



ARK Brunel
Primary Academy

Safeguarding & Child Protection Policy 2018-19

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

Date of last review:	September 2018	Author:	Head of Safeguarding
Date of next review:	September 2019	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Brunel Primary Academy	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 6333

POSITIONING WITHIN ARK OPERATIONAL MODEL

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

Ark Brunel Primary Academy

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Ark Brunel Primary Academy

SAFEGUARDING & CHILD PROTECTION POLICY

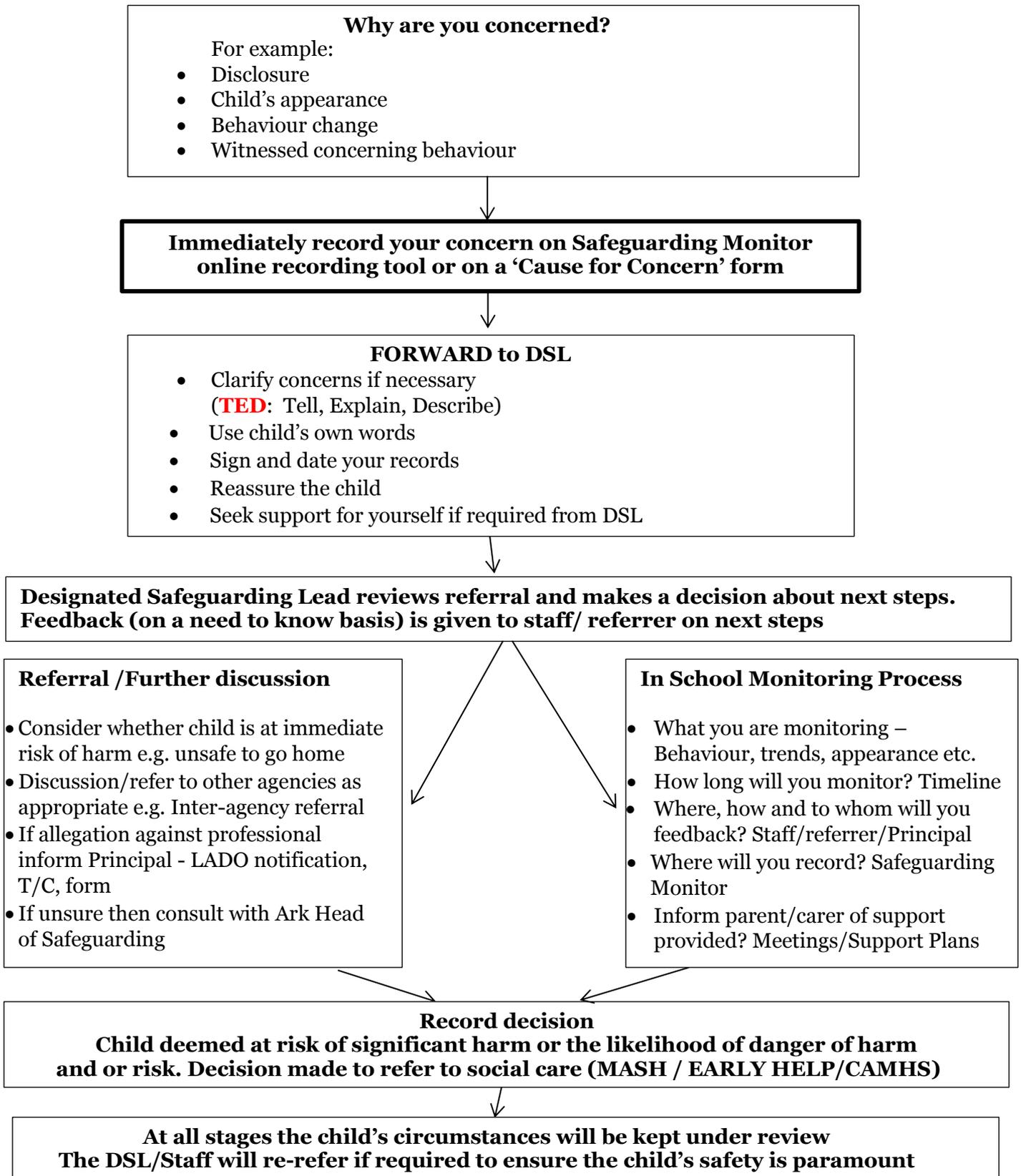
Key Contact Personnel:

Principal	Ark's Regional Director	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead/s	Designated Teacher for Looked After Child (LAC)
Dominic Smith	Damien McBeath	Nicola Acton Davis	Dominic Smith	Nicola Acton Davis

Designated Teacher for online safety	Data Protection Lead	SENCo	Nominated Safeguarding Link Governor	Chair of Governors
Sara Hinckson	Sally Cusack	Nicola Acton Davis	Gabriele Zuliani	Tim Moule

Ark's Head of Safeguarding	Ark's People Business Partner (HR)	Local Authority Designated Officer (LADO)	School Local Authority	Other
Joycelyn Thompson	Karen Stant	Kembra.Healy@rbkc.gov.uk	RBKC	

What to do if you have a safeguarding concern in Ark Brunel Primary Academy



1. INTRODUCTION AND ETHOS

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

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

Our school core safeguarding principles are:

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

There are four main elements to our safeguarding policy:

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

This safeguarding policy requires:

- staff **must** read this safeguarding and child protection policy and as a minimum at least Part 1 of Keeping Children Safe in Education (September 2018).
- staff and governors are required to complete the Ark online KCSIE module to assist further to understand and discharge their role and responsibilities.
- staff and governors to complete the e-learning training module on Prevent, produced by the Home Office, to equip individuals with the knowledge necessary to help prevent vulnerable people from being exploited and drawn into terrorism and having extremist views.
- all schools to undertake an annual safeguarding audit process.
- all schools to reference the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016).
- all schools to have a safeguarding induction and training plan.
- all staff members are to be informed of and how to access their school's safeguarding and child protection policy and procedures (Appendix A), school's behaviour policy and advice from their Local Safeguarding Children's Board (LSCB).
- all staff members must receive regular refresher training, at least annually, to keep up to date with any relevant safeguarding and child protection developments.

2. SCOPE

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

Rather than duplicating content from Keeping Children Safe in Education (September 2018) in this policy, it should be understood that the school will always refer to KCSIE as the benchmark for all safeguarding practice and decision-making.

3. CONTEXT

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

- Keeping Children Safe in Education (KCSIE) (Sept 2018)
- Working Together to Safeguard Children (July 2018)
- What to do if you are worried a child is being abused (March 2015)
- Information Sharing (2018)
- Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013)
- 'Prevent Duty Guidance for England and Wales' 2015
- 'Statutory framework for the early year's foundation stage' 2017
- Inspecting safeguarding in early years, education and skills settings 2016

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

4. DEFINITION OF SAFEGUARDING

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016)

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

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

- Anti-bullying policies
- Child protection
- Early Help
- Staff conduct & Safer work practice
- Curriculum
- Attendance, Exclusions, Children Missing Education, Transition
- Health and Safety
- Behaviour Management
- Governance
- SEND & Inclusion
- Training
- Whistleblowing
- A listening School/Service
- Specific Issues

- Complaints/ Managing allegations against staff
- The School Environment *Inc. Building & Security*
- Safe recruitment and selection
- Online safety

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

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

(Also see Annex A within 'Keeping children safe in education' 2018 and Appendix C of this policy).

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

5. RELATED SAFEGUARDING POLICIES

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

- Behaviour Management, linked to the Use of Physical Intervention
- Searching, screening and confiscation
- Online Safety and Social Media
- Anti-Bullying
- Managing harmful behaviours
- Data Protection and Information Sharing
- Using Technology Safely
- Image Use
- Drugs
- Sex Education
- Health and Safety

- Attendance (Children Missing Education)
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Managing Allegations Against Staff
- Code of Conduct for Staff
- Safer Recruitment
- Whistle-Blowing

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

- The Children and Families Act 2014
- SEND code of practice: 0 to 25 years 2015
- Mental Health & Behaviour in Schools 2016
- Disqualification under the Childcare Act 2006 (Amending the childcare disqualification arrangements in schools and non-domestic registered settings Government consultation response July 2018)
- School attendance 2016
- Exclusion from maintained schools, academies and pupil referral units in England (Sept 2017)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance July 2017
- Teachers Standards 2012
- DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH)
- DfE Designated teacher for looked after and previously looked after children 2018
- Children and Social Work Act 2017
- DfE's Data Protection: A Toolkit for Schools
- Kensington & Chelsea Safeguarding Children's Board guidance

6. KEY RESPONSIBILITIES

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

The Ark Schools Trust Board

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

Ark's Head of Safeguarding

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

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

The Head of Safeguarding will ensure that the annual safeguarding Audit process is effectively carried out and report any inadequacies to the Network's executive team, Regional Director school, Principal. This will also form part of the report to inform the Risk & Audit Committee and Trust Board.

