li> </ul>

More broadly, Ark John Keats Academy staff must be able to recognise the following as indicators of possible gang involvement:

- Sudden loss of interest in school, loss of attendance or achievement
- Starting to use new or unknown slang words
- Coming into unexplained money or possessions
- Staying out late without reason
- Changes in appearance, wearing a style or “uniform” that is the same as other young people
- New nickname
- Unexplained injuries
- Graffiti style “tags” on possessions, school books, walls
- Constantly talking about another young person who has a lot of influence over them
- Broken off from old friends and now spends most of time with one group.
- Increased use of social work network sites
- Adopting certain codes of group behaviour, ways of talking, gestures or hand movements
- Scared when entering certain areas, and anxious about the presence of unknown youths
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends before

When a pupil is identified as being at risk of being involved with gangs or youth violence, these concerns must be shared with the designated senior person for child protection using the safeguarding procedures detailed within this policy and where a judgement is made that

input from external agencies is needed, the designated person will seek advice from the local authority.

Ark John Keats Academy is committed to develop pupil's Character and issues relating to peer pressure and crime are taught explicitly through our Character programme.

Ark John Keats recognises that children who become involved in gangs or youth violence pose a risk to themselves and others and may at times be in possession of prohibited items. As a result, we will search pupils and confiscate prohibited items if school leaders believe a pupil may be in possession of a weapon (including knives), alcohol, illegal drugs, tobacco (and related paraphernalia), pornographic material, fireworks or stolen items. Referrals to the local authority will be made by the DSL as necessary.

School leaders will use the powers provided in the Department of Education guidance '*Use of Reasonable Force – guidance for headteachers, staff and governing bodies (July 2013)*' to search pupils without consent if a concern is raised that the pupil(s) in question may be in possession of a weapon or illegal drugs

At Ark John Keats Academy, all searches of pupils will be conducted in the presence of at least two members of staff and in the presence of a senior leader; in all instances of physical intervention, the staff involved are required to record the use of physical intervention with a written report completed on the academy proforma for recording the use of physical intervention. This report must be given directly to the relevant senior designated person for child protection immediately.

#### Anti-Bullying Policy Peer on Peer Abuse

Upskirting is now a criminal offence. The safeguarding and pastoral team at Ark John Keats have been trained on how to respond to such incidents. At Ark John Keats, Peer on Peer Abuse is also addressed in our [anti bullying policy](#).

Bullying is defined as deliberately hurtful behaviour, repeated over a period, where it is difficult for those being bullied to defend themselves. Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- Physical: pushing, kicking, hitting, punching or any use of violence.
- Racist: racial taunts, graffiti, gestures.
- Sexual: unwanted physical contact or sexually abusive comments. Upskirting also falls under this, however the follow up for such offences will consider legal actions required.
- Homophobic: because of or focussing on the issue of sexuality.
- Verbal: name-calling, sarcasm, spreading rumours, teasing.
- Cyber: all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera & video facilities.

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Pupils do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all must learn how to deal with these situations and develop social skills to repair relationships. Pupils who

are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting. These behaviours, however, do not in and of themselves mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing.

Pupils must be encouraged to report bullying at Ark John Keats Academy. All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. The Principal has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. Each Ark Academy will develop bespoke procedures for the reporting of, dealing with and prevention of bullying.

#### What we do to prevent bullying

Everyone involved in the life of the academy must take responsibility for promoting a common anti-bullying approach. We aim to:

- Be supportive of each other.
- Provide positive role models.
- Convey a clear understanding that we disapprove of unacceptable behaviour.
- Be clear that we all follow the rules and shared values of Ark John Keats Academy.
- Be fully involved in the development of the Anti-Bullying Policy and support antibullying practice.
- Support each other in the implementation of this policy.
- Have a zero-tolerance and no excuses approach to all instances of bullying

All members of the academy community are expected to report incidents of bullying. All Staff have a vital role to play as they are at the forefront of behaviour management and supporting pupils' sense of well-being. They have the closest knowledge of the pupils in their care, and should build up a relationship involving mutual support, trust and respect.

All Ark John Keats Academy staff will:

- Provide pupils with a framework of behaviour including rules and routines which support the whole academy policy.
- always conduct themselves in a respectful and caring manner with pupils and colleagues so a positive atmosphere is always palpable.
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, academy council, PSHE etc.
- Keep the governing body informed through the Principal/Head of Primary School/senior staff member
- Provide a key staff member who is responsible for the monitoring of the policy.

For more information on the anti-bullying policy and the implementation of it, please see our [anti bullying policy](#).

#### ALTERNATIVE PROVISION (AP)

Ark John Keats Academy is responsible for safeguarding of their pupils when they are placed in an alternative provision. Schools should obtain a written statement from the AP provider that they have completed all the vetting and barring checks that are necessary on their staff. Further information on this can be found by contacting a member of the safeguarding team or specifically contacting Nathaniel Nabarro for our policy on AP.

## Pupil Attendance and Children Missing from Education

Ark John Keats Academy takes a thorough and systematic approach towards attendance. This includes preventative and proactive methods to address CME. The [Attendance policy](#) is found on our website.

