



Safeguarding Policy

2018-2019

Appendix A

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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, 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.

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.

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 (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
- 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

Sexual abuse

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

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 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. 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

Attendance/Children Missing from Education

Ark Kings Academy has an attendance policy which it shares with staff, parents and pupils via the school website.

<http://arkKingsacademy.org/policies/attendance-policy>

The attendance policy recognises that all schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, 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" (January 2015).

Dealing with Disclosures

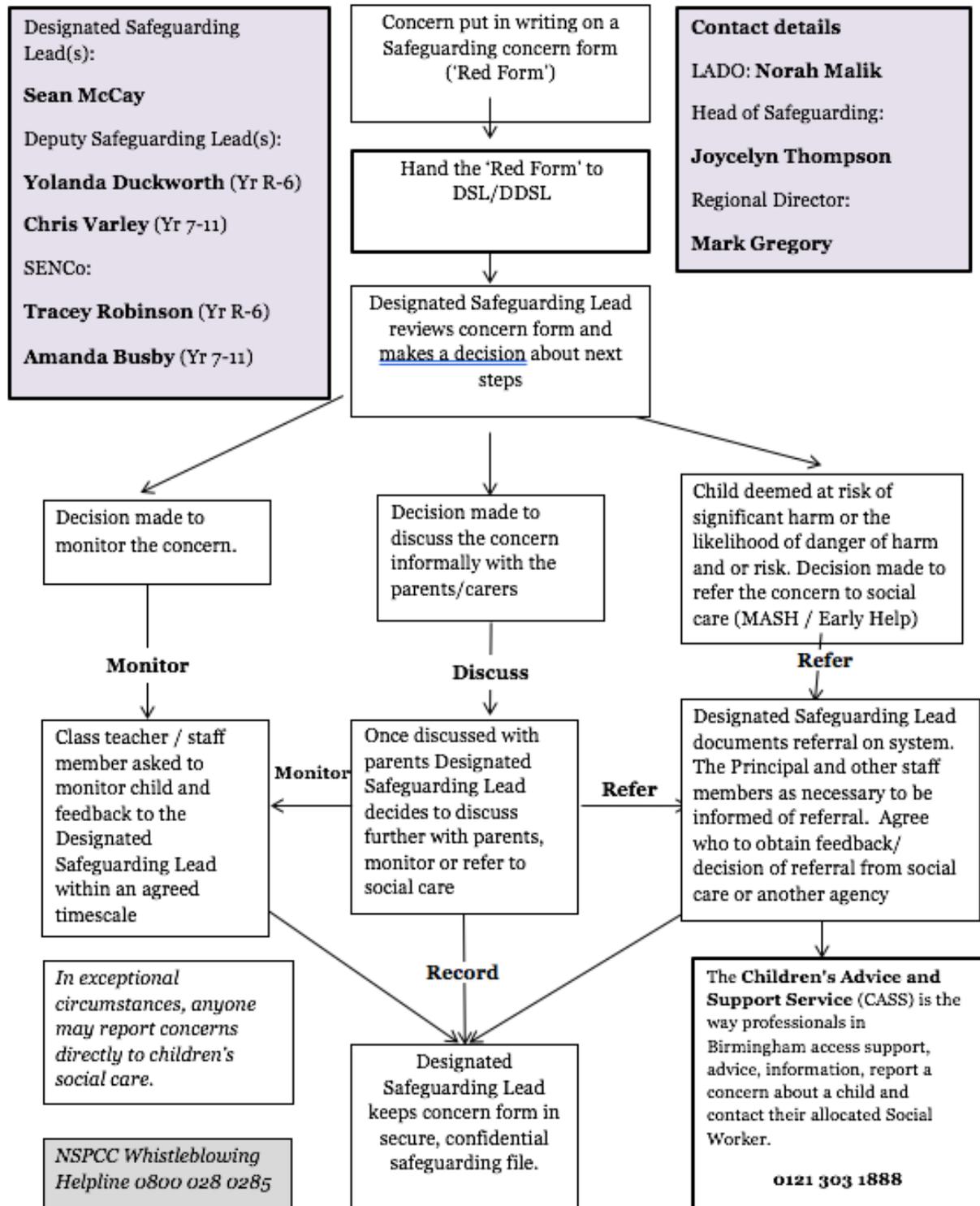
A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality 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. 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.

