



Appendix A

Contents **September 2019**

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Protection and Wider Safeguarding

What is Child Abuse? Definitions, signs and symptoms.

The following definitions are taken from ‘*working together to safeguard children* HM Government (2015)’. In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation.

What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult’s words)
- no explanation is forthcoming
- *You should be concerned if the child or young person:*
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour - e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour

- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Sexual abuse

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

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse:

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching

- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Indicators of neglect:

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly

- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Attendance and Children Missing From Education

Ark All Saints Academy has an attendance policy which is shared with staff, parents and scholars as part of induction via the school website, the parent handbook and the staff handbook.

The attendance policy recognises that all schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their scholars, and as part of this should investigate any unexplained absences and give due regard to this responsibility and the attendance policy is written in accordance with “Children missing education: Statutory guidance for local authorities” (January 2015)

Ark All Saints Academy collaborates closely with the education welfare 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 All Saints Academy without the authorisation of the designated safeguarding lead and without confirmation from the school the student is joining or without Ark All Saints Academy notifying the education welfare service.

Nationally, scholars 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 All Saints Academy refers all scholars with an average attendance of less than 90% to the education welfare service and works with families who have children who are at risk of becoming persistently absent in order to improve the attendance of their children.

Please see Ark All Saints Academy’s Attendance Policy below:

http://arkallsaintsacademy.org/sites/default/files/Attendance%20Policy_3.pdf

Please see Ark All Saints Academy’s Children Missing from Education Protocol:

<http://arkallsaintsacademy.org/sites/default/files/Children%20Missing%20in%20Education%20Protocol.pdf>

Dealing with Disclosures

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

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the Designated Safeguarding Lead (DSL) is and who to approach if the DSL is unavailable. The DSL or DDSL should be approached first to raise any concerns or safeguarding issues. Ultimately, all staff have the right to contact Ark Head of Safeguarding directly or make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home or an aggressive/violent parent on the premises.

Safeguarding Team

Name	Role
Lucy Frame	Principal & DSL
Karen Bruce	Assistant Principal & DSL
Anna McDowell	Safeguarding Manager & DDSL
Joe Norton Jones	Assistant Principal & DDSL
Patsy Carter	Operations Director
Una Buckley	SENco & DDSL

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.

Signs to look out for include

- Going missing for periods of time or regularly returning home late.
- Going places that you know they cannot afford.
- Skipping school or being disruptive in class.
- Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them.
- Having mood swings and changes in temperament.
- Noticeable changes in behaviour – becoming secretive, defensive or aggressive when asked about their personal life.
- Wearing age inappropriate clothing
- Displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone ('sexting').
- Getting into trouble with the police. Bruises, marks on the body, sexually-transmitted diseases, pregnancy, drug and alcohol abuse or self-harm.
- Repeated phone calls, letters, emails from adults outside family social circle.

Signs and Symptoms of Female Genital Mutilation

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

Each NHS organisation will have local safeguarding protocols and procedures for helping children and young people who are at risk of or facing abuse. These should include multi-agency policies and procedures, consistent with those developed by their Local Safeguarding Children Board. If organisations have not already done so, these should be reviewed to include handling cases where FGM is alleged or known about or where there is a potential risk of FGM identified. These policies and procedures should consider the characteristics around FGM, ensuring that the response to FGM includes the sharing of information with multi-agency partners throughout the girl's childhood, and that if, or when, the risk facing the girl changes (which may mean it escalates or even becomes less immediate), this is identified and consideration is given as to whether or not a change in subsequent safeguarding actions are required. It must always be remembered that fears of being branded 'racist' or 'discriminatory' must never weaken the protection that professionals are obliged to provide to protect vulnerable girls and women.

As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g. Working Together to Safeguard Children 2015) to protect girls and women at risk of FGM. Since October 2015 registered professionals in health, social care and teaching also have a statutory duty (known as the Mandatory Reporting duty) to report cases of FGM to the police non-emergency number 101 in cases where a girl under 18 either discloses that she has had FGM or the professional observes physical signs of FGM.¹

One specific consideration when putting in place safeguarding measures against FGM is that the potential risk to a girl born in the UK can usually be identified at birth, because through the antenatal care and delivery of the child, NHS professionals can and should have identified that the mother has had FGM. However, FGM can be carried out at any age throughout childhood, meaning that identifying FGM at birth can have the consequence that any safeguarding measures adopted may have to be in place for more than 15 years over the course of the girl's childhood. This is a significantly different timescale and profile compared with many of the other forms of harm against which the safeguarding framework provides protection. This difference in approach should be recognised when putting in place policies and procedures to protect against FGM.

