



Ark All Saints Academy Safeguarding Policy

NAMED STAFF WITH DESIGNATED RESPONSIBILITY FOR SAFEGUARDING

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors	Local Authority Designated Officer (LADO)
2014 - 2015	Karen Bruce	Anna McDowell Una Buckley	Peter Martin	Peter Martin	Eva Simcock (020 7525 0689)

INTRODUCTION

This policy sets out Ark's commitment to safeguarding the children in our academies and describes in sections 2 and 3 the aims and scope of the policy. Section 4 details the key child protection procedures, policies and available information to academies to support safeguarding in our schools. In section 5 the policy describes our support for the child and how we partner with our parents and carers and section 6 outlines the responsibilities in our network for those with a particular safeguarding remit.

Every Ark academy aims to protect and promote the welfare of its scholars. We all recognise that abuse and neglect can and do happen, at home and elsewhere, and we are often the first to see the signs and we are individually and collectively responsible for making sure that these are acted on.

We know that we must have robust procedures that make sure that everyone knows what actions to take and when and never lose sight of the child and of their immediate and longer term needs. To ensure this happens, Ark commits that we will:

- Do our best to identify children who are suffering or are likely to suffer abuse and to act to protect and help them, working with other relevant services.
- Set clear child protection procedures and make sure that everyone in our schools understands and follows them.
- Reinforce our child protection policy with strong policies for recruitment, for preventing and dealing with bullying and harassment, and for teaching children how to protect themselves.

- Train our staff in the implementation of these and all other safeguarding policies.
- Review the outcomes of our work to make sure that we continue to strike the right balance.

We also recognise that there are often no easy solutions to safeguarding problems. Making a referral is an important step, but our responsibilities do not end there. While solutions are being worked on, and afterwards, affected children will continue to come to school each day, and will continue to need attention in many ways. We must be sensitive and responsive to their continuing needs.

This safeguarding policy reflects the current advice and guidance from the Department for Education and requires the academies in the network to take note of the priorities of their Local Safeguarding Children Boards. In particular, the policy is consistent with the child protection procedures outlined in the following statutory guidance:

- Safeguarding children and safer recruitment in education (DfE, 2010)
- Working Together to Safeguard Children (2013)
- What to do if you are worried a child is being abused (2006) (non-statutory)
- Use of reasonable force: advice for head teachers, staff and governing bodies (2013)
- Keeping Children Safe in Education (2015)

AIMS

This policy sets out the principles, procedures and advice from the Department which support the safeguarding aims of our academies, which are to:

- Support the child's or young person's development in ways that will foster security, confidence and independence
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties
- Raise the awareness of staff of the need to safeguard scholars and of their responsibilities in identifying and reporting possible cases of abuse
- Provide a systematic means to monitor scholars known or thought to be at risk of harm, and to ensure the academy contributes to assessment and support for those scholars
- Emphasise the need for good levels of communication between all members of staff
- Develop a structured procedure that will be followed by all staff in cases of suspected abuse
- Develop and promote effective working relationships and appropriate information sharing with other agencies, especially the Police and the relevant Social Care team
- Ensure that all staff, governors and volunteers at the academy who have access to scholars, have current DBS checks, their identity has been verified by original

documentation and that those references are checked in line with Ark recruitment and appointment policies.

SCOPE

This policy applies to all staff, governors, volunteers and Trustees working in or on behalf of the academy, including those in the central team, and we will make the policy available on our academy's web sites.

CHILD PROTECTION PROCEDURES, POLICIES AND INFORMATION

4.1 Abuse

All staff have a professional duty to act on suspicions of abuse, or reported allegations of abuse.

A child may be abused if someone inflicts harm upon them or fails to act to prevent harm. Harm is the ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another. Health includes physical and mental health and development means physical, intellectual, emotional, social or behavioural development.

Abuse may take a number of forms, including physical, sexual or emotional, or neglect. 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. The concept of significant harm is the threshold that justifies intervention in family life in the best interests of the child. There are no absolute criteria for what constitutes significant harm. Relevant factors include the severity of ill treatment, the degree of harm, the duration or frequency of abuse or neglect, and the presence of threat or coercion. A single traumatic event may cause significant harm, or a compilation of events which interrupt, change or damage the physical or psychological development of a child.

4.2 Identifying & Raising Concerns

All staff have a duty to be alert to the potential indicators of abuse or neglect and aware of the risks potential abusers may pose to recognise concerns and to raise them with the academy Designated Senior Person with responsibility for child protection. All concerns regarding the welfare of scholars will be recorded and discussed with the Designated Senior Person prior to discussion with parents. All staff will immediately report any of the following issues to the Designated Senior Person:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- any explanation given which appears inconsistent or suspicious
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play)

- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- any concerns that a child is presenting signs or symptoms of abuse or neglect
- any significant changes in a child's presentation, including non-attendance
- any hint or disclosure of abuse from any person
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a Household with children present)

In addition to this, the academy Designated Senior Person must advise the Head of Safeguarding of any Safeguarding issue which:

- Could result in, or has resulted in, a strategic case meeting being called by a LADO.
- Relates to a member of staff and, without prejudice to the case, the Designated Senior Person judges may result in disciplinary action being taken.

Detailed reporting procedures for Ark All Saints Academy will be found in Appendix A.

4.3 Induction

In recognition of the vital importance safeguarding plays in our academies, all staff are informed of their academy's Child Protection Procedures as part of their induction when they start at the academy and are re-trained at reasonable periods which Ark deems to be approximately 36 months from their last training event to ensure they understand their role in safeguarding young people.

4.4 DBS

All new employees will undergo DBS checks before commencing work in all but the most exceptional cases and employees with a break in service of more than three months will also be rechecked, and all TUPE'd employees will have a DBS check when they join the network.

Three yearly re-checks cease for academy - based staff but continue for central office staff, volunteers and contractors and any other staff deemed to be high risk, as well as agency staff (the check being done by the Recruitment Agency). Governors and Trustees (the Propriety Body) will be checked every four years. Notwithstanding paragraphs 4.2 and 4.3, all academies will comply with DBS requirements as set out in Part Three of Keeping Children Safe in Education (2014).

Ark reserves the right to repeat any check if any information is received that suggests a person may no longer be suitable for continued employment.

4.5 Information and Guidance

More generally, each academy will insert in Appendix A of this document a series of documents or links to documents specific to their academy and addressing the following topics;

- Anti-Bullying
- Images

- E-Safety
- Whistleblowing
- Use of Physical Intervention
- Staff code of conduct
- Safeguarding – Reporting procedures for staff
- Safeguarding – Complaints against a member of staff
- Management of Safeguarding (including Responding to Disclosures and a protocol for interacting with third parties)

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

Appendix B contains the documents referred to in paragraph 1.5 or links to those documents.

Appendix C contains the following documents or links to those documents highlighted in Keeping Children Safe in Education (2014), as being specific safeguarding issues:

- Child sexual exploitation
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

The academy Designated Senior Person (DSP) will ensure, in conjunction with the priorities of the Local Children's Safeguarding Board that all staff are made aware of the contents of these appendices in line with the prevalent safeguarding issues in their local area.

Appendix D contains the network Recruitment & Appointments Policy, or a link to it, which is relevant to safeguarding as it contains information regarding Safer Recruitment and DBS.

SUPPORTING THE CHILD AND PARTNERING WITH PARENTS

The academy recognises that the child's welfare is paramount and that good child protection practice and outcome are helped by (but are not solely dependent upon) having a clear

understanding of the needs and views of children, and a positive, open and honest working partnership with parents .

We will provide a secure, caring, supportive and protective relationship for the child.

Children will be asked for their views, although it will be explained that while their views will be taken into account, there is a professional responsibility to take the action that is necessary to ensure the child's safety. Children will be given a proper explanation (appropriate to their age & understanding) of what action is being taken on their behalf and why.

While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the LADO as appropriate.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff need to know personal information and what they need to know to support and protect the child. They will ensure that the class teacher in particular is aware of any issues which they may need to know so they are best able to support the child.

ROLES AND RESPONSIBILITIES

6.1 The Ark Schools Board

The Ark Schools Board retains statutory responsibility for ensuring that all legal responsibilities in connection with child protection and safer recruitment are discharged.

This responsibility is invested in the Director of Primary Education who is the network's Designated Senior Person.

Responsibility for safeguarding (other than safer recruitment) is then delegated by the network's Designated Senior Person delegated to the academy's Principal and Designated Senior Person to act on behalf of the Ark Schools Board and ensure that child protection policies and procedures are compliant with local authority guidance and locally agreed inter-agency procedures. Support to the network's Designated Senior Person is provided by the network's professional lead Head of Safeguarding.

Responsibility for ensuring compliance with safer recruitment is delegated by the network's Designated Senior Person to the academy's Principal, supported by the central HR team which provide policy guidelines to all Ark academies. Responsibility for ensuring that the academy complies with these set policies is delegated to the Designated Senior Person in each academy. Training on these responsibilities is provided by Ark.

6.2 The Principal

The Principal will ensure that:

- the policies and procedures adopted by the Ark School's 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 nominated local safeguarding link governor is made known to all staff;
- sufficient resources and time are allocated to enable the academy's designated senior person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies
- and that the responsibilities detailed in 6.3 are fully carried out.

6.3 The Designated Senior Person in the Academy

The Designated Senior Person is the lead officer within the academy for child protection and has the following responsibilities.

Raising awareness

- ensure that the child protection policy is updated and reviewed annually
- ensure that parents are made aware of the child protection policy

Training

- obtain access to resources and attend any relevant or refresher training courses at least every two years
- ensure that all staff have access to and understand the Academy's child protection policy
- ensure that all staff have received training on how to recognise signs of abuse and the academy's reporting procedures (with refresher courses between 36 and 42 months)

Referrals and casework

- act as a source of support, advice and expertise within the academy
- refer cases of suspected abuse or allegations to the relevant investigating agencies
- ensuring the academy is represented at strategy meetings, child protection conferences, core groups and other multi-agency planning meetings
- sharing information as appropriate with other agencies and contributing to assessments
- ensuring the academy carries out their part of any child protection plan
- keep the Principal and Ark's Head of Safeguarding informed of issues and ongoing investigations with particular reference to paragraph 4.2.2, and ensure there is always cover for their role

Records and reporting

- keep detailed, accurate, secure written records of all child protection concerns and any related referrals

- when a child leaves the academy, ensure that the child protection file is copied for the new academy as soon as possible and transferred to the new academy separately from the main scholar file. If a child goes missing or leaves to be educated at home, then the child protection file will be copied and the copy forwarded to the Education Social Work Service
- report annually to the Local Governing Body on child protection issues in the academy

Ensuring that all staff and volunteers:

- fully comply with the Academy's policies and procedures
- attend appropriate training
- inform the Designated Senior Person of any concerns

6.4 The Local Governing Body

The Local Governing Body will require the Designated Senior Person to report on the measures they are taking to ensure compliance. Statutory responsibility does not pass to the Local Governing Body or any of its members; however the Local Governing Body performs a vital role in monitoring compliance and challenging the academy to ensure that best practice is followed.

The Local Governing Body will monitor the following. That:

- the academy has a child protection policy and procedures in place that are consistent with DfE and local Safeguarding Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from DfE and locally agreed inter-agency procedures;
- a senior member of the Academy's leadership team is designated to take lead responsibility for child protection (the Designated Senior Person) and that this person is not the Principal unless there are particular reasons for the Principal to be the Designated Senior Person for a fixed time period;
- the Designated Senior Person undertakes training in child protection and inter-agency working to Local Safeguarding Children Board standards at two yearly intervals;
- all staff who work with children undertake training in their child protection responsibilities at intervals approximating 36 months;
- a governor is nominated to be responsible for liaising with partner agencies and Ark's Director of Education in the event of allegations of abuse being made against the Principal;

- a nominated governor is responsible for liaising with the senior management team to immediately remedy any deficiencies or weaknesses in the Academy's child protection arrangements that come to the local governing body's attention;
- where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- that policies, procedures and the discharge of child protection duties are reviewed annually.

To support LGBs in their responsibilities, it is recommended that Chairs and Safeguarding Link Governors should undertake the same safeguarding training as the general staff in their academies and have that training refreshed in line with those members of staff.

ADOPTION OF THIS POLICY BY THE ACADEMY'S LGB

The academy is able to add to this policy when it is adopted by the LGB but cannot remove elements or rewrite the policy in full or in part other than for stylistic or presentational purposes.

Date of last review:	March 2015	Review period:	1 year
Date of next review:	February 2016	Owner:	Director of Primary
Type of policy:	Network	LGB or Board approval:	Board approves network policy; LGB signs off for school

APPENDIX A

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- 2) Skin Maps
- 3) Safeguarding topics
- 4) Key Safeguarding Policies that relate to Safeguarding:
 - a) Anti-Bullying Policy
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 - c) E-Safety Policy
 - d) Whistleblowing Policy
 - e) Use of Reasonable Force Guidance
 - f) Staff Code of Conduct
 - g) Lettings
 - h) Children Missing in Education Protocol
- 5) Local Authority contacts

1) Detailed reporting procedures at Ark All Saints Academy

All Ark All Saints Academy staff are expected to report concerns about scholars to the 'Child Protection' email group THE SAME DAY as they notice a concern or that a disclosure is made to them.

The Child Protection email group is made up of the Designated Safeguarding Lead, the deputies, Principal and Vice Principal. These emails are checked throughout the day and appropriate action is taken in a responsive and timely manner.

The staff induction training, annual Safeguarding training at the beginning of the academic year and weekly messages in the Staff Bulletin and termly Working Together Wednesday sessions train staff in knowing what signs to look out for/be mindful of, in ensuring that scholars' well-being is promoted and steps are taken to protect scholars from harm.

All staff have a duty to be alert to the potential indicators of abuse or neglect and aware of the risks potential abusers may pose to recognise concerns and to raise them with the Safeguarding team by emailing the 'Child Protection group'. At Ark All Saints there is a Safeguarding Manager who is also a Deputy Designated Safeguarding Lead and works closely with and reports to the Designated Safeguarding Lead. All concerns regarding the welfare of scholars will be recorded and discussed with the Safeguarding Manager or Designated Safeguarding Lead prior to discussion with parents. The skin maps are included within this appendix, for accuracy - do not rely on photographs.

All staff will immediately report any of the following issues to the Child Protection email group:

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play,
- any explanation given which appears inconsistent or suspicious,
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play),
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment,
- any concerns that a child is presenting signs or symptoms of abuse or neglect,
- any significant changes in a child's presentation, including non-attendance,
- any hint or disclosure of abuse from any person,
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Responding to disclosures

Disclosures or information may be received from scholars, parents or others. The academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

It is not the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. Staff will listen to the person; clarify their concerns; and will explain what action will be taken. Disclosures cannot be kept confidential and staff must not agree to this. If it is a scholar making a disclosure, staff will give emotional support, reinforce that he or she is not to blame and is right to tell someone and offer reassurance that he or she is safe. Staff will not ask any leading questions or pressure the scholar for information.

Staff will immediately make a signed and dated written record and communicate what they have been told to the Child Protection email who will take on any actions from this point involving the member of staff where appropriate.

Action by the Safeguarding Manager in liaison with the Designated Safeguarding Lead

The academy must make a referral to children's social care within one working day when it is identified that a child is suffering or is likely to suffer significant harm through abuse or neglect. Any verbal referrals to Children's Social Care / MASH (Multi Agency Safeguarding Hub) will be confirmed in writing within 48 hours.

The Safeguarding Manager with the Designated Safeguarding Lead is responsible for assessing whether a referral is necessary, in consultation with the Network Lead for Safeguarding and the Local Area Safeguarding Officer (LADO) where appropriate.

Following any information raising concern, the Safeguarding Manager with Designated Safeguarding Lead will consider if necessary:

- any urgent medical needs of the child
- consulting with appropriate persons e.g. Local Area Safeguarding Officer (LADO)
- discussing the matter with other agencies involved with the family
- the scholar's wishes

The Designated Safeguarding lead will decide, in accordance with the procedures and in consultation with the Ark Schools Network Lead for Safeguarding and the LADO:

- where possible to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation or place the member of staff or others at risk
- whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- where an immediate referral is not made, if further monitoring is necessary, or if it would be appropriate to undertake an assessment or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented and filed securely.

Referrals to Social Care

When it is appropriate to make a referral to Social Care the DSL or DDSL will refer to the borough that the child/family live in. in most cases this will be Southwark. Safeguarding

referrals should be made to Southwark Multi Agency Safeguarding Hub ([MASH](#)) via a Common Assessment Framework (CAF) form and copied to the LA's Schools Safeguarding Coordinator. Prior to any written CAF being sent as a referral to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk on **020 7525 1921**, to ensure that making a referral is an appropriate action. The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example alleged or suspected child sexual abuse, Honour Based Violence, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer ahead of the referral, but a rationale for the decision to progress without consent should be provided with the referral.

In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. **If a scholar is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent police intervention will be requested.**

Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation.

All parents applying for places at this school will be informed of our safeguarding responsibilities and the existence of this policy. In situations where scholars sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

Ark All Saints Academy recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other scholars) who may wish to harm children in school or scholars travelling to and from school and will take all reasonable steps to lessen such risks.

Action following a Child Protection Referral

The academy will co-operate fully with the local referral and assessment procedures which include:

- make regular contact with the social worker involved to stay informed, complete an Early Help Assessment form if applicable
- share all relevant information with children's social services, including confidential information where it is necessary to do so to prevent significant harm
- wherever possible, attend strategy discussion meetings
- contribute to multi-agency assessments and action-planning
- provide a report for, attend and contribute to any subsequent Child Protection Conference
- if the child or children are made subject to a Child Protection Plan or Child in Need Plan, contribute to the Child Protection or Child in Need Plan and Ark All Saints

Academy representative to attend Core Group Meetings and Review Child Protection Conferences

- where a child subject to a Child Protection Plan or Child in Need Plan moves from the academy, transfer their information to the new school and immediately inform the key worker in the social care department
- where a child subject to a Child Protection Plan or Child in Need Plan has an unexplained absence of two days or more, immediately inform the key worker in the social care department
- participate in relevant local Safeguarding Children Board case reviews

Recording and monitoring

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. Records will include all discussions with the child, parents and staff, the information provided to other agencies, and all decisions made and the reasons for them. All records will be signed and dated. Written records of concerns about a child will be kept even where there is no need to make an immediate referral.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal, Designated Safeguarding Lead, Safeguarding Coordinator, or Deputy Designated Safeguarding Lead – SENCO.

Types of child abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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.

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.

Neglect: 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Vulnerable scholars

Particular vigilance will be exercised in respect of scholars who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing, copied to the LA's Schools Safeguarding Coordinator). If the scholar in question is a Looked-After Child, this will also be brought to the notice of the Designated Person with responsibility for children in public care.

If a scholar discloses that they have witnessed domestic abuse or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the Designated Safeguarding Lead as a safeguarding issue.

We will always ascertain the views and feelings of all children. The School acknowledges the additional need for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee or asylum seeker status, the effects of substance abuse within the family, those who are young carers, mid-year admissions, scholars who are excluded from school and scholars where English is an additional language, particularly for very young children, using the translation service if necessary.

We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children.

The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child-on-child behaviour and sexual activity within a child protection context.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a scholar of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the London Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.

The law requires that Southwark Children's Services are notified of private fostering arrangements. Any privately fostered children, i.e. children under the age of 16 (under 18 if disabled) who are cared for 28 days or more by someone who is not their parent or a close relative, that come to our attention will be referred to Children's Services. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts (whether of full-blood, half-blood or by marriage).

Safety in the Academy

No internal doors to classrooms will be locked whilst scholars are present in these areas.

Staff are required to wear photo ID/lanyards at all times. Visitors are issued with passes on arrival and must wear the whole time they are on school premises. All visitors are required to sign in and out at Main Reception.

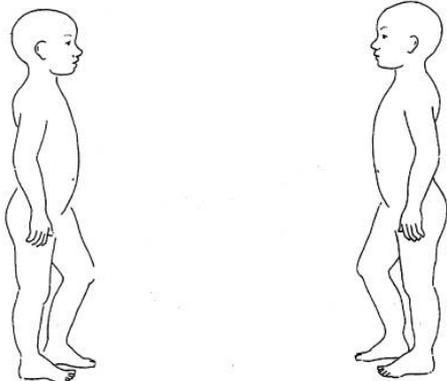
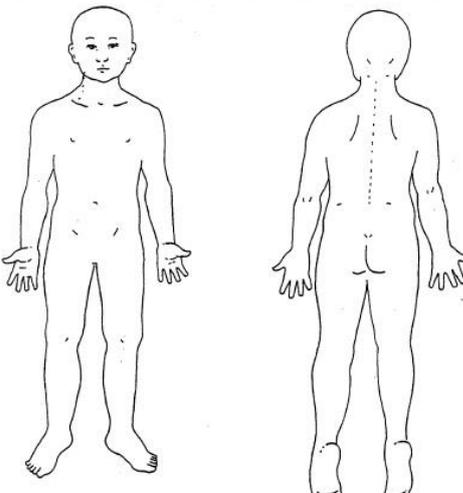
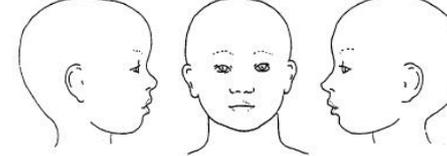
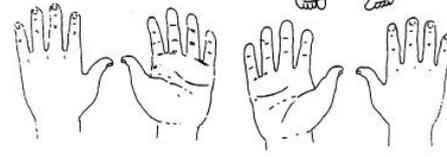
Entry to school premises will be controlled by doors that are secured physically or by constant staff supervision or video surveillance. Authorised visitors to the school will be signed into and out of the premises and will be issued with a school visitor badge. Unidentified visitors will be challenged by staff or reported to the Principal or school office. Carelessness in closing any controlled entrance will be challenged.

The presence of intruders and suspicious strangers seen loitering near the school or approaching scholars, will be reported to the Police and the LA with a view to alerting other local schools through appropriate systems.

Parents, carers or relatives may only take still or video photographic images of scholars in school or on school-organised activities with the prior consent of the school and then only in designated areas. Images taken must be for private use only. Recording and/or photographing other than for private use would require the consent of the other parents whose children may be captured on film. Without this consent the Data Protection legislation would be breached. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.

There is further information in the Safeguarding Guidance.

2) Skin Maps

SKIN MAPS	
Name:	DoB:
	
	
Signature:	date:
<small>SURREY AREA CHILD PROTECTION COMMITTEE PROCEDURES</small>	

3) Summary of Safeguarding Topics

There are links to more information about these topics within Appendix C of this policy and advice and toolkits on other related matters, what follows is a summary on each of the key topics relating to current Safeguarding practice.

Child Sexual Exploitation (CSE)

CSE is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they are in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some indicators of children being sexually exploited are: going missing for periods of time or regularly coming home late; regularly missing school or education or not taking part in education; appearing with unexplained gifts or new possessions; associating with other young people involved in exploitation; having older boyfriends or girlfriends; suffering from sexually transmitted infections; mood swings or changes in emotional wellbeing; drug and alcohol misuse and displaying inappropriate sexualised behaviour. A child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching. Sexual activity with a child under 16 is also an offence. It is an offence for a person to have a sexual relationship with a 16 or 17 year old if that person holds a position of trust or authority in relation to the young person. Non consensual sex is rape whatever the age of the victim. If the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed. Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18.

Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, whether or not they are a scholar of this school, this will result in an immediate referral to Children's Services. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the [London Child Protection Procedures](#). This will determine how and when information will be shared with parents and the investigating agencies.

Bullying including Cyberbullying

'Behaviour by an individual or group, repeatedly over time, that intentionally hurts another individual or group either physically or emotionally' (DfE) Cyberbullying is when this occurs via technology. Please refer to E-safety Policy.

Domestic Violence/Abuse

It can incorporate physical, emotional or economical abuse and research shows that experiencing domestic abuse can have negative effects on children, whether they are physically abused themselves, witness the abuse of another person, or experience abuse within their own relationships.

Drugs

When young people are exposed to those under the influence of drugs, manipulated to be involved in the distribution of drugs and usage of drugs.

Fabricated or induced illness

This is a form of child abuse where a child is presented for medical attention with symptoms or signs which have been fabricated or induced by the child's carer (also previously known as Munchausen syndrome by proxy).

Faith abuse

Child abuse and child-killing linked to faith or belief.

Female Genital Mutilation (FGM)

Female genital mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. FGM causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child. It is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman. FGM is practised in 28 African countries as well as in parts of the Middle East and Asia. The practice is illegal in the UK. It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. The girls may be taken to their countries of origin so that FGM can be carried out during the summer holidays, allowing them time to "heal" before they return to school. Some girls may have FGM performed in the UK. FGM is child abuse and a form of violence against women and girls. The World Health Organization describes it as: "procedures that involve partial or total removal of the external

female genitalia, or other injury to the female genital organs for non-medical reasons" (WHO, 2013).

Procedures

Female genital mutilation is classified into four major types.

1. **Clitoridectomy:** partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
2. **Excision:** partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are "the lips" that surround the vagina).
3. **Infibulation:** narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
4. **Other:** all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

For additional support see contact details below:

Project Azure, Metropolitan Police

Phone: 020 7161 2888

Dr Comfort Momoh (MBE) FGM Specialist

Phone: 020 7188 6872

Mobile: 07956 542576

E-mail: comfort.momoh@gstt.nhs.uk

FORWARD

Phone: 020 89604000

E-mail: naana@forwarduk.org.uk

Daughters of Eve

Mobile: 07983 030488 07961 797173

E-mail (via website): www.dofeve.org/

IKWRO

Phone: 020 7920 6460

E-mail (via website): www.ikwro.org.uk/

Declan Goddard Detective Sergeant, SCO5 - Southwark CAIT.

Camberwell Police Station, 9 Wren Road, Camberwell, London, SE5 8QP

Phone: 020 7232 6360

E-mail: Declan.goddard@met.police.uk

Forced marriage

It is being coerced or forced through violence and intimidation to marry someone, often they are significantly older. This is not the same as arranged marriage.

Gangs and youth violence

The recruitment into gangs and involvement in gang activities linked to crime and violence, against peers and others.

Gender-based violence/violence against women & girls

Often linked with gang activity when girls and women are targeted.

Mental Health

This is when young people either themselves have poor mental health (for example anxiety, depression or disorders) or are living with and often caring for parents/carers who have poor mental health.

Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). All professionals have a duty to report private fostering arrangements to the Local Authority for assessment and support.

Preventing Radicalisation

The Counter-Terrorism and Security Act 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"). Young people can be exposed to extremist influences or prejudiced views, in particular those via the internet and other social media. Schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gang violence or alcohol.

Examples of the ways in which people can be vulnerable to radicalisation and the indicators that might suggest that an individual might be vulnerable:

- Example indicators that an individual is engaged with an extremist group, cause or ideology include: spending increasing time in the company of other suspected extremists; changing their style of dress or personal appearance to accord with the group; their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause; loss of interest in other friends and activities not associated with the extremist ideology, group or cause; possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups); attempts to recruit others to the group/cause/ideology; or communications with others that suggest identification with a group/cause/ideology.
- Example indicators that an individual has an intention to use violence or other illegal means include: clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills; using insulting or derogatory names or labels for another group; speaking about the imminence of harm from the other group and the importance of action now; expressing attitudes that justify offending on behalf of the group, cause or ideology; condoning or supporting violence or harm towards others; or plotting or conspiring with others.
- Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include: having a history of violence; being criminally versatile and

using criminal networks to support extremist goals; having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

Sexting

Sexting is the sending of sexually explicit images via text, email, MSN or through social networking sites. For example, this could be a picture of a boy or young man exposing himself or a young woman in a state of undress.

Teenage relationship abuse

Relationship abuse is when someone hurts or upsets someone else that they are in a relationship with. Some people think it only happens in adult relationships, but it can happen at any age. Usually, women and girls are the victims and men and boys are the abusers but it can happen to boys as well. It can also happen in same sex relationships.

Trafficking

Child trafficking is the recruitment and movement of children for the purpose of exploitation. It is a form of child abuse and requires a child protection response.

4) Key Safeguarding Policies that relate to Safeguarding:

- a) [Anti-Bullying Policy](http://arkallsaintsacademy.org/behaviour-policy)
<http://arkallsaintsacademy.org/behaviour-policy>
- b) [Data Protection Sheet \(including Images\)](http://arkallsaintsacademy.org/policies/e-safety-policy)
<http://arkallsaintsacademy.org/policies/e-safety-policy>
- c) [E-Safety Policy](http://arkallsaintsacademy.org/policies/e-safety-policy)
<http://arkallsaintsacademy.org/policies/e-safety-policy>
- d) [Whistleblowing Policy](http://arkallsaintsacademy.org/sites/default/files/Whistleblowing%20Policy_0.pdf)
http://arkallsaintsacademy.org/sites/default/files/Whistleblowing%20Policy_0.pdf
- e) [Use of Reasonable Force Guidance](http://arkallsaintsacademy.org/safeguarding)
<http://arkallsaintsacademy.org/safeguarding>
- f) [Staff Code of Conduct](http://arkallsaintsacademy.org/staff-code-conduct-0)
<http://arkallsaintsacademy.org/staff-code-conduct-0>
- g) [Lettings Policy](http://arkallsaintsacademy.org/health-and-safety)
<http://arkallsaintsacademy.org/health-and-safety>
- h) [Children Missing In Education Protocol](http://arkallsaintsacademy.org/safeguarding)
<http://arkallsaintsacademy.org/safeguarding>

5) Key Safeguarding Policies that relate to Safeguarding:

The LA's DO is: Jackie Cook, Head of Social Work Improvement and Quality Assurance

There is a duty system and one of the CP Coordinators in Quality Assurance Unit is on duty each day to deal with DO issues. Duty telephone number for all DO enquiries/referrals is 020 7525 3297

The LA's Strategic Lead Officer for safeguarding in education services is: Nina Dohel 0794 978 7911

The LA's Deputy is: the EHS Duty Manager 020 7525 3893

The LA's Schools Safeguarding Coordinator is: Apo ÇAĞIRICI 020 7525 2715

EHS Duty Officer (Education): 020 7525 2714

APPENDIX B

[Working Together to Safeguard Children \(March 2015\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

[What to do if you are worried a child is being abused \(March 2015\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

[Use of reasonable force: advice for head teachers, staff and governing bodies \(July 2013\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

[Information Sharing: Advice for practitioners', DfE \(March 2015\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

[Keeping Children Safe in Education \(Sept 2016\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

[Safeguarding children and safer recruitment in education \(DfE, 2010\)](https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf)

<https://www.education.gov.uk/consultations/downloadableDocs/Safeguarding%20Children%20Guidance.pdf>

APPENDIX C

[Child Missing from Education](https://www.gov.uk/government/publications/children-missing-education)

<https://www.gov.uk/government/publications/children-missing-education>

[Child Missing from home or care](https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care)

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

[Child Sexual Exploitation \(CSE\)](https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited)

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

[Bullying including cyberbullying](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

[Domestic Violence & Abuse](https://www.gov.uk/guidance/domestic-violence-and-abuse)

<https://www.gov.uk/guidance/domestic-violence-and-abuse>

[Drug Advice for Schools](https://www.gov.uk/government/publications/drugs-advice-for-schools)

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

[Fabricated or Induced Illness](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced)

<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

[Abuse Linked to Faith or Belief](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

[Female Genital Mutilation \(FGM\)](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

[Forced Marriage](https://www.gov.uk/guidance/forced-marriage)

<https://www.gov.uk/guidance/forced-marriage>

[Gangs and Youth Violence](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence)

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

[Gender based violence/violence against women and girls \(VAWG\)](https://www.gov.uk/government/policies/violence-against-women-and-girls)

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

[Mental health](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>

[Private fostering](https://www.gov.uk/government/publications/children-act-1989-private-fostering)

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

[Preventing radicalisation](https://www.gov.uk/government/publications/prevent-duty-guidance)

<https://www.gov.uk/government/publications/prevent-duty-guidance>

[Sexting](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

[Trafficking](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance)

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

[A Teenage Relationship Abuse Toolkit](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf

APPENDIX D

[Ark Recruitment & Appointment Policy](http://arkallsaintsacademy.org/sites/default/files/Recruitment%20and%20Appointment%20Policy.pdf)

<http://arkallsaintsacademy.org/sites/default/files/Recruitment%20and%20Appointment%20Policy.pdf>