Flowchart for raising safeguarding concerns about a child



Guiding principles for receiving disclosures (the 7 R's)

1. 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

2. Reassure

- Reassure the pupil, 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 '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'

3. Respond

- Respond to the pupil 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
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil 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 pupil that it will be a senior member of staff

4. Report

- Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the deputy designated safeguarding lead, 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

5. Record

- If possible make some very brief notes at the time, and write them up as soon as possible on the 'Red Form'.
- Keep your original notes on file
- 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
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

6. 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

7. 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?

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. Ark Kings Academy provides support for staff via two structures; counselling and through the ARK support network. Ark Kings Academy Staff are encouraged to use these services as appropriate by the DSL or member of the senior leadership with whom the disclosure is discussed.

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 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
<p>One abuser</p> <p>Power and control</p> <p>Physical, emotional, financial</p> <p>Believe abuser is offering a genuine relationship</p> <p>Often a significant age gap</p>	<p>Initially, one abuser, grooming and gaining trust</p> <p>Apparently consensual sexual relationship starts</p> <p>Relationship becomes abusive</p> <p>Victim threaten with violence and forced to engage in sexual activity with others</p> <p>Growth in peer exploitation</p>	<p>Involving criminal gangs trafficking victims around the UK and the world</p> <p>Established networks across the UK move victims from location to location</p> <p>Forced or coerced into sexual activity with multiple partners</p> <p>Involves buying and selling of young people</p>

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
- unaccompanied asylum--seeking children
- those disengaged from education
- young people involved in substance misuse
- young people in 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
- 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
- association with 'risky' adults
- chronic tiredness
- secretive behaviour
- low-level crime, e.g. shoplifting
- 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/386598/The_20sexual_20exploitation_20of_20children_20it_20couldn_E2_80_99t_20happen_20here_2C_20could_20it.pdf

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

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.

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.

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.¹

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 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 or be raised with the DSL as an immediate risk.

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

The Preventing Extremism and Radicalisation Safeguarding guidance is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in s175 of the Education Act 2002 (s157 of the Education Act 2002-for Academies).

Our school's Preventing Extremism and Radicalisation Safeguarding guidance draws upon the guidance contained in Annex A of Keeping Children Safe in Education 2016.

Medicine & First Aid

- The Principal is responsible for ensuring 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 aid supervisors 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 pupil suffers a knock to the head, any bruising or swelling is treated with an ice pack and their parents are informed

Health & Safety

<http://arkKingsacademy.org/health-and-safety>

Educational visits/Transporting children on school activities

Ark academies are expected to 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 Pupils 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'.

Template forms for school trip are provided by Ark. The Principal shall designate 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.

Intimate care

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position. Given the right approach, intimate care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self esteem. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young persons' right to privacy and dignity is maintained at all times.

Refer to the Ark Kings Intimate care policy for further information.

<http://arkKingsacademy.org/intimatecare>

SEND

Refer to the Ark Kings SEND Policy.

<http://arkKingsacademy.org/inclusion>

IT Policy

Refer to the Ark Kings IT Policy.

<http://arkKingsacademy.org/ITPolicy>

Whistleblowing

The Ark Schools Whistleblowing Policy 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 Kings Academy will be directed as to where to find the Ark Schools Whistleblowing Policy as part of the induction process.

Similarly, all Academy 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.

<http://arkKingsacademy.org/whistleblowing>

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.

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 it is clear that 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 16th 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 Kings recognises that in order 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.

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, self-harm or suicidal ideation. At Ark Kings we work closely with the mental health charity, Place 2 Be. We commission Place 2 Be to offer in school mental health support for our students. Their counsellors support students through a wide range of issues including self-harm and low self-esteem.

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.

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.