## E- Safety Policy

Ark John Keats Academy has a comprehensive [E-Safety policy](#) which can be viewed on the website.

## IT Policy

The IT Policy can be obtained by contacting the school, where a member of the safeguarding team can provide you with a copy.

## Dealing with Disclosures

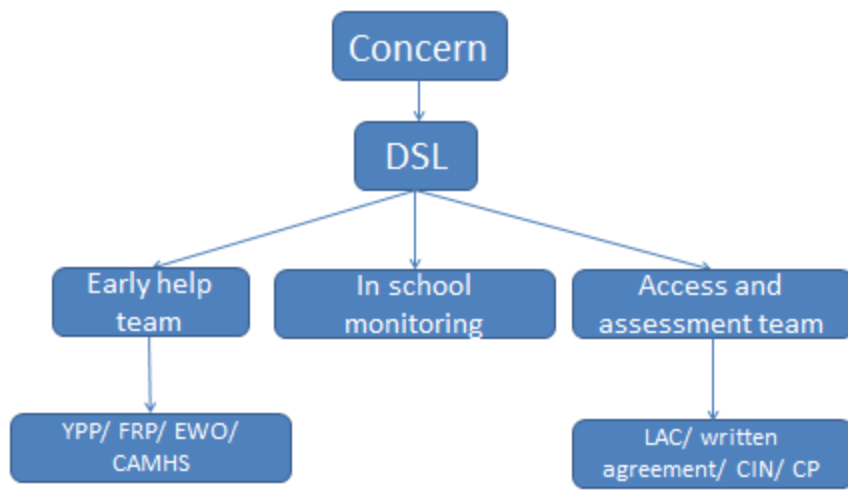
All members of staff at Ark John Keats Academy receive Level 1 Safeguarding Training annually and are trained in how to receive, record and report child protection disclosures.

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and 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.

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 or DDSL should be approached first to raise any concerns or safeguarding issues. All disclosures are recorded on Impero Edaware as soon as possible by the member of staff. 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.





### *What happens next?*

Above is the outline for the procedure following a concern being raised. Academy staff are aware that they may be required to assist at any level of the process if they raised the concern or if they are best placed to follow up as advised by the DSL.

After raising a concern, 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. All staff are trained annually on how to receive, respond to and report child protection disclosures and all referrals to the DSL are responded to initially and then follow-up contact is made to ensure that the member of staff understands what has happened to the information that they have shared. The DSL is available to support staff following disclosures being made.

### Whistleblowing

The Ark Schools Whistleblowing Policy found on the school website ensures that procedures are in place to enable staff to raise concerns regarding serious wrongdoing without fear of reprisal and to do so with confidence that there will be a fair and impartial investigative procedure through which they will receive appropriate feedback.

The Ark Schools Whistleblowing Policy is applicable to concerns regarding wrongdoing within Ark Schools in relation to matters 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.

All employees and volunteers at Ark John Keats will be directed as to where to find the Ark Schools Whistleblowing Policy as part of the induction process and/or staff meetings.

Similarly, all Ark John Keats employees and volunteers are issued with the most recent edition of Keeping Children Safe in Education which informs readers that where they are concerned that the designated senior person is not taking appropriate steps to keep a child or children safe, they should contact social care directly.

### Definition of Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) with someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. It is not private fostering if the arrangement was made by social services. Examples of private fostering situations include:

- children and teenagers living apart from their families for a variety of reasons e.g. if a parent is ill, has had to temporarily move for work or there has been an argument within the family
- children with parents working or studying elsewhere in the UK
- children with parents overseas
- children on holiday exchanges.

### Local Authority Requirements

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

### SEND

Ark John Keats Academy has a comprehensive [SEND Policy](#) which can be viewed on the website or by following the link.

### Children/Young People with Medical Needs

There will be occasions when children are temporarily unable to attend school on a full-time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods
- children and young people with long-term mental health problems (emotionally vulnerable)

The phrase “long-term” defines any period exceeding 15 continuous school days of absence from school because of medical needs.

Where an absence will be for more than 15 continuous school days then the school should discuss further with Ark Central and their Local Authority and should not automatically be delayed until the 16<sup>th</sup> day of absence.

It is important that the referring school must notify the School Nurse service at the point it is identified that the child or young person medical need is preventing their attendance at school.

At all times during the period of absence the young person will remain on the roll of their home school and the home school will retain ultimate educational responsibility for the young person.

#### *Referral to the Local Authority Education Inclusion Service:*

Referral to the Education Inclusion Service (EIS) must be made by the young person's home school and must be made via the Education and Inclusion Service referral form. Referrals should normally be supported by either:

- a Hospital Consultant
- a Senior Clinical Medical Officer
- a Consultant Child Psychiatrist
- a General Practitioner (GP)
- an Education Psychologist

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

Ark John Keats Academy recognises that for pupils 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 connected safeguarding concerns for a young person and/or leave them vulnerable to other specific safeguarding issues.

Ark John Keats 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, self-harm or suicidal ideation.

The PSHE Character curriculum at Ark John Keats Academy actively teaches pupils to approach matters of mental health in the same manner they would approach matters of physical health: seek advice from medical professionals, allow time for healing or recovery, plan to manage any symptoms as effectively as possible and seek support and comfort. The academy also acknowledges that any stigma which can 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.