Principal/Head of School

The Principal/Head of School will ensure that the policies and procedures adopted by the Ark Schools Board and Local Governing Body associated with protecting children are fully implemented, understood and followed by all staff and adhered to at all times.

The Principal/Head of School will ensure that the DSL and DDSLs are properly supported in this role at a time and resource level.

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

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

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

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

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

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns
- Maintain a confidential electronic recording system for safeguarding and child protection concerns. Safeguarding Monitor online system is Ark's mandatory system for safeguarding recording.
- Coordinate safeguarding action for individual children. In the case of Children in Care, the DSL will ensure that the designated teacher for LAC maintains the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (DSL liaising closely with the designated teacher).
- Liaise with other agencies and professionals in line with Working together to safeguard children.
- Ensure that locally established procedures are followed and make referrals to other agencies, including Early Help, LA multi agency safeguarding hub and CAMHS as necessary.
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection / TAC/ TAS plans.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2018).
- The Head of Safeguarding and the DSL undertake a safeguarding audit annually with reviews twice a year alongside the Safeguarding Link Governor. The Safeguarding Link Governor and DSL are responsible for reporting to their LGBs regarding the audit twice a year.
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2018, Annex B.

Local Governing Body (LGB)

The LGB, have read and will follow KCSIE 2018 and will provide independent advice and oversight to their school.

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

Members of Staff

All members of staff have a responsibility to:

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

All members of staff at Ark Brunel Primary Academy know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead.

Children and young people

Children and young people (pupils) have a responsibility to:

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

Parents and Carers

Parents/carers have a responsibility to:

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

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

Ark Brunel Primary Academy will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers

plus one other in case of emergencies. Parents should remember to update the school as soon as possible if the numbers change.

7. RECOGNITION AND TYPES OF ABUSE AND NEGLECT

All staff in school should be aware of the definitions, signs, and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix A of this policy. Staff should also refer to sections 42-47 in Part 1 and Annex A within 'Keeping children safe in education' 2018 and 'What to do if you are worried a child is being abused' 2015.

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

Members of staff are aware that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. An adult or adults, or another child or children may abuse them. Their peers, family members, by unknown, or in some cases unidentifiable individuals, may abuse children via the internet. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

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

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

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

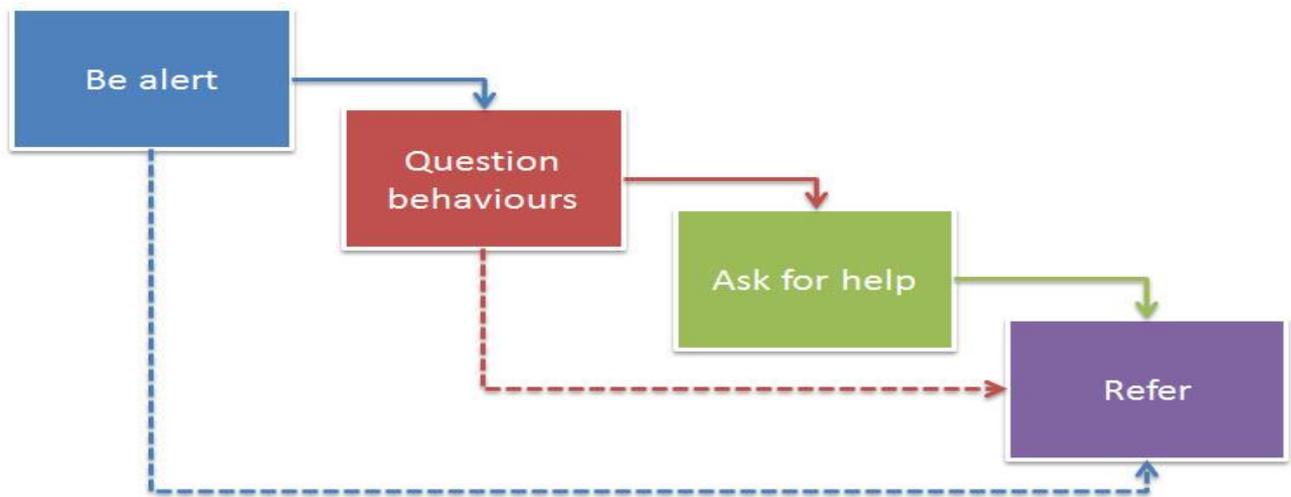
8. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