Form Teachers, Heads of Year, Heads of School and other school leaders involved in pastoral care and safeguarding meet on a daily basis at AKA. 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 Place2 Be, Forward Thinking Birmingham 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.

Internet and or Online Safety

Ark Kings Academy recognises that internet use is a necessary tool for learning and that pupils use the internet widely outside school and need to learn how to evaluate internet information and to take care of their own safety and security. As a result, the academy has a duty to provide students with quality internet access as part of their learning experience.

The purpose of internet use in the academy is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions.

When using the internet at Ark Kings Academy, pupils will be taught what usage is appropriate and what is not and pupils will be given clear objectives for internet use.

The extent to which pupils are able to direct their own learning online in school will reflect the age, ability and curriculum requirements. On an individual basis it will also reflect pupils' proven ability to use the internet and associated equipment responsibly.

The academy recognises the value of email communication between staff and pupils and parents. However, staff are only permitted to use their official, school-provided email account for such communications.

Ark Kings Academy takes its responsibility for preventing pupils from accessing inappropriate content online very seriously and the academy's internet service includes filtering appropriate to the age and maturity of pupils. If staff or pupils discover unsuitable sites, the URL will be reported to the School e-Safety Coordinator, the designated senior person for child protection or the Finance and Resources Director – one of whom will investigate and take necessary action in collaboration with IT Support Staff.

In addition to the age-related filtering provided by the academy's internet service, a walled garden or "allow list" restricts access to a list of approved sites (such lists inevitably limit pupils' access to a narrow range of content) and dynamic content filtering examines web page content or email for unsuitable words.

Ark Kings Academy will control access to social media and social networking sites – preventing access to them on electronic equipment provided to pupils by the school and on the academy network.

Regardless of when and where they are using social networks or social media, Ark Kings Academy will teach pupils to ensure their safety online by never giving out personal details online which may identify them or their location to strangers.

Where academy staff have concerns about a pupil's use of social media or the internet, this will either be discussed with their family or the designated senior person for child protection or both.

As part of new staff induction and through the code of conduct, staff are told that it is necessary to ensure privacy and security settings on their own social networking profiles are in place to prevent contact with pupils and families.

Academy staff are also informed as part of new staff induction and through the code of conduct that they must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people.

Cyberbullying is bullying which uses electronic devices and online platforms such as messaging services, chat rooms and websites to commit deliberately hurtful behaviours which can be defined as bullying in reference to the definition provided in the anti-bullying section of this policy and it will be dealt with as such.

Staff code of conduct

All Ark Kings Academy Staff and volunteers are issued with the Academy Code of Conduct during Induction and familiarize themselves with its contents.

The Code of Conduct states the aim of creating a secure, safe and inspirational learning environment and details the expectations required of all staff members in order to achieve this stated aim.

The Code of Conduct can be found in the Staff Handbook and establishes how Ark Kings Academy expects its staff to approach all aspects of school-life.

Staff Code of Conduct

Staff Code of Conduct

Everyone who works at Ark Kings Academy should be a role model for the students they

meet. With this in mind, the following code of conduct needs to be adhered to by all members of staff (naturally, some will apply just to teachers and other members of staff who work in the classrooms with the students).

General Conduct:

- Arrive in the academy at the start of contracted hours (8.00am). Arrive in the classroom before the students and, where possible, prepare all resources.
- Behave at all times in a professional manner when around students.
- Use mobile phones only when not in the presence of students – phones should not be seen or heard during lesson time or duties, unless authorised by SLT.
- It is wholly inappropriate to be in contact with a current or former student outside the academy's official channels of communication. The use of social networking sites, instant messaging services or mobile phone contact between staff and current and former students is prohibited.
- Social media accounts should be made private to avoid contact with students.
- Eat meals in the canteen, designated outside areas, staff room or workrooms – no food should be consumed in classrooms.
- The reputation of our academy is very precious. It takes a long time to build and can be knocked down in a moment. We regard the private lives of staff as being no-one's business but their own. Staff must be careful, however, to ensure that nothing they say or do brings the school's name into disrepute. Gossip in our communities can be very damaging.
- We all thrive on encouragement and support. Ark Kings staff are traditionally supportive of each other. We expect everyone to find opportunities to praise, reward and encourage students and each other. We encourage everyone to play a full part in school life.