Academy staff will also challenge the expression of views from pupils, 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.

#### **Contextual Safeguarding**

Ark John Keats Academy acknowledges the location and culture of the school and assess the risks that young people may be exposed to, both inside and outside of the school or college community. A proactive and in other cases reactive approach is taken to support pupils on a wider level. A Contextual Safeguarding approach is taken to recognise that children and young people's risk experiencing significant harm in extra-familial contexts, and seek to include these contexts within prevention, identification, assessment and intervention safeguarding activities. “

Ark John Keats Academy staff recognise that pupils 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 or eating disorders.

Form Teachers, Heads of Year and other school leaders involved in pastoral care and safeguarding meet on a weekly basis at Ark John Keats Academy. Where concerns are raised that a pupil may be experiencing mental health problems, the concerns will be shared with the designated safeguarding lead and then with the pupil 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 CAHMS or the local GP.

Where mental health problems present a persistent barrier to learning, it may be appropriate to identify the pupil has having SEN (Special Educational Needs) and such a decision should be taken by the academy SENCO in collaboration with the designated safeguarding lead.

All staff at Ark John Keats Academy understand that certain individuals or groups are more at risk of mental health problems than others and that the risk factors are cumulative. Ark John Keats Academy staff also understand that there are many protective factors and therefore work together with colleagues, pupils, families and other professionals to promote such protective factors.

At Ark John Keats Academy, in addition to the whole-academy character curriculum, protective factors are also promoted in our [behaviour policy](#) and [bullying policy](#).

Counselling services such are also provided and there is an emphasis on positive classroom management based around using the least invasive form of intervention. Most importantly the academy has high expectations for all pupil's academic success and has robust systems and procedures in place for supporting pupil wellbeing and achievement.

Staff at Ark John Keats Academy recognise that significant life events can lead to mental health problems for some children regardless of the number of risk and 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 designated safeguarding lead or pastoral team.

Despite the best efforts of all staff at Ark John Keats Academy, the more dangerous outcomes of mental health problems (self-harm and suicidal ideation) cannot always be prevented. In such instances, Ark John Keats Academy will make every effort to address them sensitively and effectively in partnership with families, healthcare professionals and other extended services. 11.13 Where self-harm, threats of self-harm or suicidal ideation are known to have taken place, staff at Ark John Keats Academy must inform the designated safeguarding lead immediately. It may be necessary in such circumstances for the pupil to be taken to the local accident and emergency centre, to receive first aid at school or to have an emergency GP appoint arranged by the family. All such decisions would be taken by the designated safeguarding lead in collaboration with the pupil and the family where appropriate to do so.

### [Staff Code of Conduct](#)

All Ark John Keats Academy Staff are issued with the Academy hand book, which includes the code of conduct during Induction, where they familiarize themselves with its contents.

## Anti-Discrimination

Ark John Keats Academy has a comprehensive [Equal Opportunities Policy](#) which can be viewed by following the link or accessing it via our website.

## Images/photography of students

Ark John Keats has a [Responsible use of student image policy](#) it adheres to. Our aim is to equip every pupil with the knowledge, passion, inspiration and character necessary for success at university and beyond. We are committed to keeping children safe and to the welfare and protection of young people to ensure that all pupils thrive and reach their potential. Every person working at the Academy shares the objective of helping to keep pupils safe by ensuring that all images of pupils are taken and stored in line with the Data Protection Act. The safe and appropriate use of images is covered as part of staff safeguarding training. At Ark John Keats Academy we ensure that all images taken of pupils are used in a manner respectful of Data Protection Principles.

This means that images are:

- fairly and lawfully processed and only used for limited, specifically stated purposes
- retained for no longer than is necessary
- processed in line with an individual's legal rights
- kept securely • adequately protected if transferred outside the Academy.

Parental consent to take images Parents/carers have the right to opt their child out of any images or video being taken of their child when starting at Ark John Keats Academy. Parents can be able to opt when they complete the Pupil Information Form which has opt out option and is kept on the pupil's file. Should permission be refused by a parent/carer, all members of staff are made aware and any images for public use are scrutinised to ensure that the pupil does not appear in them. If permission is withdrawn by parents/carers at any point during a pupil's time at Ark John Keats Academy, any images of them will be removed.

## Use of images/videos by the Academy

Any images or videos of pupils that are displayed on the website or used for public display are carefully selected. Pupils' full names are never given in association with images/videos placed on the website. No images of any pupil are taken against their wishes. All images of pupils are always retained on site unless arrangements have been made otherwise (such as for the taking of annual portrait photographs of the children). Any member of staff who needs to take images of children off site for work purposes, appropriately protects and logs in and out of the academy any storage device containing the images and ensures it is returned. The Academy has the authority to view any images taken and/or to withdraw or modify a member of staff's authorisation to take or make images at any time. Ark John Keats Academy ensures that all photographs are permanently wiped from computer hard and portable drives or other relevant devices once the images are no longer of use.