Ark Brunel Primary Academy adheres to Kensington & Chelsea's Local Safeguarding Children Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found on the [Local Safeguarding Children Board website](#). Additional guidance for staff includes

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

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

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



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

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

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

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

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

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

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

9. RECORD KEEPING

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

All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded on Safeguarding Monitor online recording tool and maintained by the DSL. If

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

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

The DSL will ensure that school has more than one available emergency contacts for pupils. School should have at least two emergency contacts for every child in the school in case of emergencies, and in case, there are welfare concerns at the home.

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

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

10. INTER-AGENCY WORKING

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

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

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

11. CONFIDENTIALITY, INFORMATION SHARING AND GDPR

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

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

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

DfE Guidance on Information Sharing (July 2018) provides further detail.

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

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

12. COMPLAINTS

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

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

13. STAFF INDUCTION, AWARENESS AND TRAINING

All members of staff have been provided with a copy of part one of the “Keeping Children Safe in Education” (2018) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2018. Members of staff have signed to confirm that they have read and understood Part One and Annex A of KCSIE 2018 and this information is kept on the school’s Single Central Record.

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

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

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

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

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

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

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

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

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

14. SAFE WORKING PRACTICE

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

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

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

- Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015), and Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013) link to both guidance is in Appendix B of this guidance.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.). Staff should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings and the network policy on Using Technology Safely.

15. STAFF SUPERVISION AND SUPPORT

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

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

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

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

16. SAFER RECRUITMENT

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

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

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

- Dates of recruitment
- Identity checks
- Disclosure Barring (DBS) reference number and barred list check, including date check was obtained and details of who obtained it

- Eligibility to work in the UK checks
- Prohibition, sanctions and restrictions and s128 directions
- Two references
- Further checks on those who have lived outside the UK
- Professional qualifications check
- Accredited Safer Recruitment Training
- Annual Safeguarding training, DSL training and KCSIE staff read & understand confirmation

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

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

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

17. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

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

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

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

The school will follow DfE guidance for managing allegations against staff as outlined in Part 4 "Keeping Children Safe in Education (Sept 2018)". This is to be read in conjunction with Ark [procedure on managing allegations against teachers, volunteers, staff and professionals](#).

18. WHISTLEBLOWING

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

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

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

**Decisions never have to be taken in isolation
considerations should be given to consult**

19. PEER ON PEER ABUSE (Allegations of abuse made against other children)

All members of staff at Ark Brunel Primary Academy recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually

harmful behaviour and violence and ‘sexting’. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

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

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

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

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

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

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

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

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

21. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

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

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

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

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

22. LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

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

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

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

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

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

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

23. MENTAL HEALTH AWARENESS

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

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

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

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

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

The DSL may offer that if there is a concern about a child's mental health a Strengths and Difficulties Questionnaire (SDQ) can be completed to assess the child's behaviour which is produced by the DfE non-statutory advice for schools in England Mental health and behaviour in schools (DfE, 2016).

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

24. ONLINE SAFETY

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

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

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

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

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

25. CURRICULUM AND STAYING SAFE

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

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

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

Further information in relation to the school's approach to curriculum and staying safe can be found in Appendix A of this policy.

26. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

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

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

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

27. SECURITY

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

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

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

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

28. ALTERNATIVE PROVISION (AP)

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

29. LOCAL, NETWORK and NATIONAL SUPPORT SERVICES

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

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

30. SCHOOL LOCAL PROCEDURES AND PRACTICE GUIDELINES

APPENDIX A of this policy outlines the localised school procedure, practice and guidance documents addressing the following topics:

- Protection and wider safeguarding
 - What is Child Abuse/definitions/signs and symptoms
 - Attendance/Children Missing from Education
 - Dealing with Disclosures
 - Signs and symptoms of child sexual exploitation
 - Signs and symptoms of female genital mutilation/mandatory reporting
 - Signs and symptoms of child criminal exploitation
 - Duties under the Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’)
 - Medicine & First Aid
 - Health & Safety
 - Educational visits/Transporting children on school activities
 - Intimate care
 - SEND
 - Using Technology Safely
 - Whistleblowing
 - Children /young people with Medical Needs
 - Responding to self -harm, suicide, mental health awareness
 - Primary-Secondary transition
 - Internet and or Online Safety
 - Staff code of conduct
- Behaviour & Attitudes
 - Behaviour
 - Anti – Bullying and Harassment
 - Anti-Discrimination
 - Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting
 - Use of Reasonable force/Physical Intervention /Positive Handling
 - Images/photography of pupils
 - Managing allegations against other pupils
 - PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)
- Safety
 - School site security
 - Visitor Management
 - Coping with a school emergency/Emergency response plan
- HR & Governance
 - Safer recruitment
 - Complaints policy
 - Allegations against staff, volunteers and other professionals
 - Disqualification under the Childcare Act 2006 (DfE Feb 2015)
 - The Governors handbook – (requirement for Governors)
- Local and National support services for staff, parents, pupils

APPENDIX A

Protection and Wider Safeguarding

Everyone at Ark Brunel Primary Academy is responsible for safeguarding all children. All staff are expected to take action so that children have the best possible outcomes and grow up in the provision of safe and effective care.

Child protection is what we do for children at risk of significant harm or deemed to be at risk or in danger. It is the action that we take to prevent impairment of health or development and protect children from maltreatment.

In school, we protect and safeguard children by:

- providing a safe environment for children to learn in;
- creating a culture where children are informed and are able to recognise what keeps them safe; (listening to and discussing with children)
- identifying children who are suffering or likely to suffer significant harm, both at school and at home, and referring any concern immediately to the Designated Safeguarding Lead;
- preventing unsuitable people from working with children;
- having systems and processes that ensure children are kept safe;
- challenging and changing poor and unsafe practice;
- identifying instances in which there are grounds for concern about a child's welfare, and initiating or taking appropriate action to keep them safe;
- contributing to an effective partnership between all safeguarding services for children and the school.

What is child abuse/definitions/signs and symptoms

At Ark Brunel Primary Academy we understand that child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional but can just as often be about a lack of love, care and attention (neglect). We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

We are aware that a child may be abused in a family or in an institutional or community setting. We also understand that abuse can increasingly happen online. We are aware that a child may be abused by those known to them or, more rarely, by a stranger. We also understand that children can abuse children (peer on peer abuse).

As part of our induction and ongoing CPD programme in school we ensure that staff understand the definitions and indicators of abuse and neglect, as well as specific safeguarding issues relating to Ark Brunel Primary Academy and our local and national context. We do this by following DfE and Home Office guidance as well as information provided by Kensington & Chelsea Children's Safeguarding Board, Ark's Safeguarding Network and national sources of information such as the NSPCC website.

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 / factors that should increase concern

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 / factors that should increase concern:

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 / factors that should increase concern:

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

Pupil Attendance and Children Missing from Education

Ark Brunel Primary Academy has an attendance policy, which is shared with staff, parents and pupils as part of induction via the school website, the home handbook and the staff code of conduct.

The attendance policy recognises that all schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences and give due regard to this responsibility. The attendance policy is written in accordance with "Children missing education: Statutory guidance for local authorities" (September 2016)

Ark Brunel Primary Academy collaborates closely with the Kensington & Chelsea School Attendance Service, other schools and local social services to ensure that children do not go missing from education. No child of compulsory school age is removed from the school roll at Ark Brunel Primary Academy without the authorisation of the designated safeguarding lead and without confirmation from the school the pupil is joining or without Ark Brunel Primary Academy notifying the education welfare service.

Nationally, pupils with school attendance average of 90% or less are considered persistently absent and therefore at risk of becoming NEET or being the victim of abuse or exploitation. As

such, Ark Brunel Primary Academy refers all pupils with an average attendance of less than 90% to the Kensington & Chelsea School Attendance Officer and works with families who have children who are at risk of becoming persistently absent in order to improve the attendance of their children.

Dealing with Disclosures

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

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

Signs and symptoms of Child Sexual Exploitation

Child Sexual exploitation 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.

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.

It is the responsibility of all staff at Ark Brunel to be aware of the risk factors and indicators for CSE and to be alert to the possibility that a child they are in contact with may be being sexually exploited. Staff should immediately raise any concerns with their designated safeguarding professional lead, who will be able to offer advice and suggestions for further action and also decide whether a referral to Kensington & Chelsea children's social care is required.

