

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 2020.

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 as 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 appointment 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 Ethical 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. 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 using the Inventory system. Visitors should read the emergency and safeguarding information outlining our procedures, which they must sign to confirm they have read. They are issued with a visitor's 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 2020.

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](#)