



## Safeguarding & Child Protection Policy

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## Ark Franklin Primary Academy

### SAFEGUARDING & CHILD PROTECTION POLICY

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## Ark Franklin Primary Academy

### SAFEGUARDING & CHILD PROTECTION POLICY

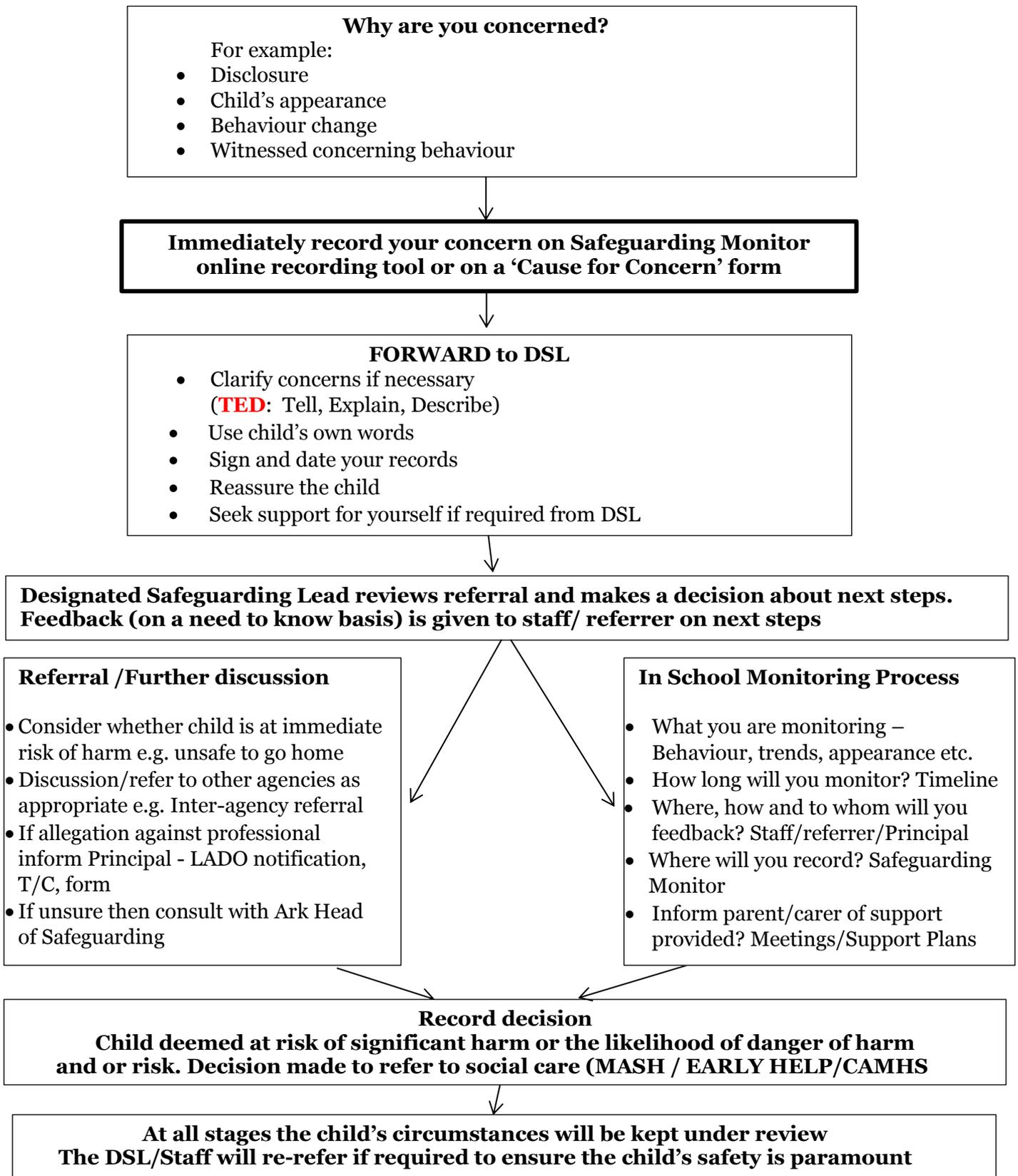
#### Key Contact Personnel:

<b>Principal</b>	<b>Ark's Regional Director</b>	<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead/s</b>	<b>Designated Teacher for Looked After Child (LAC)</b>
Janine Ryan	Damian McBeath	Ruth Simpkins	Janine Ryan	Ruth Simpkins

<b>Designated Teacher for online safety</b>	<b>Data Protection Lead</b>	<b>SENCo</b>	<b>Nominated Safeguarding Link Governor</b>	<b>Chair of Governors</b>
David Williams	Rosie Pye	Ruth Simpkins	tbc	Hugh De Lusignan