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 Child Criminal Exploitation

Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be discussed with them.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks

Any member of staff working with a vulnerable person who they think may be at risk of county lines exploitation should immediately speak to the Designated Safeguarding Lead. If you believe a child is in immediate risk of harm, you should contact the police.

Signs and symptoms of female genital mutilation/mandatory reporting

All staff at Ark Brunel need to be alert to the possibility of a girl being at risk of FGM or already having suffered FGM. As part of our annual safeguarding training, all staff are expected to complete the E.learning developed by the Home Office (www.fgmelearning.co.uk). Kensington & Chelsea's Local Safeguarding Children's Board has also produced practical guidance on their [website](#).

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38 – 41 of the [DfE Multi-Agency Statutory Guidance on FGM](#).

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Staff should be aware of new mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to educational establishment or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

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

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

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

At Ark Brunel we understand our duty to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). Our Preventing Radicalisation and Extremism Policy sets out how we do this and what to do should staff have any concerns. As part of our induction and annual training, staff are also expected to complete the [Home Office E.Learning Training on Prevent](#). We also work closely with the Kensington & Chelsea Prevent Team to organise whole staff briefings.

In addition, Ark Brunel Primary Academy recognises 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.

Primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be identified. All Academy Staff must be able to recognise the signs and symptoms of gang involvement and therefore, must have an understanding of 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 centered around a common identity, or territory, or ethnic group/religion, and whose activity is centered on criminal activity and 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 Brunel Primary 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.

More broadly, Ark Brunel Primary 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 safeguarding lead using the safeguarding procedures detailed within this policy.

Ark Brunel Primary Academy 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, Ark Brunel Primary Academy 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

School leaders will use the powers provided in the Department of Education guidance '*Use of Reasonable Force – guidance for Head of Schools, 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 Brunel Primary 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.

Medicine & First Aid

Our Policy for Supporting Students with Medical Conditions outlines how we manage issues around pupils with specific medical conditions in school as well as guidance on the administration of medicines.

Health & Safety

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

Educational visits/Transporting children on school activities

We have an appointed Educational Visits Coordinator (EVC) who has accessed specific training through Ark's Safeguarding Lead. The EVC signs off risk assessments for all school trips and outdoor learning activities.

Intimate care

Intimate care is defined as one of the following:

- Supporting a pupil with dressing/undressing
- Providing comfort or support for a distressed pupil
- Assisting a pupil requiring medical care, who is not able to carry this out unaided (please see our policy on Supporting Children with Medical Conditions)
- Cleaning a pupil who has soiled him/herself, has vomited or feels unwell

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.

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in the Early Years Foundation Stage. Staff will always encourage children to attempt undressing and dressing unaided.

Children may seek physical comfort from staff (particularly children in the Early Years). Where children require physical support, staff need to be aware that physical contact must be kept to a minimum and be child initiated. When comforting a child or giving reassurance, the member of staff's hands should always be seen and a child should not be positioned close to a member of staff's body which could be regarded as intimate. If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender and situation of the child. If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable.

Intimate care for soiling should only be given to a child after the parents have given permission for staff to clean and change the child. If a parent does not give consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the parent arrives.

Children are not left on their own whilst waiting for a parent to arrive, an adult will stay with them, giving comfort and reassurance. The child will be dressed at all times and never left

partially clothed. If a parent/carer or emergency contact cannot attend, the school seeks to gain verbal consent from parents/carers for staff to clean and change the child. This permission will be sought on each occasion that the child soils him or herself when consent has not already been given in writing. If the parents and emergency contacts cannot be contacted the Principal will be consulted.

If put in an impossible situation where the child is at risk, staff will act appropriately and may need to come into some level of physical contact in order to aid the child.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings. If a child needs to be cleaned, staff will make sure that:

- Protective gloves are worn
- The procedure is discussed in a friendly and reassuring way with the child throughout the process
- The child is encouraged to care for him/herself as far as possible
- Physical contact is kept to the minimum possible to carry out the necessary cleaning.
- Privacy is given appropriate to the child's age and the situation
- All spills of vomit, blood or excrement are wiped up and flushed down the toilet and the area is sanitised
- Any soiling that can be, is flushed down the toilet
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the child

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These should include:

- Gaining a verbal agreement from another member of staff that the action being taken is necessary
- Allow the child, wherever possible, to express a preference to choose his/her carer and encourage them to say if they find a carer to be unacceptable
- Allow the child a choice in the sequence of care
- Be aware of and responsive to the child's reactions

There is an obligation on local authorities to ensure that staff who have substantial, unsupervised access to children undergo police checks. All staff at ARK are DBS checked on application and cannot undertake tasks within school until all checks are completed satisfactorily. The DBS's aim is to help organisations in the public, private and voluntary sectors by identifying candidates who may be unsuitable to work with children or other vulnerable members of society. Personal and professional references are also required and unsuitable candidates are not permitted to work within the school.