Use of photos/videos by children Still and video cameras provided for use by children (e.g. for fieldwork and other supervised off- site learning) and the images produced themselves will not be removed from the Academy. Use of images by professional photographers' Professional photographers who are engaged to record any events work according to the terms of the Academy's e-Safety policy.

They sign an agreement which ensures compliance with the Data Protection Act and they do not have unsupervised access to pupils. Responsible Use of Pupil Images Policy © Copyright 2016 ARK Schools 4 Use of images by the media Only pre-agreed personal information (e.g. first names only) can be published alongside images and videos. No authorisation will be given to unscheduled visits by the press under any circumstances. Staff use of personal devices to take photos/videos of pupils Staff should endeavour to use the school cameras and devices to take photos/videos, however in rare cases this may not be possible, and staff may

miss an opportunity to capture a positive moment. If staff need to take photos/videos on their personal devices, they should upload it to the T: drive within 24 hours and wipe the data from their personal devices at the same time.

Where pupils are found to have used their phone on the academy premises their phone will be immediately confiscated. If it is believed that pupils have used their phone to make inappropriate recordings, the confiscated phone will not be returned until senior teachers are confident such recordings have been removed and deleted and in line with the behaviour policy. Where relevant, the Anti-bullying procedures outlined above in Section One of this appendix will be implemented.

The academy uses CCTV in some areas of the school property to ensure the safety and security of pupils, staff, parents and the safety and security of academy buildings and equipment.

CCTV footage is only reviewed by senior teachers and members of the site-staff to review matters of safety and security including, but not limited to: pupils and adults entering and exiting the building, incidents of theft, violence or vandalism and incidents of trespassing. Through the [Character curriculum](#) and through individual pupil specific interventions Ark John Keats Academy educates pupils about the importance of understanding both the potential positive and negative implications of different types of images of them themselves. Also, to educate pupils about the importance of controlling the availability of images of themselves and other young.

### Character Curriculum

Ark John Keats Academy has a robust character curriculum taught to all pupils, covering PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC) topics. Further information on this curriculum can be found [here](#).

### Visitor Management

Access into the school building via the main access points will be controlled and supervised by the Main reception / admin staff. A register / record of all visitors to the school will be maintained. All visitors should wear an official visitor's identification red badge. All visitors will be asked to read a summary of the schools safeguarding procedures on arrival. This Commitment Agreement is clearly visible at the reception desk and on the visitor sign in sheet.

The Commitment Agreement states the following:

Everybody working or visiting the academy has a responsibility and duty to report any concern. All concerns for Secondary must be reported to Deega Sufi and all concerns for Primary must be reported to Marne Reynecke.

Primary School	Secondary School
Marne Reynecke (DSL)	Deega Sufi (DSL)
Bradley David (DDSL)	Lydia Socrates (DDSL)
Strategic Lead: Nathaniel Nabarro	

*You are expected to abide by the following protocol during your visit. This is to safeguard both yourself and our pupils and to ensure that your visit to the school is a positive experience. We ask that you:*

- Raise any immediate concern about a child's welfare with Ms Sufi. In the absence of Ms Sufi, please inform any member of the Safeguarding team outlined in the Safeguarding poster (this is displayed by the reception desk and around the school).
- Report all concerns by completing a referral form found in reception. The referral form must state only the facts, not opinions, of what happened. It must also be signed and dated. A written record is essential, along with speaking to the DSL.
- Ensure that you wear a visitor's badge or lanyard, always displayed prominently.
- Report to a member of staff or reception if you find yourself alone with students (unless it is a legitimate part of your visit to the school and the school hold a record of your DBS certificate).

For more information about this document or our whistleblowing procedure, please read our Safeguarding Policy which can be found by the reception desk or speak with a member of the Safeguarding team.

### Safer Recruitment

The purpose of this document is to provide a summary of the checks and information needed for the Single Central Register. The Department for Education advises that the following checks must be made on all people before working in an education service. For further guidance please see [here](#).

All ARK Schools employees must have received the following checks prior to starting employment with ARK Schools:

- enhanced DBS disclosures;
- List 99 check (for staff in working regulated activity only);
- right to work documents;
- identity;
- overseas criminal record checks (if applicable),
- medical checks,
- qualifications; including QTS status and prohibition orders check for teachers,
- two references, one being most recent line manager.

For the safer Recruitment Policy, please contact the school to speak to our head of HR.

### Complaints policy

Ark John Keats Academy has a comprehensive [Complaints Policy](#) which can be viewed on our website or by following the link.

### Health and Safety

Ark John Keats Academy has a Health and Safety policy, which can be accessed by contacting our head of HR.

### Managing allegations against other pupils

DfE guidance 'Keeping children safe in education (2019)' 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 school's behaviour policy ([http://arkjohnkeats.org/sites/default/files/Secondary%20Behaviour%20Policy\\_4.pdf](http://arkjohnkeats.org/sites/default/files/Secondary%20Behaviour%20Policy_4.pdf)).

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. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally, the age at which children become sexually active has steadily dropped. 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 does have a sexual component.

As usual, important decisions should be made on a case by case basis, based on 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;
- 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 John Keats 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 pupils by: -

Providing a developmentally appropriate Character programme 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 pupils identified as being at risk

Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

#### *Allegations against other pupils 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 pupil, some of the following features will be found.

