

APPENDIX A

Localised school procedure, practice and guidance documents/links to documents

- **Protection and wider safeguarding**

What is Child Abuse/definitions/signs and symptoms:

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

There are four categories of abuse:

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

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

- **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:
 - provide adequate food, clothing and shelter, including exclusion from home or abandonment
 - protect a child from physical and emotional harm or danger
 - ensure adequate supervision, including the use of inadequate care givers
 - ensure access to appropriate medical care or treatment

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

- **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as

involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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

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

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

In an abusive relationship, the child may:

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

In an abusive relationship, the parent or carer may:

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

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

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

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

Attendance/Children Missing from Education

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

Educational establishments and colleges should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to

help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

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

Refer to Keeping Children Safe in Education 2019 for further guidance.

Dealing with Disclosures

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

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

Signs and symptoms of child sexual exploitation

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

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

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

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

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

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

Signs and symptoms of female genital mutilation/mandatory reporting

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-Agency Practice Guidelines referred to below. E.learning for all professionals, developed by the Home Office, is available at www.fgmelearning.co.uk. The Virtual College with the Home Office have also developed free online training: <https://www.virtual-college.co.uk/resources/free-courses/recognising-and-preventing-fgm>

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

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

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>. Staff should be aware of new mandatory reporting requirements with

regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Signs and symptoms of peer on peer abuse including upskirting

The school's initial response to a report from a child is important. It is essential that **all** children are reassured that they are being taken seriously and that they will be supported and kept safe.

When there has been a report of sexual violence or sexual harassment, the DSL will make an immediate risk and needs assessment considering the victim's protection and support, the alleged perpetrator and actions to protect all other children at the school. The risk assessment will be recorded and kept under regular review. The DSL will ensure that school engages with children's social care and specialist services, as required. Their professional assessments will be used to inform the school's own approach to supporting and protecting their pupils and updating their own risk assessment.

The school will be guided in its actions by the guidelines in Part 5 of Keeping Children Safe in Education, 2019 and also: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

For more information on recognising the signs and symptoms of peer on peer abuse or harmful sexual behaviour, visit: <https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour/>

Signs and symptoms of serious violence

Schools need to be aware of the signs that a child is at risk of criminal exploitation or activity. Such signs might include:

- Persistent absence from school or home and/or being found out-of-area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts / phone calls and/or having multiple handsets
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Significant decline in school performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being.

Changes in behaviour should be logged as a pastoral concern and discussed with the child and parents. Significant concerns will be discussed with the DSL who will seek advice from local children's services and / or police as appropriate. School will also be guided by: <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines> and <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>

Signs and symptoms of Contextual safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can

feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore professionals need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

For more information, visit: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Supporting Transgender Pupils

Ark is a charity that helps children get the best start in life, regardless of their background, through education. We are committed to ensuring that all of our students can pursue their education without discrimination, harassment or victimisation. In line with our obligations under the Human Rights Act, 1988, the Gender Recognition Act, 2004, the Equality Act, 2010, and the Data Protection Act, 2018, Ark has developed guidance to help schools fulfil their statutory obligation to support and protect students regardless of their gender or transgender status. Ark Bentworth will be guided by the Ark Schools Pupil Transgender and Gender Reassignment Code of Practice which is available on request from the DSL.

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

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

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

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

<https://www.lbhf.gov.uk/crime/prevent-strategy-overview-and-contact-details>

Channel Training

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

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

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

You can complete a short general awareness course online here: [http://course.ncalt.com/Channel General Awareness/01/index.html](http://course.ncalt.com/Channel%20General%20Awareness/01/index.html)

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

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

The Department for education has published The Prevent duty Departmental advice for educational establishments and childcare providers at: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Medicine & First Aid

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

Health & Safety

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

Educational visits/Transporting children on school activities

Information on how we arrange and manage educational visits can be requested from the school office. The Head of the School is the Educational Visits Coordinator who oversees and authorises all risk assessments for educational visits.

Intimate care

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

SEND

Our SEN Information Report outlines our procedures for supporting pupils with SEND and can be accessed on our school website.

ICT and Acceptable Use Agreement

Staff understand that working in an educational context brings with it high expectations of behaviour and integrity and responsibilities with regard to safeguarding. They read and sign the Ark ICT Policy and Acceptable Use agreement on an annual basis and this document is also included in the induction of new staff. A copy is available on request from the school office.