Dress Code:

- We require our students to wear uniform; the same principles of fitness for purpose should be reflected in staff dress. Likewise it is unacceptable for members of staff to wear coats in school. Since a blazer was made universal for all students, an equivalent level of formality and smartness for staff is appropriate.
- For men this means shirt, trousers, tie and jacket (unless you are required to wear protective clothing, P.E. kit, or you have a manual role within the academy).
- For women this means dress, skirt or trousers, a smart top and jacket.
- Tattoos must be covered and piercings must be removed, apart from a single ear stud for women.
- (Denim in any article of clothing must not be worn.)
- [The Principal's decision on the appropriateness of dress is final.]

Use of language and communication:

- Address all students in a polite way, using full sentences.
- Use the students' first name.
- Listen to what children and adults have to say and value and respect their opinions.
- Engage in a professional dialogue when our ideas and opinions differ.

- Speak appropriately to, and in front of, children, their families and staff.
- When addressing other members of staff around the academy always use their title and surname.
- Access e-mails at least twice a day (preferably at the start and end of school day) in order to respond to any request that may be made or to be aware of activities that are occurring in or outside the academy buildings.

Banned substances:

- Alcohol may not be consumed during working hours.
- Staff are not permitted to smoke on the academy premises or grounds or on the streets immediately adjacent to the academy.
- Staff must take account of the academy's drug policy when discussing such issues as alcohol, smoking, drug use, particularly the use of illegal substances, with students.

Anti-Discrimination:

- Treat others equally regardless of ability, gender, age, race or position in school.
- Be good role models for the students.
- The use, by staff, of derogatory language to a student is unacceptable in all circumstances.
- Never refer to a student's home, family, background, brother, sister, race religion, country of origin, area, gender, culture, etc. in a negative context or in the context of their behaviour.
- Shouting at students or the creation of a confrontational situation must be avoided.
- Every member of staff is expected to work with all students, irrespective of their demeanour or ability. Staff should never attempt to refuse to do so, or do so by neglect. Treat every opportunity as a fresh start for a student and try always to emphasise the positive.

Safeguarding:

- Staff must not hit, push or touch students inappropriately. Students should only be restrained if absolutely necessary and only then in accordance with the academy's behaviour policy.
- Staff should be careful not to be alone with students. Leave a door open, or ask for someone to sit in if you are at all concerned about an interview. Most of our doors have glazed panels in them.
- For your own protection, staff should never give lifts to students without clearing it with a senior member of staff. Unless your insurance specifically covers this use, you may never take students in your car.
- Report any cause for concern about the safeguarding of students to the Designated Senior Person in charge of Child Protection (Sean McCay).

This academy is committed to safeguarding and promoting the welfare of all children and expects all staff and volunteers to share this commitment.

Behaviour & Attitudes

Behaviour

Please see the Ark Kings Behaviour Policy

<http://arkkingsacademy.org/behaviour-policy>

Anti – Bullying and Harassment

Please see the Ark Kings Anti-Bullying Policy

<http://arkkingsacademy.org/policies/anti-bullying-policy>

Anti-Discrimination

Ark 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.

This section should be read in conjunction with the Ark Academies Human Resources policies on 'Equal Opportunities' and 'Dignity at Work'.

Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting

Use of Reasonable force/Physical Intervention /Positive Handling

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.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Power to search students 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

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonableforce - advice for headteachers staff and governing bodies - final july 2013 001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonableforce_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

Images/photography of students

Please refer to our Photographs Policy

<http://arkkingsacademy.org/policies/photography-policy>

Managing allegations against other pupils

DfE guidance 'Keeping children safe in education (2016)' 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. 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 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;
- . 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 Kings 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 pupils by:-

- . Providing a developmentally appropriate PSHE syllabus (through Compass and Enrichment Days) 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 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 of time 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

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

Safety

School site security

Visitor Management

Coping with a school emergency/Emergency response plan

HR & Governance

Safer recruitment

Please see Appendix D

Complaints policy

<http://arkkingsacademy.org/complaints>

Allegations against staff, volunteers and other professionals

This procedure is to be used in cases in which it is alleged that a person who works with children (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 particular child.