If the allegation: -

Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil

Is of a serious nature, possibly including a criminal offence

Raises risk factors for other pupils in the school

Indicates that other pupils 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 pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern:

- The designated 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 files of both pupils' files
- It may be appropriate to exclude the pupil being complained about for a period according to the school's behaviour policy and procedures
- 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

### Procedure for managing allegations of abuse against teachers, other staff working in and for schools, and volunteers

This procedure sets out Ark Schools' procedure for managing allegations of abuse made against any member of school staff, or against volunteers. It should be followed wherever an allegation of abuse is made, and it should be noted that that a member of staff could be subject to an allegation even if they have not harmed a child or intended to harm a child. It is enough that the staff member's conduct could pose a risk to the child.

This procedure applies to teachers, senior leaders, other professionals and staff working in or for an Ark school and volunteers, including governors.

#### Aims

To set out the procedure for managing allegations of abuse in compliance with statutory requirements and to set out the support available to staff and volunteers who may be the subject of an allegation of abuse.

#### Purpose

The framework for managing cases of allegations of abuse against teachers and other staff is set out in the statutory guidance 'Keeping Children Safe in Education' (September 2019) (KCSIE). The guidance can be found in Appendix B.

This procedure should be read alongside the statutory guidance KCSIE September 2019 Part 4 and Ark's Safeguarding & Child Protection Policy. It should be used in respect of all cases in which it is alleged that a person who works with children under 18 years of age (either paid /unpaid/self-employed/contracted) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children or to a child.

An allegation against a member of staff may arise from several sources e.g.:

- a report from a child victim
- a concern raised by another child/adult in the school/organisation/agency
- a concern raised by a parent or carer.

It is essential that any Safeguarding issue, concern or allegation made against staff, volunteers or other professionals in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time support the person who is the subject of the concern or allegation.

An overview of how allegations must be handled is relevant for the purposes of Section 175/157 of the Education Act 2002.

#### Defining an allegation

In the first instance whenever an allegation is made against a member of staff, another professional or volunteer that meets any of the above criteria, the Principal must be informed immediately. It is the Principal's responsibility to immediately consult the Designated Officer (LADO) and inform the Head of Safeguarding and Regional Director (Please refer to Appendix A for contact details).

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

against an Executive Principal or Regional Director, the person receiving the information must contact the Director of Primary or Secondary Education and inform the Head of Safeguarding.

The Principal must advise the People Business Partner if an allegation: could result in, or has resulted in, a strategic case meeting being called by a Designated Officer (LADO);

- relates to a member of staff and, without prejudice to the case, the Principal judges that it may result in disciplinary action being taken.
- Where a safeguarding concern or allegation triggers another procedure such as a grievance or disciplinary, that procedure shall only be followed once the immediate safeguarding concern or allegation has been fully investigated.

The People Business Partner will provide HR advice in these circumstances.

If an allegation requires immediate attention, but is received outside of normal office hours, the Principal should consult the Social Care Emergency Duty Team or the Child Abuse Investigation Team (CAIT) via local Police. The Principal should also inform relevant people (see section 9.3) as soon as possible following this action.

**Please refer to the following flow chart which sets out a summary of the overall procedure to be followed.**

## Allegation raised

Allegation involves a member of staff or volunteer

The Principal consults the Designated Officer (LADO).

Allegation involves Principal

Contact and inform Regional Director, Head of Safeguarding & People Business Partner.

Consult the Designated Officer (LADO) if not already done so.

Step 1: Initial considerations

Step 2: Fact finding exercise and further discussion with Designated Officer (LADO).

Step 3: Responses to fact finding

### Is suspension required?

**YES** – The allegation is so serious that there is no alternative to suspension. The individual must be informed within 1 working day.

**NO** – there are alternatives, e.g.:

- The individual can be redeployed to a role with no contact with pupils; or
- Another individual can be present when in contact with pupils;
- The individual can be redeployed to another location;
- The individual can be redeployed away from the pupil(s) concerned;
- The pupil(s) can be moved to another class

The pupil is alleged to have suffered, or is likely to suffer, significant harm.

Designated Officer (LADO) to organise strategy discussion.

Where allegation of criminal offence, requires referral to police. In case of serious harm, referral

Criminal offence is alleged.

The allegation relates to poor or inappropriate behaviour.

Investigate.

Inform accused individual of

The allegation is handled under disciplinary or capability

Notify the People Business Partner & Head of Safeguarding

Follow disciplinary procedures (where appropriate).

The allegation is clearly and demonstrably without foundation

No further action required – record kept of outcome.

The Principal will consult the Designated Officer (LADO) to discuss the next action points. Advice may also be sought from social care and the police as required. It may be advised that the staff member is not told about the allegation immediately.

#### Step 2: Conducting a fact-finding exercise

After a discussion with the Designated Officer (LADO), the Principal should not conduct an investigative process on the matter. S/he should undertake a fact-finding exercise and:

- obtain written details of the concern/allegation
- countersign and date the written details
- record any information about times, dates and location of alleged incident(s) and names of any potential witnesses
- make a record of any discussion about the child and/or member of staff, any decisions made, and the reasons for those decisions onto the safeguarding recording system – Impero Edaware.