All those working with children should be closely supervised throughout a probationary period and should only be allowed unsupervised access to children once this has been completed to their supervisor's satisfaction.

It is not appropriate for volunteers or temporary staff to carry out intimate care procedures. Students should only do so under the supervision of a trained member of staff, following consultation with the student's college supervisors.

SEND

SEND children are at increased risk of neglect and abuse, with an increased risk for children with multiple disabilities. Safeguards for disabled children are essentially the same as for non-disabled children and each child is assessed carefully and supported throughout the safeguarding process.

Ark Brunel takes measures to strengthen our SEND pupils' capacity to understand risks and to ensure a high standard of practice. These include:

- Ensuring that the views, wishes and feelings of SEND children are sought regularly as an intrinsic part of professional practice.
- Ensuring children are educated in an appropriate manner on key issues such as their health, personal safety, social interaction (e.g. sex education) etc.
- Ensuring children know how to raise concerns and have access to a range of adults with whom they can communicate – children with communication difficulties are given a means of being heard at all times.
- Close contact with families and a transparent approach to communication.

Our SEN Information Report and SEND Policy can also be found on our school website.

Using Technology Safely

All staff working in Ark Brunel read and sign the network ICT Policy and Acceptable Use Agreement. Our E-Safety Policy outlines our approach to internet safety, guidance on use of devices such as tablets and mobile phones and how the school manages and responds to concerns around cyberbullying.

Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and the senior leadership team will always take such concerns seriously. Our Whistleblowing Policy is outlined in the staff handbook and can be requested from the school office of Ark HR Team.

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

Children/young people with Medical Needs

Our Policy on Supporting Children with Medical Conditions is on the school website.

Responding to self-harm, suicide, mental health

Ark Brunel recognises the role that staff have a role to play in supporting all of our pupils to be resilient and mentally healthy. We implement the Mindup Curriculum as well as Kensington & Chelsea's PSHE Curriculum and collaborate closely with Kensington & Chelsea's Health Improvement Team to access up-to-date training and support.

Staff understand 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 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. Page 9 in the [DfE guidance on Mental Health and Behaviour in Schools](#) outlines the risk and protective factors for child and adolescent mental health.

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. Our staff 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.

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 parents / carers. The SENCO may need to refer for support from Child and Adolescent Mental Health Services and complete a Strengths and Difficulties Questionnaire (SDQ).

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

Where self-harm, threats of self-harm or suicidal ideation are known to have taken place, staff must inform the 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.

Primary-Secondary transition

Once we have an upper key stage 2 cohort we will work in close liaison with our secondary schools. We will ensure that any safeguarding or child protection issues are handed over to the designated safeguarding leads of each secondary school. In addition, we will work with the relevant pastoral teams to ensure comprehensive transition arrangements are in place for our vulnerable pupils in addition to the ordinary transition arrangements.

Internet and /or Online Safety

Our E-Safety Policy is on the school website and our PSHE curriculum supports children to stay safe online and understand potential online dangers. We mark Safer Internet Day and provide information to parents via our newsletter.

Staff code of conduct

Behaviour & Attitudes

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

Anti-Bullying and Harassment / Anti-Discrimination

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

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

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

Ark Brunel follows the guidance developed by Ark and Ethica Solutions on Risk Assessment for Managing Harmful Behaviour in schools. The DSL and DDSL have access to the guidance and copies can be requested from the school office.

Use of Reasonable force/Physical Intervention /Positive Handling

The need to use force is unlikely to ever arise for a teacher at Ark Brunel Academy and it should be avoided wherever possible. However, there may be occasions when force may be necessary. While restraining a pupil, a teacher/ teaching assistant has a duty to attempt to communicate with the student, to attempt to calm the situation and to release the student at the earliest safe time. Under no circumstances may force be used to punish or deliberately to cause injury or humiliation. Physical or corporate punishments are strictly prohibited at the school.