Whistleblowing

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

Children/young people with Medical Needs

Our 'Supporting Children with Medical Needs' Policy is accessible via our Academy website.

Responding to self-harm, suicide, mental health

The DSL is a trained Mental Health First Aider who leads on mental health and wellbeing at the academy. Staff receive regular training to recognise and respond to signs and symptoms of poor mental health.

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

Refer Hammersmith & Fulham CAFS - West London Mental Health Trust for guidance on recognition, reporting and a child presenting at educational establishment.

<http://www.wlmht.nhs.uk/services/gp-information/cahms-referral-advice/hammersmith-fulham-cafs/>

Primary-Secondary transition

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

Internet and /or Online Safety

Our E-Safety policy is available on our website. We will provide E-Safety guidance and workshops for our pupils and parents as well.

Staff code of conduct

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

- **Behaviour & Attitudes**

Behaviour

Our behaviour systems and arrangements are detailed in our school behaviour policy, which is available on the Academy website. Staff are trained to understand that poor behaviour can be a sign of trauma or abuse and to record changes in behaviour as a pastoral concern using our online system, Impero EdAware.

Anti-Bullying and Harassment / Anti-discrimination

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

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

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

We are committed to protecting and promoting the welfare of our pupils and recognise that physical or sexual abuse perpetrated by a child against another child can be just as harmful as that perpetrated by an adult. We also recognise that children may also perpetrate other harmful behaviours that could affect the wellbeing and safety of other children in our schools. The Academy follows the guidance provided by Ark in its 'Risk Assessment for Managing Harmful Behaviour in Schools Guidance', which is available from the DSL on request.

Use of Reasonable force/Physical Intervention /Positive Handling

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

Images/photography of pupils

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

Managing allegations against staff and volunteers

The Academy is guided by the Ark Procedure for Managing Allegations of Abuse against staff available from the DSL on request. The framework for managing cases of allegations of abuse against teachers and other staff is set out in the statutory guidance, 'Keeping Children Safe in Education, 2019'.

Managing allegations against other pupils

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

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

Safeguarding allegations

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

exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

Examples of safeguarding issues against a pupil could include:

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

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

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

Sexual Exploitation

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

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

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

At our Academy we follow a full and broad PSHE & Citizenship curriculum in line with the National Curriculum requirements. Further information on this is available from The Senior Leadership Team.

- **Safety**

School site security

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

Visitor Management

All visitors are required to sign in at the school reception, and are provided with a fact sheet outlining our safeguarding procedures which they must sign to confirm they have read. They

are issued with a visitors pass, and will always be accompanied by an adult unless they are suitably DBS checked.

Summary of school procedure for Coping with a school emergency/Emergency response plan

We have a school emergency response plan which is available on request. This outlines our protocols and procedures should the school or its staff and pupils find themselves in an emergency situation.

Managing Violence Code of Practice

Ark recognises its responsibilities under the Health and Safety at Work Act 1974 to ensure, as far as reasonably practicable, the health, safety and welfare at work of all employees including protection from assaults, threats and verbal abuse. The Academy is guided by Ark's 'Managing Violence in Schools Code of Practice' available on request from the DSL.

Alternative Provision Risk Assessments

The Academy takes its responsibilities to ensure the safety and wellbeing of all pupils, including those educated off site, seriously. The DSL / SENCO will conduct a risk assessment prior to placement of a pupil within an Alternative Provision to ensure that the alternative provision offered is consistent. The risk assessment will review travel and transport, safeguarding and how to monitor academic, personal and social progress.

- **HR & Governance**

Safer recruitment

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

Our job advertisements and application packs make explicit reference to the educational establishment's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities. All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2016. At least one member on every short listing and interview panel will have completed safer recruitment training. The Head of School is responsible for ensuring that safer recruitment training is kept up to date. The DSL and the nominated governor for child protection are responsible for ensuring that our single central record is accurate and up to date.