If more information is required than the initial disclosure, the principal may obtain any additional information which may be relevant such as previous history, risk assessments, whether the child or their family have made similar allegations and the individual's current contact with children.

In cases of an allegation against the Principal, Regional Director or Executive Principal, s/he should not be asked to gather the above information themselves.

After the fact-finding exercise and further discussion with the Designated Officer (LADO), one or more of the following may be applicable:

- The pupil is alleged to have suffered, or is likely to suffer, significant harm - this requires an immediate referral to social care.
- A criminal offence is alleged - this requires referral to the police.
- The allegation relates to poor or inappropriate behaviour and requires an investigation to be completed.
- The allegation is being handled under the disciplinary and/or capability procedures. The People Business Partner should be notified. In addition, the Head of Safeguarding should be informed for staff/pupil support (as necessary).
- The allegation is clearly and demonstrably without foundation and no further action is required.

Where an investigation by the police or Local Authority children's social care is unnecessary, or the strategy discussion or initial evaluation decides that is the case, in those circumstances the options open to the school are dependent on the nature and circumstances of the allegation and the evidence and information available. The options will range from taking no further action to summary dismissal or a decision not to use the person's services in future.

The Principal will continue to update the Regional Director as well as the Head of Safeguarding during the initial consideration process.

#### Responding to fact finding outcomes

##### Step 3: Responding to the fact-finding outcomes

#### Strategy discussion

The Designated Officer (LADO) may need to arrange a strategy discussion based on the conclusion. The Principal, police, social care, People Business Partner are always invited, and Head of Safeguarding should be invited (if matter relates to SLT/Principal). The staff member should not attend. The discussion will:

- focus on the needs of the pupil(s) who may be at risk; and
- determine what action should be taken regarding further investigation
- decide on who will inform the parents/carers of the child or young person

#### Strategy meeting

Following the outcome of the strategy discussion, a strategy meeting will be convened. The Designated Officer (LADO) will convene the meeting with any other relevant people, such as the Principal, social care, police, and HR. The staff member against whom the allegations is made against should not attend. The general purpose of the meeting is to consider evidence and discuss next steps.

The LADO will send out a letter inviting attendees to the meeting, detailing what will be discussed. At the end of the strategy meeting, it will be agreed how and who will inform the staff member of the outcome.

Subsequent strategy meetings will be held fortnightly, or at a minimum, monthly, to review progress. Each strategy discussion outcome will depend on the facts of the matter and the agencies which may be involved.

Important note: where there is an allegation of harm or a crime has been committed, please also refer to sections below.

During an investigation, several elements may be followed:

- the Principal to liaise with the People Business Partner to arrange for an investigation to be conducted.
- enquires and assessment by social care about whether a child needs protection or in need of services;
- consideration by Ark Schools of disciplinary action in respect of the alleged individual.
- Suspension during an investigation

The Principal, People Business Partner and Head of Safeguarding must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school during the investigation. In the case of the Principal being suspended from contact with children at the school until the allegation or concern is resolved, the People Business Partner would discuss with the Regional Director, Director of Education Primary or Secondary and Head of Safeguarding who would notify Head of Governance, Head of Communication and Chair of Governors.

The possible outcomes of an investigation could be:

- no further action
- professional advice and guidance
- disciplinary action
- dismissal either due to risk of harm to children whereupon a barring referral must be made or gross misconduct but no risk of harm to children
- a finding of a false allegation
- the need to make further enquiries.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the Regional Director, People Business Partner, Head of Safeguarding and the Designated Officer (LADO) should discuss with the Principal (where applicable) how and by whom the investigation will be undertaken. In straightforward cases that should normally be undertaken by a senior member of the school staff. However, in other circumstances lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

Informing the individual and others

The Principal should inform the member of staff against whom the allegation has been made against, about the allegation as soon as possible after consulting the Designated Officer (LADO), Head of Safeguarding and People Business Partner. If sharing the information with the member of staff will not impede or undermine any subsequent investigations, there should be no delay in doing so. At this early stage, it is advisable only to explain that an allegation of a child protection nature has been made. The detail of the allegation will be explained during the investigation process, in accordance with Ark Disciplinary Policy.

The Principal will discuss with the Designated Officer (LADO) at the initial consideration stage on how to inform parents or carers of the allegation. Thereafter, parents/carers should also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information considered in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome.

If a referral to social care is required

- if a pupil has suffered, is suffering, or is likely to suffer significant or serious harm
- a pupil alleges a criminal offence has been committed

- where there is an allegation of a sexual nature

These referrals are managed in accordance with referral processes and thresholds established by the local safeguarding partners. The Principal will liaise with the DSL when a referral to social care is required.

If a crime has been committed

If a crime has been committed, and there is no reason to suspect significant harm, the Designated Officer (LADO) will immediately inform the police and organise a strategy discussion to decide if a police investigation is needed.

If it is not necessary to work with social care, but a police investigation is required, the Designated Officer (LADO) will then agree with the police, the school and any other agencies the nature of the allegation and how it should be addressed. The discussion will take place within one working day of the referral. The police will continue to monitor the case.