Appendix A of our Behaviour Policy provides guidance for staff on the use of reasonable force, in line with the DfE advice for headteachers, staff and governing bodies (July 2013).

Images/photography of pupils

Our data protection policies are available on the school website, including our approach to privacy.

Managing allegations against other pupils

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described below.

Physical abuse

This may include hitting, kicking, nipping/pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexual violence and sexual harassment

This must always be referred immediately to the Designated Safeguarding Lead

Staff should be aware of the importance of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Bullying and Online Bullying

See Anti-bullying and E-Safety Policies.

Sexting

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

This must always be referred immediately to the Designated Safeguarding Lead

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – for example disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

If you believe any young person to be at risk of significant harm you must report to the Designated Safeguarding Lead immediately; they will follow the school's Safeguarding and Child Protection Policy.

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

Information on the curriculum at Ark Brunel can be found on our website.

Safety

School site security

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

Visitor Management

All visitors are required to sign in at the school reception, and are provided with a fact sheet outlining our safeguarding procedures which they must sign to confirm they have read. They are issued with a visitors pass, and will always be accompanied by an adult unless they are suitably DBS checked.

Coping with a school emergency/Emergency response plan

Emergency evacuation procedures are displayed around the school and we have a designated Fire Warden and run regular fire drills. We have a school emergency response plan which is available on request. This outlines our protocols and procedures should the school or its staff and pupils find themselves in an emergency situation

HR & Governance

Safer recruitment

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

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

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

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

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

Complaints policy

Our complaints policy is on the school website.

Allegations against staff, volunteers and other professionals

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

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

We will take all possible steps to safeguard our children and to ensure that the adults in our Academy are safe to work with children. We will always ensure that we adhere to the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges September 2018.

If an allegation is made or information is received about an adult who works in our setting that indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal, who will inform the Executive Principal immediately. Should an allegation be made against the Executive Principal or Principal, this will be reported to the Chair of Governors. The Executive Principal or Chair of Governors will immediately contact the LADO and Ark Head of Safeguarding. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

In the event that the Executive Principal and/or Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the Deputy Safeguarding Lead, Safeguarding Link Governor or Ark Head of Safeguarding.

Supporting people:

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

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

Disqualification under the Childcare Act 2006 (DfE Feb 2015)

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

The Governors Handbook – (requirement for Governors)

Ark's Governance Team and Regional Governance Officer work with Ark's Head of Safeguarding and the Academy DSL to ensure that governors receive induction and training. The ArkCloud Governor Library holds a range of governor resources and there are regular forums for governors to update their knowledge and skills. A roles and responsibilities document for the Safeguarding Link Governor as well as an audit tool and report template have been developed for use in school.

Local, Network and National support services for staff, parents, pupils

The following is a list of national support services:

- [The NSPCC](#)
- [Childline: 0800 1111](#)
- [Barnado's](#)
- [Prevent Duty Guidance](#)
- [Save the Children](#)
- [Safe Community Interest Company](#)
- [Child Exploitation and Online Protection Command](#)
- [Get Safe Online](#)
- [Young Minds](#)
- [Schools in Mind](#)

The following is a list of Kensington & Chelsea support services:

- [RBKC Local Services & Support](#)
- [Kensington & Chelsea's Thresholds of Need Guide](#)
- [Kensington & Chelsea's Local Safeguarding Children's Board](#)

APPENDIX B

Statutory legislation and guidance documents links

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping Children Safe in Education 3 September 2018 14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf)

[Working together to Safeguard Children \(DfE, 2018\)](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

[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 \(DfE, 2018\)](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information sharing advice practitioners safeguarding services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

[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 \(Ofsted, 2016\)](#)

[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](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718641/Childcare disqualification consultation report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718641/Childcare_disqualification_consultation_report.pdf)

[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 \(July 2017\)](#)

[School Inspection Update \(Ofsted, July 2018\)](#)

APPENDIX C

KCSIE 2018 Links to Specific Safeguarding Issues

Abuse

Bullying including cyberbullying

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

Mental health

Private fostering

Preventing radicalisation

Protecting children from radicalisation

Relationship Abuse

Sexting

Sexual violence and sexual harassment between children in schools and colleges

Trafficking and modern slavery

APPENDIX D

RECRUITMENT & APPOINTMENT POLICY 2018-2019

Ark Recruitment and Appointment Policy - Sep 2016.pdf