This guidance has been developed to provide information about the specific issues frequently encountered when dealing with FGM. In addition, it provides a framework which organisations may wish to adopt to support professionals in the ongoing consideration of risks pertaining to FGM.

Once concerns have been raised about FGM, there should also be a consideration of potential risk to other girls in the family and practicing community. Professionals should be alert to the

fact that any one of the girl children amongst these groups could be identified as being at risk of FGM and may need to be safeguarded from harm.

Information sharing in relation to FGM

Given the need to potentially safeguard over a number of years, it is appropriate to recognise here that there are a number of different responses to safeguard against FGM, and appropriate courses of action should be decided on a case by case basis, with expert input from all agencies involved. Sharing information in line with agreed policies and procedures is critical to safeguarding effectively. This is often sharing information to support safeguarding across organisational boundaries.

Staff should follow the FGM Mandatory reporting duty to report when a girl under 18 discloses she has FGM,; report is to be made to the police via the 101 non-emergency number if be raised with the DSL as an immediate risk.

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

Ark All Saints Academy recognises that it has a duty and a responsibility to protect scholars 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.

Ark All Saints Academy also acknowledges that 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 centred around a common identity, or territory, or ethnic group/religion, and whose activity is centred 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 All Saints Academy understands that scholars 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 scholars 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 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 All Saints 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 scholar is identified as being at risk of being involved with gangs or youth violence, these concerns must be shared with the designated senior person for child protection using the safeguarding procedures detailed within this policy and where a judgement is made that input from external agencies is needed, the designated person will seek advice from the local authority, but also from the designated safer schools officer.

There are specific topics and skills that Ark All Saints Academy recognises is important to teach scholars (in an age appropriate manner) in order to highlight the risks of gang involvement to scholars and to prevent gang involvement or youth violence:

‘Joint Enterprise’

Anti-social behaviour and its impact

Recognising and addressing ‘Peer Pressure’

Conflict resolution skills

Definitions of violence and abuse

Ark All Saints 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 All Saints Academy will search scholars and confiscate prohibited items if school leaders believe a scholar 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 headteachers, staff and governing bodies (July 2013)*’ to search scholars without consent if a concern is raised that the scholar(s) in question may be in possession of a weapon or illegal drugs.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

At Ark All Saints Academy, all searches of scholars 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. This report must be given directly to the relevant senior designated person for child protection immediately.

Intimate Care

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

Providing comfort or support for a distressed scholar

Assisting a scholar requiring medical care, who is not able to carry this out unaided

Cleaning a scholar who has soiled him/herself, has vomited or feels unwell

Providing comfort or support

Children may seek physical comfort from staff. 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.

If a member of staff feels a child has touched them in an inappropriate manner, with intent to make him/her feel uncomfortable, or feels that the child has touched them in a sexualised manner, then the member of staff should inform the Designated Safeguarding Lead immediately. The DSL should then investigate the matter and decide on appropriate actions which may involve reporting the incident to the police.

Medical procedures

If it is necessary for a child to receive medicine during the school day parents must fill out a permission form from the school office and discuss their child's needs with a member of staff before the school agrees to administer medicines or medical care. It must be made clear to parents that staff administration of medicines is voluntary.

Any member of staff giving medicine to a scholar should check:

- a) The scholar's name
- b) Written instructions provided by parents or doctor
- c) Prescribed dose

d) Expiry date

Particular attention should be paid to the safe storage, handling and disposal of medicines.

The Principal has prime responsibility for the safe management of medicines kept at school. This duty derives from the Control of Substances Hazardous to Health Regulations 2002 (COSHH). School staff are also responsible for making sure that anyone in school is safe. Medicines should generally be kept in a secure place, not accessible to scholars but arrangements must be in place to ensure that any medication that a scholar might need in an emergency is readily available.

Please see the Ark All Saints Academy's Supporting Scholars with Medical Needs Policy below:

http://arkallsaintsacademy.org/sites/default/files/Supporting%20Scholars%20with%20Medical%20Conditions%20Policy_0.pdf

Soiling

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.

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:

- a) Protective gloves are worn
- b) The procedure is discussed in a friendly and reassuring way with the child throughout the process
- c) The child is encouraged to care for him/herself as far as possible
- d) Physical contact is kept to the minimum possible to carry out the necessary cleaning e.g. Privacy is given appropriate to the child's age and the situation

e) All spills of vomit, blood or excrement are wiped up and flushed down the toilet e.g. Any soiling that can be, is flushed down the toilet

f) Soiled clothing is put in a plastic bag, unwashed, and sent home with the child

Hygiene

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

Protection for Staff

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 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

SEND

We aim to provide a differentiated curriculum that meets the needs of all scholars, individuals and groups by:

- Setting suitable learning challenges
- Responding to scholars' diverse learning needs
- Overcoming potential barriers to learning and assessment

We aim to provide a happy, healthy and safe academy by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our scholars
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of scholars
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the academy community

We secure inclusive education for our scholars by reviewing and evaluating what is done:

- Does each scholar achieve as much as they can?
- Are there differences in the achievements of different groups of scholars?
- What is in place for scholars who are not achieving their potential?
- Are our actions effective?
- Are all our scholars happy to be in academy?

All members of our academy community are valued and are offered wide ranging opportunities to enable high standards of achievement. All policies within the academy support inclusion and are reflected in academy development planning.

The objectives of our SEND code of practice are:

- At Ark All Saints Academy we welcome scholars with special educational needs as part of our community and we will ensure that all scholars have an equal opportunity to engage in the curriculum.
- We value all scholars equally.
- We recognise that we will need to consider the individual needs of scholars when planning our curriculum. We will provide a curriculum, which is accessible to the individual needs of our scholars.
- We recognise that some scholars will need additional support to ensure access to the whole curriculum. We will ensure that the needs of scholars are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

- We recognise the importance of early identification and assessment of scholars with special educational needs. We will develop practices and procedures, which will aim to ensure that all scholars' special educational needs, are identified and assessed and the curriculum will be planned to meet their needs.
- We recognise the vital role of parents/carers in the identification, assessment and response to their scholars' special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision- making about their special educational provision.
- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting scholars' special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

Whilst all schools have statutory responsibilities for scholars with Special Educational Needs and Disabilities (SEND) as covered by the code of practice (DfES 0581 2001) we support our academies to go above and beyond this in four distinctive ways:

- Early identification.
- Forensic teaching.
- High impact intervention.
- Review and response.

Please see the Ark All Saints Academy's SEND Policy below:

http://arkallsaintsacademy.org/sites/default/files/SEND%20Policy_2.pdf

Please see the Ark All Saints Academy's Equality Statement and Equality Objectives below:

<http://arkallsaintsacademy.org/sites/default/files/Equality%20Statement%20-%20Template%20-%20April%202016-April%202019%20-%20Ark%20All%20Saints.pdf>

<http://arkallsaintsacademy.org/sites/default/files/AASA%20Equality%20Objectives.pdf>

Please see below for Ark All Saints Academy's EAL Policy:

<http://arkallsaintsacademy.org/sites/default/files/EAL%20Policy.pdf>

Whistleblowing Policy

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

The Ark Schools Whistleblowing Policy is applicable to concerns regarding wrongdoing within Ark Schools in relation to matters such as fraud, malpractice, mismanagement, breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or by fellow employees.

All employees and volunteers at Ark All Saints Academy will be directed as to where to find the Ark Schools Whistleblowing Policy as part of the induction process and it is signposted within the Ark All Saints Academy Code of Conduct/staff handbook which is issued to all staff as part of induction.

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

Please see Ark All Saints Academy's Whistleblowing Policy below:

Children with Medical Needs

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions.

Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply.

All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

We recognise that medical conditions may impact social and emotional development as well as having educational implications. Ark All Saints Academy will build relationships with healthcare professionals and other agencies and in order to support effectively scholars with medical condition.

Please see below for Ark All Saints Academy's supporting scholars with medical needs policy:

http://arkallsaintsacademy.org/sites/default/files/Supporting%20Scholars%20with%20Medical%20Conditions%20Policy_0.pdf

Responding to Self-harm, Suicide and Mental Health

Ark All Saints Academy recognises that in order for scholars to be successful, the academy and all academy staff have a role to play in supporting them to be resilient and mentally healthy. In addition, it is understood that mental health problems can themselves be a sign or symptom of connected safeguarding concerns for a young person and/or leave them vulnerable to other specific safeguarding issues.

The Academy also recognises that the early identification of mental health problems is critical in seeking to prevent dangerous outcomes they can lead to such as suicide, self-harm or suicidal ideation.

The Provision Team are able to provide a wide range of support for scholars experiencing mental health, self-harm or suicide concerns.

The aims of the Provision Team are:

- To promote the ethos of care, forgiveness and fresh starts within a framework of support
- To identify scholars requiring support and provide them with the appropriate interventions to enable them to be successful
- To ensure that poor behaviour, mental health concerns, social concerns, medical needs or special educational needs are not reasons preventing scholars from accessing the curriculum or making the required progress.
- To provide appropriate support for scholars at risk of exclusion
- To provide support for scholars who are vulnerable or require help developing good social and emotional skills
- To work with families and outside agencies when required to provide co-ordinated support for each scholar
- To ensure that all scholars avoid being excluded
- To build relationships, strengthen core values and promote positive behaviour.

Support provided outside the classroom for scholars is listed below:

- **Social, Emotional and Mental Health Difficulties**

Counselling

Anna Freud Family Therapy

Group withdrawal (SEMH)

Omega interventions

XLP mentoring & group work

Anger Management Programme

CAMHS

Local Authority Early Help

Resilience and Self-Esteem Interventions

Anger Management Intervention

Anxiety Management

Staff roles in working with students who self-harm

Scholars may choose to confide with a member of staff regarding their own welfare or that of a peer. If a scholar discloses self-harm to you please follow this guidance. If you feel uncomfortable and unsure of how to proceed, tell the scholar that you are going to go and get support from the Safeguarding/Provision team.

Try to:

- Allow the scholar to speak. Listen to them and make them the sole focus of your attention
- Remove any judgement from your tone and acknowledge the emotional distress that they are experiencing e.g. “That looks painful, you must be having a difficult time.”
- Respond in a calm manner, even if you do not feel calm
- Recognise how difficult it must be to speak about this “Thank you for telling me, I understand this must be difficult to speak about.”
- Outline your next steps to the scholar. Explain that you are worried about them and need to speak to the Safeguarding Manager
- Attend to any medical needs they have, such as wounds. Bring them to a first aider.
- Avoid
- Dismissing them as attention seeking
- Showing panic, shock or disgust
- Asking too many questions
- Making promises you cannot keep, such as keeping it a secret or not telling their parents

If the scholar is finding it difficult to talk, think about who may be the best person to speak to them. If you are concerned that a student is self-harming, or at risk you should speak to Anna McDowell, the Safeguarding Manager, or a member of the Provision team (Karen Bruce, Mollie Hodge, Dana Cojocar and Alexis Persaud). Also, you must send an email to the Child Protection email account.

Safeguarding Manager/ Behaviour Coordinators

The Safeguarding Manager and Provision team will decide on the appropriate course of action. This may include:

- Remove any blades from scholars. Pastoral team to check daily whilst at risk
- Contact the parents and invite them for a meeting. A member of the pastoral team should be present. If the parent is unable to attend the Provision team will discuss appropriate alternatives (phone call etc.)
- Urgent social services CAF/Early Help Referral
- Provide parents with information about support and available services
- Advise parents to seek support from the GP
- Consider at Provision team meeting whether they are suitable for counselling or a CAMHS referral
- Behaviour Coordinator to provide regular check ins and a space to understand the behaviour and find alternatives to self-harming
- Behaviour coordinators to offer support and advice to the scholar's peer group so that they are able to support their friend
- Inform any other services that are working with the family i.e. CAMHS, social services

If the scholar is acutely distressed, the immediate safety of the scholar is paramount and an adult must remain with them at all times. If the scholar has harmed themselves a first aider should be called to address their medical needs.

Despite the best efforts of all staff at Ark All Saints Academy, the more dangerous outcomes of mental health problems (self-harm and suicidal ideation) cannot always be prevented. In such instances, Ark All Saints 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 at Ark All Saints Academy must inform the designated safeguarding lead immediately. It may be necessary in such circumstances for the scholar 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 scholar and the family where appropriate to do so.

Primary/Secondary Transition

Ark All Saints Academy aims to ensure a smooth transition from Primary to Secondary for all scholars joining the Academy.

It is aim that scholars will develop in their learning and reach their full potential.

Ark All Saints Academy has four goals for all our scholars joining our family:

- To grow in **CONFIDENCE**
- To live **RESPONSIBLY**
- To act with **INTEGRITY**
- To be **SUCCESSFUL**

Internet and Online Safety

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

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

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

Please see below for Ark All Saints Academy's E-Safety policy:

http://arkallsaintsacademy.org/sites/default/files/E-Safety%20Policy_1.pdf

Please see below for Ark All Saints Academy's Data Protection policy:

http://arkallsaintsacademy.org/sites/default/files/Data%20Protection%20Policy_3.pdf

Please see below for Ark All Saints Academy's Data Protection Sheet:

http://arkallsaintsacademy.org/sites/default/files/Data%20Protection%20Sheet_0.pdf

Staff Code of Conduct

All members of staff must adhere to the 'Ark All Saints Academy Code of Conduct'

A copy of this conduct is in every staff member's handbook and is stored on the internal Academy T:Drive under Policies.

Behaviour & Attitude

Behaviour

WE BELIEVE THAT EVERY SCHOLAR WANTS TO DO THE RIGHT THING AND WILL DO SO MOST OF THE TIME.

Our code of conduct outlines appropriate behaviours that will allow each scholar to be successful each day. We believe that good and positive behaviour is achieved through relationships and an understanding of the impact that this has on individuals. At Ark All Saints we expect all scholars to behave well, all the time. There are no excuses for poor behaviour. Behaviour rules will be applied consistently and professionally by staff who expect no learning time to be lost through having to deal with poor behaviour.

Please see below for Ark All Saints Academy's behaviour policies:

http://arkallsaintsacademy.org/sites/default/files/Behaviour%20Policy_7.pdf

Anti-bullying policy:

http://arkallsaintsacademy.org/sites/default/files/Anti-Bullying%20Policy_5.pdf

Parents are encouraged to support with the behaviour of their children through the 'Home/Academy Agreement'

Please see below for the Home/Academy Agreement:

http://arkallsaintsacademy.org/sites/default/files/Home-Academy%20Agreement_0.pdf

Use of Reasonable Force

What is reasonable force?

1. Force is usually used either to control or restrain. This can range from guiding a scholar to safety by the arm through to more extreme circumstances such as breaking up a fight or where a scholar needs to be restrained to prevent violence or injury.
2. 'Reasonable in the circumstances' means using no more force than is needed.

3. Control means either passive physical contact, such as standing between scholars or blocking a scholar's path, or active physical contact such as leading a scholar by the arm out of a classroom.

4. Restraint means to hold back physically or to bring a scholar under control.

5. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the scholar.

Who can use reasonable force?

- This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of scholars such as unpaid volunteers or temporary staff.

Please see below for Ark All Saints Academy's Use of Reasonable Force Guidance:

<http://arkallsaintsacademy.org/sites/default/files/Use%20of%20Reasonable%20Force%20Guidance.pdf>

PHSE & Citizenship Days

- Every term we run a Citizenship Day. This is an off-curriculum day where we teach our scholars extra topics that aren't part of the normal curriculum.
- We have sessions such as:
 - Safety with dogs
 - Sex education
 - How to manage your finances
 - Preparing for University
 - Staying safe online
 - Drugs and alcohol
 - Police - staying safe on the streets
 - Britishness
 - Shakespeare

Teaching our scholars how to be well-rounded individuals with the skills they need for everyday life is really important at Ark All Saints Academy.

All scholars are invited to wear professional dress for every Citizenship Day. We do this in order to prepare our scholars for interviews and life beyond school.

Safety

School Site Security

Please see below for the Ark All Saints Academy Health and Safety Policy:

http://arkallsaintsacademy.org/sites/default/files/Health%20and%20Safety%20Policy_1.pdf

Educational Visits

All staff must complete a Risk Assessment for all educational visits off-site with scholars. Please see below for the Risk Assessment template.

Staff must adhere to the Staff Code of Conduct at all times when facilitating an educational visit. This is found on the shared area of the internal T:Drive for all staff to access.

Risk Assessment for all trips out of school with scholars



This form should be discussed with your LM at least 1 week before the trip is to take place.

IMPORTANT NOTICE: A cover form for each member of staff attending must be completed and a scholar list must be attached.

Place to be visited:	
Date(s)/times of trip:	
Curriculum area/purpose of trip:	
Transport required - route, times and cost:	
Master Point:	
In an event that scholar(s) get separated from main group inside the venue, they should go and wait at:	
Leader of trip:	
Contact Mobile Number (School phone - from MCC):	
Other adults on trip - Trip Lead + E-10 only (With approval from their LM):	
Number of scholars on trip (Attach list of scholars):	
First Aider:	1
If a residential please provide details of night supervision:	
Total cost/cost per scholar:	
Potential Hazards:	

Visitor Management

Please see below for the Ark All Saints Academy Safeguarding Guidance which details the protocol for visitors to follow when visiting the Academy

http://arkallsaintsacademy.org/sites/default/files/Safeguarding%20Guidance_0.pdf

HR & Governance

Safer Recruitment

Ark All Saints Academy recruits, selects and appoints the best suited staff for available positions in accordance with Ark All Saints ethos.

Commitment to equal employment opportunity is upheld in all recruitment, selection and appointment processes, and the selection and appointment of all Employees is based on merit.

Please see below for the Ark All Saints Academy Safer Recruitment Policy:

http://arkallsaintsacademy.org/sites/default/files/Recruitment%20and%20Appointment%20Policy%20-%20September%202016-September%202019_3.pdf

Allegations against staff members

The whistle blowing policy applies to all individuals working for Ark at all levels and grades, whether they are employees, contractors, and casual or agency staff.

Please see below for Ark All Saints Academy's Whistleblowing Policy:

<http://arkallsaintsacademy.org/sites/default/files/Whistleblowing%20Policy%20-%20April%202015-January%202019%20%281%29.pdf>

Please see below for the Ark All Saints Academy Complaints Policy:

<http://arkallsaintsacademy.org/sites/default/files/Ark%20Complaints%20Policy%20%26%20Procedure%20-%20September%202017-September%202020.pdf>

Disqualification under the Childcare Act (2006)

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>

The Governors Handbook

Ark All Saints Academy's LGB is made up as follows:

- Six to ten members appointed by Ark, to include the Chair – usually people with a local connection or interest who are committed to supporting educational opportunity in the area
- The Principal
- Two parent governors
- One teaching staff governor
- One non-teaching staff governor
- One local authority representative from Southwark
- One Diocesan representative

Governors are appointed/elected for three year terms, up to a maximum of ten years. The initial term of the first Chair will be three years, with annual election by the LGB thereafter. Academy staff may not be Chair or Vice Chair of the LGB.

Ark Schools aims to create a balanced group that will have the right skills, connections and dynamic for the LGB to work well and support the school in achieving exceptional performance:

- Good insight into the specific challenges at the school and the general challenges of operating top-quality schools
- Excellent community links
- Specific skills as needed by/relevant to the school
- A link to the senior executive team of Ark Schools

Board of Governors:

Peter Martin- Chair and Safeguarding Link Governor

Eve Berry – Chair of Finance Committee, Finance Link Governor and Health and Safety Link Governor

Richard Bool- SDBE Representative Vice Chair and SEND Link Governor

Aisling Cregan- Programme Manager at ARK Teacher Training

Edward Rainer- Southwark Representative and Science Link Governor

Jonny Smith- Parent Governor

Jane Steen- SDBE Representative

Eleanor Whitehead- Safeguarding Link Governor