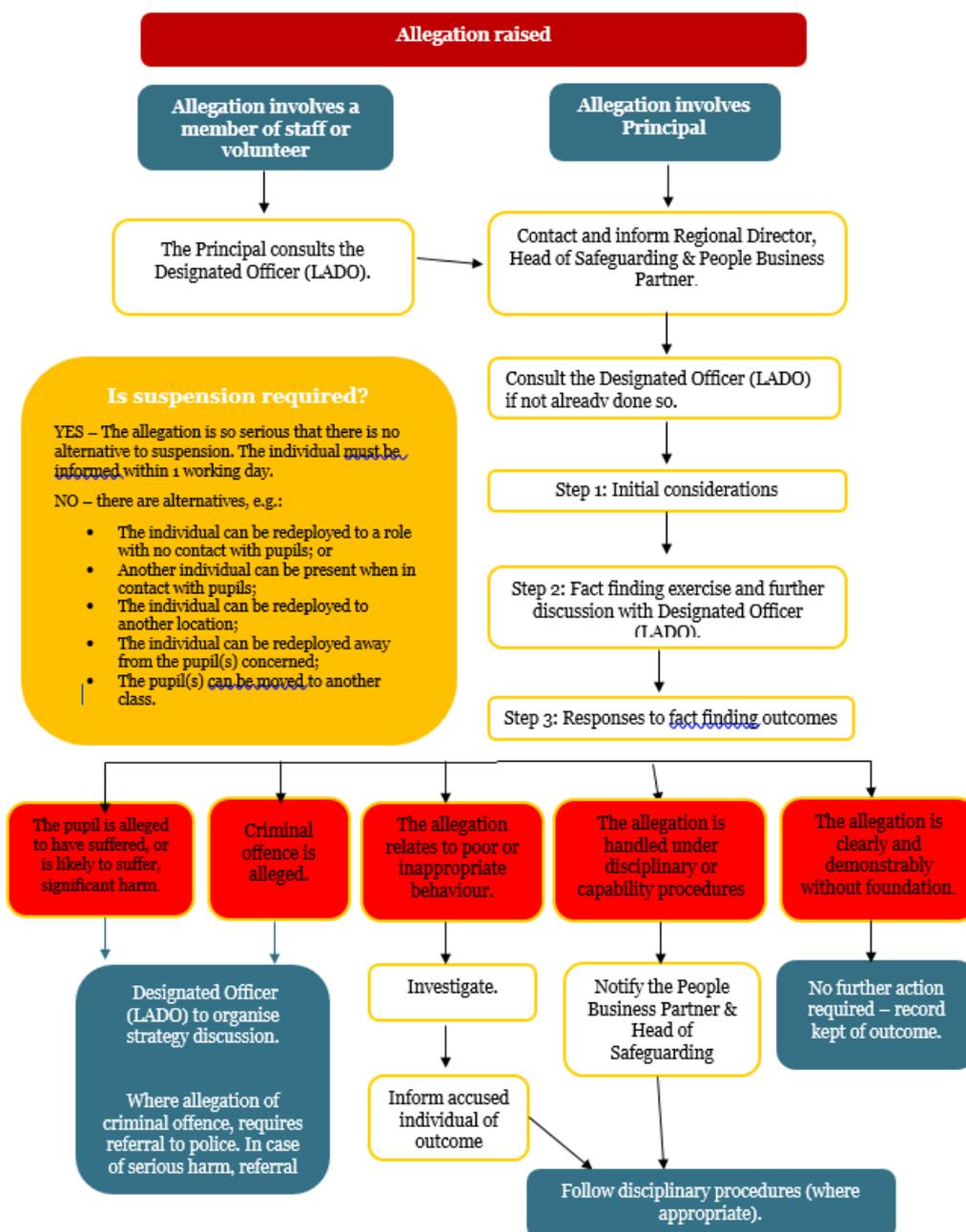
Complaints policy

Ark is committed to providing the very best education and school experience to pupils across all our schools. We welcome any feedback as an important part of continuous improvement and accept that this will not always be positive. When concerns are raised, they will be dealt with promptly through a fair, transparent process and without prejudice. The Academy is guided by the Ark Complaints Policy, which is available from our website.

Allegations against staff, volunteers and other professionals 2018-20

Our aim is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our Academy. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. We will take all possible steps to safeguard our children and to ensure that the adults in our Academy are safe to work with children. We will always ensure that the procedures outlined in Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2019 are adhered to.

The Academy is also guided by Ark’s Procedure for managing allegations of abuse against teachers, other staff working in and for schools, and volunteers. A flow chart setting out actions in response to an allegation can be found below and the full policy is available on request from the DSL:



Disqualification under the Childcare Act 2006 (DfE 2018)

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

The Governors Handbook – (requirement for Governors)

The Clerk of Governors for our Academy Local Governing Body is responsible, in liaison with the DSL, for ensuring governors are compliant with the necessary legal requirements. The Governors' Handbook is available from the DSL.