If the member of staff is not charged, the Principal and Designated Officer (LADO) will decide how to handle the case. If a charge is necessary, the police will inform the member of staff.

Suspension

Suspension is not automatic. Alternatives, such as leave of absence, transfer of duties and additional supervision will be considered. Suspension will only occur when evidence outlines that:

- a pupil is at risk
- the allegation is so serious there is no alternative solution
- suspension is necessary to allow the conduct of the investigation to continue unimpeded.

A discussion should take place with the staff member informing them verbally of their suspension. This should be followed up with a letter outlining the details. At this stage the full extent of the issues to be investigated may not be known but the staff member should be given some information about why they are being suspended. There should be no assumption of guilt associated with the suspension. Staff should be informed that they are suspended on full pay. Contact details of a named school representative will be provided for the staff member to discuss any concerns or progress of the allegation.

Record keeping and information sharing

Records

The Principal will record any allegation, concern and discussions on a permission only part of the Ark Impero EdAware online recording tool. Records will be completed as soon as possible after the allegation. This includes:

- incident details
- follow up action
- how it was resolved
- action taken
- any sanctions

Even if no police or disciplinary action is taken, a record will be kept of the allegation on the Impero EdAware online tool.

If the actions of the member of staff, and the consequences of the actions, do not raise credible allegation concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), this will be addressed in accordance with internal procedures.

Any information or referral forms submitted to the Designated Officer (LADO) or investigation agencies should be scanned into the file.

Information sharing: need to know

Other staff will only be informed on a 'need to know' basis. Notification may be delayed if the police believe it could prejudice an investigation. Those who will be told are likely to include:

- staff member;
- pupil concerned and their parent(s)/carers;
- individual making the allegation;
- principal and regional director;
- head of safeguarding and HR business partner;

- head of communications;
- designated officer (LADO) and investigating agencies

If a staff member's suspension results in disciplinary action, the investigating officer and members on the disciplinary hearing panel (if appropriate) will be given limited information. The individuals outlined above will be informed of the outcome/actions of any meeting, as well as Ark's Education Directors, the Chair of the governing body and Safeguarding link governor (as necessary).

#### False allegations

If an allegation is found to be false, action will be taken to see if the person making the allegation needs services. If it is a deliberately malicious allegation made by:

- a pupil, the Principal will act in line with the Behavioural Policy.
- a staff member, it will be handled in accordance with the Disciplinary Policy – the police may also consider acting in this situation.

If it is clear an allegation is false and /or unfounded, the accused staff member will be informed orally and in writing that no further action will be taken. The information on file will outline that the allegation was malicious.

#### Supporting those involved

Ark has a duty of care to employees and volunteers. The school aims to support the individual throughout the allegation process and will do all it can to manage and minimise stress. If the individual is external to the school, contact will be made with the relevant agency or service provider.

Information will be provided to the individual as soon as possible in line with the guidance set out in this procedure and throughout the allegation process. A named representative will be appointed to keep the individual informed of the progress of the allegation.

The member of staff may wish to contact their Trade Union Representative, if they have one, or a colleague for support. They should also be reminded about the confidential counselling support, which is available through the Employee Assistance Programme.

Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence. The staff member should be advised not to discuss the case with any staff members.

#### Employee Assistance Programme

The service is available 24 hours a day, 7 days a week, and 365 days a year and is accessible by phone, email, instant messaging and website. The service helps with any work, personal or family issue and includes professional consultation, access to face-to-face counselling (up to six sessions), information, resources and referrals to local services. EAP can be accessed, in the following ways:

FREEPHONE:	0800 243 458
EMAIL	assistance@workplaceoptions.com
WEBSITE	www.workplaceoptions.com (Username: Ark Schools, Password: employee)
SMS (for call back):	07909 341 229

Should medical advice and guidance be required this can be arranged through the school's HR officer, who will arrange for a referral to Ark's Occupational Health providers.

#### Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Schools should take advice from Ark Central on:

who needs to know and, importantly, exactly what information can be shared;

how to manage speculation, leaks and gossip;

what, if any, information can be reasonably given to the wider community to reduce speculation; and

how to manage press interest, when it should arise.



On conclusion of a case and exit arrangements: possible referrals required

If an allegation is founded, the KCSIE guidance should be consulted in conjunction with this procedure as to which referrals to professional bodies may be required.

#### Referral to Disclosure and Barring Service (BBS)

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual. To satisfy the harm test there needs to be credible evidence of a risk of harm to children or vulnerable adults such as statements made by an individual regarding conduct/behaviour, etc.
- For a case to be considered as a risk of harm, relevant conduct would not have occurred but there must be tangible evidence rather than a “feeling” that a person represents a risk to children and / or vulnerable adults. For example, a teacher who confides in their head teacher that they are sexually attracted to children (but who had not engaged in ‘relevant conduct’) would satisfy the harm test.
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has ceased working in a regulated activity or would have been removed had they not left.

Where a teacher is dismissed or the school ceases to use the services of a teacher because of serious misconduct, or where a teacher might have dismissed, or the school ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State. The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

#### Referral to Teaching Regulation Agency (TRA) for consideration

Where an allegation is substantiated, and the member of staff is dismissed or resigns, school should consider referring the matter to the TRA for consideration for a prohibition order.