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

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

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

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer 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 supports the person who is the subject of the allegation.

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 (Sept 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf

An overview of how allegations should be handled is relevant for the purposes of s.157 of the Education Act 2002.

1. Defining an Allegation

- 1.1** In the first instance whenever an allegation is made against a professional that meets any of the above criteria, the Principal and or Designated Safeguarding Lead responsible

for receiving such allegations within their school must immediately consult Ark Central team -Head of Safeguarding. **(contact details Appendix A)**

- 1.2 If the allegation involves the Principal, then the Head of Safeguarding must be informed who would notify Ark Central team Schools Head of Human Resources and Ark Central team Head of Governance.
- 1.3 The Head of Safeguarding would further liaise with the Ark Central HR and notify the Local Authority Designated Officer (LADO) where necessary to identify whether the allegation falls within the scope of the above statutory criteria. The school can directly liaise with the LADO but inform the Head of Safeguarding of this contact.
- 1.4 In some circumstances it may be appropriate for the Head of Safeguarding and or the Head of Human Resources to inform Ark Central team Head of Communications.

2. Initial Considerations

- 2.1 The school must ensure that the person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. The initial action followed by the person receiving or identifying an allegation or concern should:
 - Make a written record of the information (where possible using the child/adult's actual words), including time, date and place of incident(s), person present and what was said.
 - Sign and date the written record
 - Immediately report the matter to the Principal and or Designated Safeguarding Lead (DSL), or deputy in his/her absence or where the DSL is the subject of the allegation and pass across all documentation.S/he should not:
 - Investigate or ask leading questions, if seeking clarification
 - Make assumptions or offer alternative explanations
 - Promise complete confidentiality
- 2.2 The Principal and or Designated Safeguarding Lead should **not conduct an investigative process as specified in s.3** on the matter. S/he should undertake a fact finding exercise and:
 - Obtain written details of the concern/allegation, signed and dated by the person receiving (not the child/adult making the 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
 - Record discussion about the child and/or member of staff, any decisions made, and the reasons for those decisions.
 - If more information is required than the initial disclosure, the Head of Safeguarding may ask the Principal/ Designated Safeguarding Lead to provide or 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.

- 2.3 In cases of an allegation against the Principal, s/he should not be asked to gather the above information themselves. **(Refer to point 1.2)**
- 2.4 The Principal and or Designated Safeguarding Lead should inform the member of staff against whom the allegation has been made about the allegation as soon as possible after consulting the Head of Safeguarding and the LADO. If sharing the information with the member of staff will not impede or undermine any subsequent investigation, 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 in the course of the investigation process, in accordance with Ark Disciplinary Policy.
- 2.5 As soon as possible after an allegation is made, the parents or carers should be informed. Where possible, advice should be sought from the Head of Safeguarding and or LADO in advance on how this should be managed. They 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 taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome.
- 2.6 The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by the Head of Safeguarding and/or Head of HR and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The Head of Safeguarding and/or Head of HR should then consider with the designated officer (s) what action should follow both in respect of the individual and those who made the initial allegation.
- 2.7 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.

3. Investigating Process

- 3.1 The Head of Safeguarding, Head of Human Resources and the LADO, when determining the actions to be taken following initial considerations, the following definitions will be used:

Substantiated: there is sufficient evidence to prove the allegation and referred for an investigation;

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

False: there is sufficient evidence to disprove the allegation;

Unfounded: there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

3.2 In the course of an investigation there may be several elements followed:

- a) a Police investigation of a possible criminal offence
- b) enquires and assessment by Social Care about whether a child is in need of protection or in need of services
- c) consideration by Ark Schools of disciplinary action in respect of the alleged individual.
- d) the LADO has to agree the appropriate action to be taken and arrange a strategy meeting
- e) if an allegation is deemed as requiring a formal investigation the Head of Employment Relations will inform the Schools HR Business Partner/Advisor to arrange for an investigation to be conducted.

3.3 However, where a strategy discussion is needed, or police or Local Authority's social care need to be involved, the Principal and or the Designated Safeguarding Lead should not inform the accused member of staff until those agencies have been consulted, and have agreed what information can be disclosed to the person. Ark Central HR and the Principal must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school until the allegation or concern is resolved.

3.4 In the case of the Principal being suspended from contact with children at the school until the allegation or concern is resolved, Ark Central HR would discuss with the Director of Education Primary and Director of Education Support who would notify Head of Governance, Head of Safeguarding and Chair of Governors.

3.5 If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour or non-compliance.

3.6 If an allegation requires immediate attention, but is received outside of normal office hours, the Principal and or the Designated Safeguarding Lead should consult the Social Care Emergency Duty Team or the Child Abuse Investigation Team (CAIT) via local Police. The Principal and or the Designated Safeguarding Lead should also inform the Head of Safeguarding or Head of Governance or Head of Employment Relations and the LADO as soon as possible following this action.

3.7 Where it is clear that 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, the Head of Safeguarding/Head of Employment Relations/LADO should discuss the next steps with the Principal and or the Designated Safeguarding Lead.

- 3.8 In those circumstances the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future. Suspension should not be the default position – an individual should only be suspended if there is no reasonable alternative.
- 3.9 In some such cases further enquiries will be needed to enable a decision about how to proceed. If so, the Head of Safeguarding and/or Head of Employment Relations and/or LADO should discuss with the Principal and /or Designated Safeguarding Lead 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.
- 3.10 In cases where a child may have suffered significant harm, or there may be a criminal prosecution, local authority social care, or the police as appropriate, should consider what support the child or children involved may need.

4 Supporting those involved

- 4.1 Ark has a duty of care to employees and should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised 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.
- 4.2 **Employee Assistance Programme.** The service is available 24 hours a day, 7 days a week, 365 days a year and is accessible by phone, email, instant messaging and website. The service offers assistance 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.

You can access the service in the following ways:

FREEPHONE: 0800 243 458

E-MAIL: assistance@workplaceoptions.com

WEBSITE: www.workplaceoptions.com

USERNAME: **Ark Schools**

PASSWORD: **employee**

Should medical advice and guidance be required this can be arranged through Ark Central HR who will arrange for a referral to our Occupational Health providers.

- 4.3 The DSL and/or Ark Central HR should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their

case and current work-related issues. 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.

5 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 if and when it should arise.