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

The following is a list of support services:

NSPCC:

The NSPCC is a registered charity established to prevent cruelty to children. They provide a range of services for children and their families. They also provide a child protection helpline and Childline, a helpline service for children is now also part of the NSPCC. The NSPCC provides advice to the voluntary and community sector on what organisations need to do to protect children from harm. This includes a safeguarding self-assessment tool; guidance on writing a safeguarding policy; information on legislation; and how to access training and consultancy services.

Tel: 0844 892 1026

Website: www.nspcc.org.uk

To report or discuss concerns about a child's welfare:

Tel: 0808 800 5000 or textphone: 0800 056 0566 or email: help@nspcc.org.uk

NSPCC Child Protection Helpline (24 hours): Tel: 0800 1111

Prevent Duty:

The Department for Education has published departmental advice for educational establishments and childcare providers at:

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

Prevent Helpline Preventing extremism in schools and children's services

Email: counter.extremism@education.gov.uk Telephone: 020 7340 7264

If you are concerned about extremism in a school or organisation that works with children, or if you think a child might be at risk of extremism, contact our helpline. Open Monday to Friday from 9am to 6pm (excluding bank holidays).

Save The Children:

A registered charity established to promote the welfare of children worldwide by the relief of their hardship and distress.

Tel: 020 7012 6400

Freephone: 0800 814 8148

Website: www.savethechildren.org.uk

In 2003 Save the Children in partnership with NSPCC, Christian Aid, People in Aid, EveryChild and the Tearfund produced Setting the Standards: A common approach to child protection for international NGOs. A copy of the standards can be downloaded from the publications section of www.peopleinaid.org or contact info@peopleinaid.org

The Keeping Children Safe Coalition Member Agencies revised and renamed the standards document as Keeping Children Safe: Standards for child protection. These standards form a part of Keeping Children Safe: A toolkit for children protection (Save The Children, 2008). The toolkit is a complete package for people working in child protection across the world. The toolkit comprises the standards, a resource pack on how to implement the standards and flexible training exercises.

See www.keepingchildrensafe.org.uk

SAFE CIC:

This is a not for profit community interest company working with the voluntary and community sectors to assist organisations attain SAFE (Safer Activities for Everyone) standards. SAFE supports and advises with regards to safer recruitment, working practices and policies; and it produces resources, information packs and training. It also acts as an umbrella body for DBS disclosures.

Tel: 01379 871091

Website: www.safecic.co.uk

Child Exploitation Online & Protection Centre (CEOP):

The Child Exploitation and Online Protection (CEOP) Centre is part of the National Crime Agency (NCA) and can apply the full range of policing powers in tackling the sexual abuse of children.

Report sexual abuse to CEOP on: <http://ceop.police.uk/safety-centre/>

Thinkuknow is CEOP's educational initiative for children, young people, families, and adults who work with children to deliver important eSafety messages.

Access Thinkuknow resources and attend training on the following link

<https://www.thinkuknow.co.uk/>

Get Safe Online:

This is the UK's leading source of unbiased, factual and easy to understand information on online safety:

Website: www.getsafeonline.org/safeguarding-children

The following is a list of Local Safeguarding support services in Hammersmith & Fulham

Child Protection Concerns

If you have a concern about a child or young person, you can contact us:

Telephone: 020 8753 6600

Fax: 020 8753 4209

Email: Familyservices@lbhf.gov.uk

Walk-in: Ground Floor, 145 King St, Hammersmith, W6 9XY

Out of hours service: 020 8748 8588

If you have an immediate concern for the well-being of a child or young person, call the police on 999.

Local Safeguarding Children Board

The Local Safeguarding Children Board has a separate website - please go to LSCB Hammersmith & Fulham.

Contact & Assessment Service

All councils have a legal duty to investigate if any child is suspected to be at risk of significant harm. If significant concerns are raised, they will be forwarded to the contact and assessment service to assess the concerns. It may be that the concerns are unfounded and that no further action is necessary, although all concerns are taken seriously.

Tel: 020 8753 6600 Fax: 020 8753 4209

Address: 2nd floor, 145 King Street, Hammersmith. W6 9XY