<b>Ark's Head of Safeguarding</b>	<b>Ark's People Business Partner (HR)</b>	<b>Local Authority Designated Officer (LADO)</b>	<b>School Local Authority</b>	<b>Other</b>
Joycelyn Thompspon	Karen Stant	Yvonne Prince	Brent	

**What to do if you have a safeguarding concern at Ark Franklin:**



## 1. INTRODUCTION AND ETHOS

Ark Franklin 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. We recognise 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 Franklin 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
- On line 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 Franklin 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
- Local 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' 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 Franklin 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 Franklin 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 behaviour's; 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

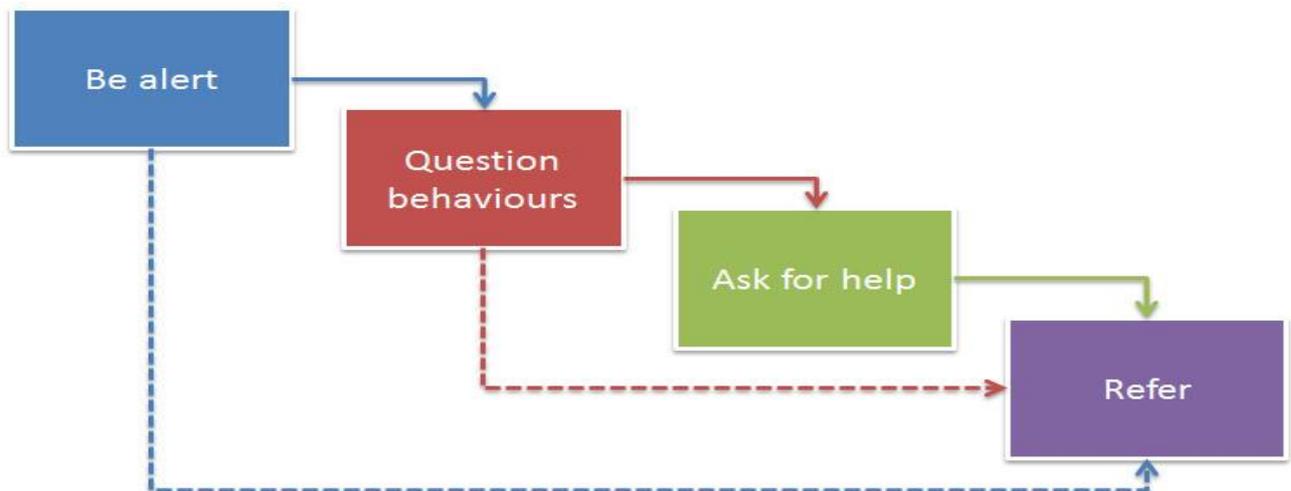
Ark Franklin adheres to their Local Safeguarding Children Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found on the LSCB website.

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 LA 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 DS 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 Franklin recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018). We 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 Franklin 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 Franklin 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

The school 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 schoolchild 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 Franklin 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 Franklin 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 Franklin 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 Franklin 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](mailto: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 Franklin 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 supports 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 Franklin recognise that 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 Franklin 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 Franklin 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 Franklin 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 Franklin 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 Franklin 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 Franklin 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 Franklin 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

Schools are required to insert in **APPENDIX A** of this policy their localised school procedure, practice and guidance documents or links to documents specific to their school and Local Safeguarding Children's Board 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
  - 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

Each school may wish to include documentation or links to documentation in addition to those listed above in paragraph.

**Appendix B** contains statutory legislation and guidance and other documents and links to those documents related to safeguarding in schools.

**Appendix C** contains documents or links to those documents highlighted in Keeping Children Safe in Education (Sept 2018), as being specific safeguarding issues.

**Appendix D** contains the network Recruitment and Appointment Policy, which is relevant to safeguarding as it covers selection and vetting processes.

## Protection & Wider Safeguarding

### What is Child Abuse: definitions, signs and symptoms

- Child Abuse, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children

There are four categories of abuse:

- **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
  - making a child feel worthless, unloved or inadequate
  - only there to meet another's needs
  - inappropriate age or developmental expectations
  - overprotection and limitation of exploration, learning and social interaction
  - seeing or hearing the ill treatment of another, e.g. domestic abuse
  - making the child feel worthless and unloved - high criticism and low warmth
  - serious bullying (including cyberbullying)
  - exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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.

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Staff members should refer to the detailed information about the categories of abuse and risk indicators in the <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> for further guidance.

In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs

### **Attendance/Children Missing from Education**

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

Educational establishments and colleges should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

All educational establishments must inform the local authority of any pupil who fails to attend educational establishment regularly, or has been absent without the educational establishment's permission for a continuous period of 10 educational establishment days or more, at such intervals as are agreed between the educational establishment and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Refer to Keeping Children Safe in Education September 2016 Annex A for further guidance

### **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 child protection incident/welfare concern 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 (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and educational establishment staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the ‘chronology’ in the East Sussex Local Safeguarding Children’s Board guidance – Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years, Educational establishments and Colleges – will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who regularly miss educational establishment

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. 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. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

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 Multi-Agency Practice Guidelines referred to below. Elearning for all professionals, developed by the Home Office, is available at [www.fgmelearning.co.uk](http://www.fgmelearning.co.uk) 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.

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>. 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.

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')**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine a educational establishment's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Educational establishments and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

### **Channel Training**

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here: [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

Prevent is part of the Government's counter terrorism strategy for preventing vulnerable people from being radicalised into violent extremism: It describes partner's (including educational establishments) role in the Prevent agenda, namely to:

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
- Indicators of terrorist activity

The Department for education has published The Prevent duty Departmental advice for educational establishments and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

## **Medicine & First Aid**

Specific guidance on how we manage issues around pupils with specific medical needs and how we administer first aid and medicine is outlined in our policy which can be requested from the school office.

## **Health & Safety**

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

Educational visits/Transporting children on school activities

Information on how we arrange and manage educational visits can be requested from the school office.

## **Intimate care**

In order to ensure that we respond to situations requiring intimate care, such as a toileting issue, in a manner that ensures our children are appropriately safeguarded, we have an intimate care policy which is available on request from the school office.

## **SEND**

Our SEND offer and policy outlines our procedures for supporting pupils with SEND, both can be accessed on our website.

## **IT Policy**

Our IT Policy can be requested from the Academy office. Our E-Safety Policy is published on the Academy website.

## **Whistleblowing**

At Franklin we want our staff to feel able and confident in their right to raise any concerns they have over any issues they feel might put any member of the school community at risk of harm. We have a Whistleblowing Policy that outlines how we achieve and approach this, and this is available from the school office.

## **Definition of Private Fostering**

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was a privately fostered child.

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

## **Children /young people with Medical Needs**

Our 'Supporting Children with Medical Needs' Policy is available on our website.

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

Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

Refer to CAHMs <https://www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/send-local-offer-directory/child-and-adolescent-mental-health-services-camhs/> for guidance on recognition, reporting and a child presenting at educational establishment.

## **Primary-Secondary Transition**

We 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 E-Safety**

Our E-Safety policy is available on our website; we provide E-Safety guidance and workshops for all our pupils.

## **Staff code of conduct**

Our staff are required to follow the code of conduct which is available on our website.

## **Behaviour**

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

## **Anti-Bullying & Harassment / Anti-Discrimination**

At Franklin 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 our 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 at Franklin.

## **Use of Reasonable force/Physical Intervention /Positive Handling**

Details of our rules concerning the use of Physical Intervention and how we record such incidents are detailed in our Behaviour policy which follows the guidance from the Department for Education.

## **Images/photography of students**

Details of how we safeguard our pupils whilst using images of our pupils to reinforce and support learning, promoting the positive life of our school and how we arrange suitable consent are outlined in our 'Appropriate Use of Images' Policy which is available on the website.

## **Managing allegations against other pupils**

At Franklin we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy.

## **Safeguarding allegations**

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the educational establishment may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

## Emotional Abuse

- blackmail or extortion
- threats and intimidation

## Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

## Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

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

At Franklin we follow a full and broad PSHE & Citizenship curriculum in line with the National Curriculum requirements. Further information on this is available on our website in the curriculum area.

## **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. Our entrances and exits are monitored by CCTV, which also covers other vital areas of the school. 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; all 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**

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**

Ark Franklin 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 Head of School is responsible for ensuring that safer recruitment training is kept up to date.

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

## **Complaints Policy**

Our Complaints Policy is available on our website.

## **Allegations against teachers & other staff**

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for all our children at Franklin. 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 the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2016 are adhered to.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Principal immediately. Should an allegation be made against the Principal, this will be reported to the Regional Director. In the event that neither the Principal nor Regional Director are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as the Principal or the Chair of Governors. No member of staff or governing body will undertake further investigations before receiving advice from the Head of Safeguarding at Ark Central and/or the LADO.

## **Disqualification under the Childcare Act 2006 (DfE 2015)**

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

## **Safeguarding: requirement for Governors**

The clerk to governors for Franklin's LGB, Natasha Brown, is responsible, in liaison with the DSL, for ensuring governors are compliant with all necessary legal requirements.

## APPENDIX B

### Statutory legislation and guidance documents links

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/707761/Keeping Children Safe in Education - September 2018.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf)

[Working together to Safeguard Children \(DfE, 2018\)](#)

<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



Recruitment and  
Appointment Policy -