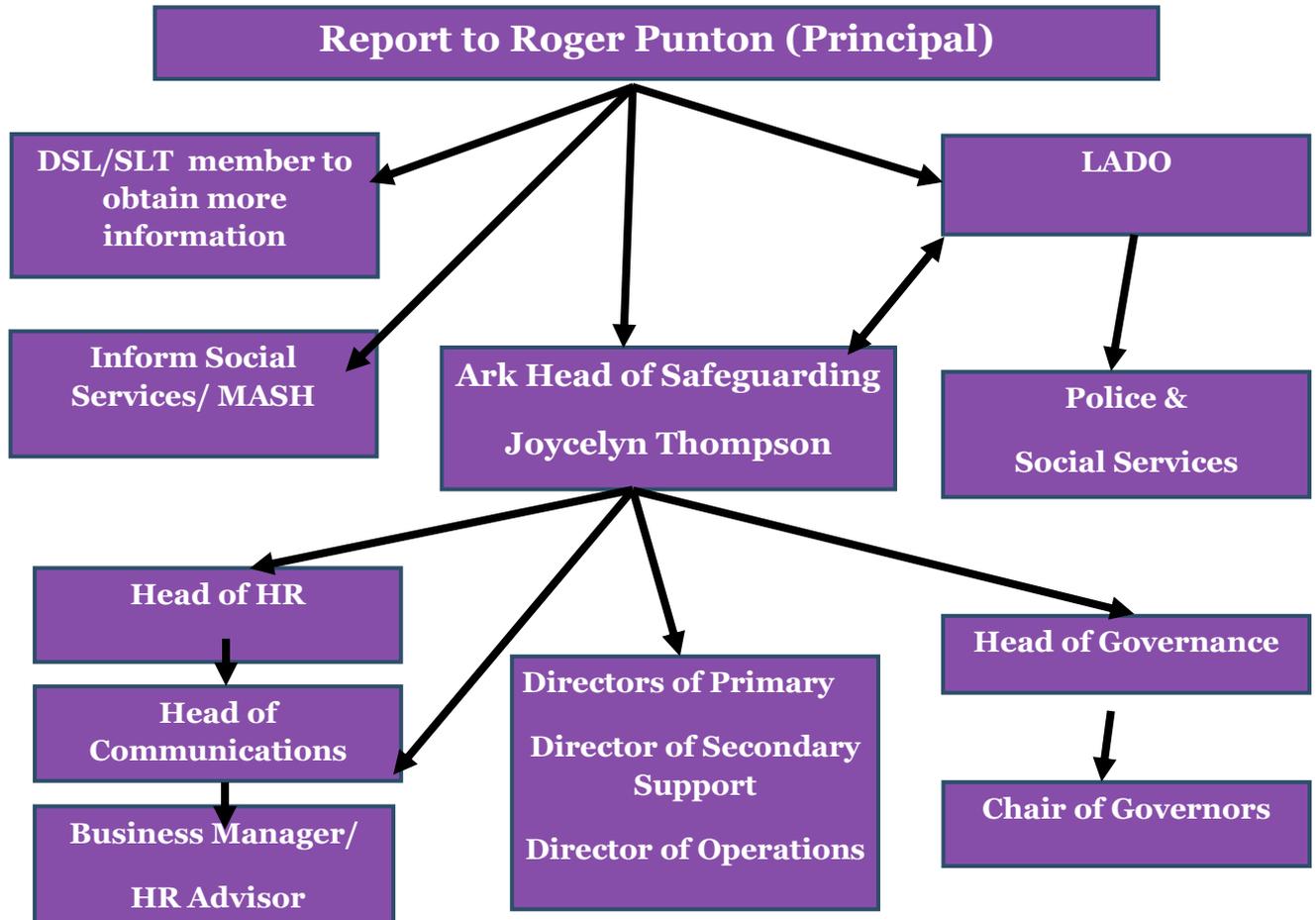
6 Referral to Disclosure and Barring Service (DBS)

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, comes to a settlement agreement with the school to end their employment or leaves the school by any other means, including long-term absence, while the subject of an investigation relating to a safeguarding allegation. Ark Schools should discuss with the LADO whether a referral should be made to the Disclosure and Barring Service (DBS) and Ark Schools must also recognise it has a legal obligation to make a referral to the DBS.

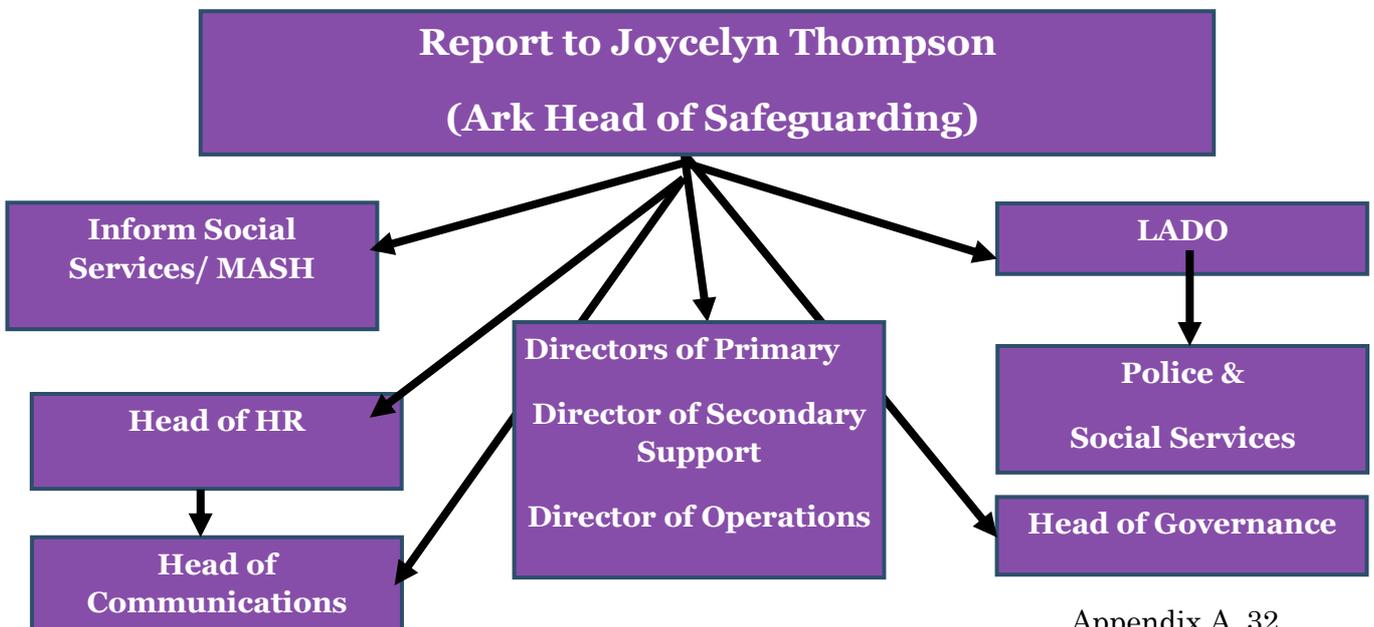
The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016 Explanatory Memorandum

Concern/Allegation made against a member of staff

ALLEGATIONS AGAINST TEACHERS & OTHER STAFF



ALLEGATIONS AGAINST THE PRINCIPAL





Subject of Allegation:

First name:	Surname:
D.O.B:	
Gender:	
Ethnicity:	
Disability:	
Job Title/Role:	
Type of Employment:	
School/Agency Name:	
School/Agency Address:	
Other Roles:	
Home Address:	

Details of children under 18 in the subjects household:

<p>Name:</p> <p>D.O.B:</p> <p>Protocol number (if known)</p>
<p>Name:</p> <p>D.O.B:</p> <p>Protocol number (if known)</p>
<p>Name:</p> <p>D.O.B:</p> <p>Protocol number (if known)</p>

Details of Child/ren concerned:

Name	D.O.B	Address	Child Local Authority	Is the child known to another Local Authority? If so which/why?	LADO name & Details

Details of significant professionals involved with child/ren:

(i.e.) Social worker, early help, outreach worker, mentor, counselling services

Name	Designation	Work address	Contact number/email

Account of Allegation: (Provide as much information possible including accounts obtained if relevant)

Date of allegation:

Where incident occurred:

Summary:

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Action Taken by School/Agency

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History of concerns/previous allegations:

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Please provide details of significant professionals involved with the adult:

(i.e.) Principal, Senior manager, HR advisor

Name:
Designation:
Work Address:

Contact Number/email:

Name:

Designation:

Work Address:

Contact Number/email:

Name:

Designation:

Work Address:

Contact Number/email:

Other relevant Information:

Form Completed By:

Name:

Job Title/Role:

School/Agency:

Contact details:

Date:

Disqualification under the Childcare Act 2006 (DfE Feb 2015)

The Department for Education (DfE) has issued supplementary advice to their “Keeping Children Safe in Education” statutory guidance (June 2016), detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies. The supplementary advice may be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf

These checks arise from the Childcare (Disqualification) Regulations 2009 and the Education Act 2006.

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.

The Governors handbook – (requirement for Governors)

Please see the Governor’s handbook for more information.