#### Referral to National College teaching Leadership (NCTL)

Teaching prohibition orders prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting.

#### Lessons learnt

If there is a substantiated allegation against a member of staff, the Principal, Regional Director, Head of Safeguarding, People Business Partner and DSL will work with the Designated Officer (LADO) to identify any changes, lessons learnt and improvements which could be made to help prevent similar events in the future.

## USEFUL CONTACT DETAILS

Position	Name	Contact details
Principal	Victoria Henderson	Ark John Keats Academy Bell Lane, EN3 5PA 020 8443 3113
Secondary Head Teacher	William Mackintosh	Ark John Keats Academy Bell Lane, EN3 5PA 020 8443 3113
Primary Head Teacher	Amy Baird	Ark John Keats Academy Bell Lane, EN3 5PA 020 8443 3113
Regional Director	Jerry Collins	65 Kingsway, London WC2B 6TD j.collins@arkonline.org
Executive Principal	Jane Witheford	Ark John Keats Academy Bell Lane, EN3 5PA 020 8443 3113
Director of Primary	Venessa Williams	65 Kingsway, London WC2B 6TD T: +44 20 3116 7192 M: +44 (0)7958417703 Venessa.Willms@arkonline.org
Director of Secondary	Rebecca Boomer-Clark	65 Kingsway, London WC2B 6TD T: +44 20 3116 7192 M: +44 (0)7958417703 Rebecca.Boomer-Clark @arkonline.org
Head of Safeguarding	Joycelyn Thompson	65 Kingsway, London WC2B 6TD T: +44 20 3116 7192 M: +44 (0)7958417703 Joycelyn.Thompson@arkonline.org
Head of People Team	Caroline Hawkins	65 Kingsway, London WC2B 6TD T: +44 (0)20 3116 6393 M: 07392 861829 Caroline.Hawkins@arkonline.org
Head of Governance	Liz Dawson	65 Kingsway, London WC2B 6TD T:+44(0)20 3116 0700 Elizabeth.dawson@arkonline.org
Head of Communication	Billy Cometti	65 Kingsway, London WC2B 6TD T: +44 (0)20 3116 0754 M: +44 (0)7545328910 Billy.Cometti @arkonline.org
People Business Partner	Sarah Tallock	65 Kingsway, London WC2B 6TD
Designated Officer (LADO)	Maria Anastasi	maria.anastasi@enfield.gov.uk. 0208 379 2507
Designated Safeguarding Lead	Deega Sufi	Ark John Keats Academy Bell Lane, EN3 5PA 020 8443 3113
Deputy Designated Safeguarding Lead	Lydia Socrates	Ark John Keats Academy Bell Lane, EN3 5PA 020 8443 3113

Strategic Safeguarding Lead/Vice Principal	Nathaniel Nabarro	Ark John Keats Academy Bell Lane, EN3 5PA 020 8443 3113

## APPENDIX B

### Statutory legislation and guidance documents links

[Keeping Children Safe in Education 2019](#)

[Working together to Safeguard Children \(DfE, 2019\)](#)

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

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

[Information Sharing: Advice for Practitioners \(DfE, 2018\)](#)

[Prevent Duty Guidance for England and Wales' \(2015\)](#)

[Early years \(under 5s\) foundation stage framework \(EYFS\) \(2017\)](#)

[The Children Act 1989 and 2004](#)

[DfE's Data Protection: A Toolkit for Schools \(2018\)](#)

[Education Act 2002](#)

[The Children and Families Act 2014](#)

[Inspecting Safeguarding in early years, education and skills setting \(2019\)](#)

[SEND code of practice: 0 to 25 years \(DfE 2017\)](#)

[Mental Health & Behaviour in Schools 2016](#)

[Disqualification under the Childcare Act \(DfE, 2006\)](#)

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

[Childcare Disqualification Consultation Report 2018](#)

[School attendance 2016](#)

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

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(July 2017\)](#)

[Education Inspection Framework \(Sept 2019\)](#)

[Inspecting safeguarding in early years, education and skills settings \(Sept 2019\)](#)

## APPENDIX C

Abuse / Safeguarding Issues that can place children at risk of harm

Abuse  
Bullying including cyberbullying  
Children and the Court System 5-11 and 12-17  
Children with family members in prison  
Child Missing from Education  
Child Missing from home or care  
Child Sexual Exploitation (CSE)  
Criminal exploitation of children and vulnerable adult's county lines  
Domestic Violence & Abuse  
Drug Advice for Schools  
Fabricated or Induced Illness  
Faith or Belief Based Abuse  
Female Genital Mutilation (FGM)  
Forced Marriage  
Gangs and Youth Violence  
Gender based violence/violence against women and girls (VAWG)  
Hate  
Health & Well-being  
Homelessness  
Mental health  
Peer and Peer abuse  
Private fostering  
Preventing radicalisation  
Protecting children from radicalisation  
Sexting  
Sexual violence and sexual harassment between children in schools and colleges  
Serious Violence  
Trafficking and modern slavery  
Up-skirting

## APPENDIX D

The following is found as a separate document on our website:

