

APPENDIX A

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

- **Protection and wider safeguarding**

Signs and symptoms of abuse and neglect

- **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

School approach to Attendance / Children Missing from Education

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

Ark Bentworth Primary Academy has put in place appropriate safeguarding responses to children who go missing from education to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

If we have not heard from the parents of any child who absent by 9:30 a.m. then we will start to call all the contact numbers that have been provided in order to gain an explanation for the absence. If we still have not been able to ascertain where the child is, then we will make a home visit. However, if we still haven't been able to get a response then we will report it to the police.

We 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 with the Local Authority.

For more information, our Attendance and Punctuality Policy can be found on our website.

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.

Child sexual exploitation (CSE): Signs and symptoms/school approach

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. These observations 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 log 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.

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

Child criminal exploitation (CCE): Signs and symptoms/school approach

At Ark Bentworth, we know that children and young people involved with gangs and criminal exploitation need help and support. They might be victims of violence or pressured into doing things like stealing or carrying drugs or weapons. They might be abused, exploited and put into dangerous situations. Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes. The word ‘gang’ may have different meanings in different contexts. Being in a gang is not illegal, however, gang membership may be linked to illegal activity, particularly organised criminal gangs involved in trafficking, drug dealing and violent crime.

County Lines: Signs and symptoms/school approach

At Ark Bentworth, we are aware that children as young as 11 or 12 years old could be groomed into taking part in criminal activity such as County Lines. County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets – suburban areas and market or coastal towns – using dedicated mobile phone lines or ‘deal lines’. Children who are exploited into carrying drugs for gangs can be trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.

Signs of CCE / County Lines as listed by the NSPCC:

- Frequently absent from and doing badly in school.
- Going missing from home, staying out late and travelling for unexplained reasons.
- In a relationship or hanging out with someone older than them.
- Being angry, aggressive or violent.
- Being isolated or withdrawn.
- Having unexplained money and buying new things.
- Wearing clothes or accessories in gang colours or getting tattoos.
- Using new slang words.
- Spending more time on social media and being secretive about time online.
- Making more calls or sending more texts, possibly on a new phone or phones.
- [Self-harming](#) and feeling emotionally unwell.
- [Taking drugs](#) and abusing alcohol.
- Committing petty crimes like shop lifting or vandalism.
- Unexplained injuries and refusing to seek medical help.
- Carrying weapons or having a dangerous breed of dog.

For more information, visit: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

Children and the court system

There are a variety of ways in which children may be involved in the court system. Sometimes families have problems that require legal support, either due to parental separation or lack of adequate care. In England and Wales, children over the age of 10 are held to be criminally responsible for their actions and may be involved in the Youth Justice system. For more information on these issues, visit:

<https://www.cafcass.gov.uk/>

<https://www.cps.gov.uk/crime-info/youth-crime>

Children with family members in prison

We know that children who have a parent in prison can feel isolated and ashamed - and most feel unable to talk about it because they're scared of being bullied. They're also more likely than other children to have mental health problems and to get in trouble with the law themselves as they grow up. In England and Wales the [National Information Centre on Children of Offenders \(NICCO\)](#) provides an information and support service for all professionals who come into contact with the children and families of offenders, as well as providing information for academics and those responsible for strategic development and commissioning family services.

NICCO helps to develop, support and enhance the relationship between offenders and their families by supplying information and guidance to the professionals who are working with them both. The centre is delivered by Barnardo's in partnership with Her Majesty's Prison and Probation Service.

For more information, visit:

<https://www.barnardos.org.uk/what-we-do/helping-families/children-with-a-parent-in-prison>

Homelessness

There are a wide range of types of homelessness and bad housing situations experienced by children. For example, living in temporary or emergency accommodation such as B&Bs or hostels or hidden homelessness such as staying with friends or family on a temporary basis or living in overcrowded conditions. Being at risk of violence or abuse can lead to homelessness as well as eviction due to financial difficulties. Children who live in temporary or overcrowded conditions may be subject to disrupted sleep routines or excessive noise. Children who experience such situations may present as disengaged, lethargic, low in mood and tired, washed or unkempt.

For more information, visit:

https://england.shelter.org.uk/professional_resources/working_with_children_and_young_people

Female genital mutilation & mandatory reporting of FGM: Signs and symptoms /school approach

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. Ark Bentworth Primary Academy will include age-appropriate teaching about FGM within its PSHE programme for Years 5 & 6. Specifically, that FGM is against British law, what to do and whom to tell if they think or someone they know might be at risk. For more information, visit www.pshe-association.org.uk or <https://www.forwarduk.org.uk/programmes/united-kingdom/schools-and-higher-education/>

Duties under the Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’): Signs and symptoms/school approach

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>

Peer on peer / child on child abuse: Signs and symptoms /school approach

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 harrassment, 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 Keeping Children Safe in Education, 2020 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/>

Upskirting

‘Upskirting’ is a form of sexual harassment and since April 2019 has been listed a criminal offence. It normally involves taking a picture under a person’s clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause upset to the victim. Upskirting often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated.

Upskirting is a safeguarding issue that sits within peer on peer abuse. At Ark Bentworth we recognise that such behaviour can have deep consequences for both the victim and the perpetrator and respond immediately and seriously to any incident.

Serious violence: Signs and symptoms /school approach

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>

Contextual safeguarding: Signs and symptoms /school approach

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>

Non-collection of children

The school day finishes at 3.30pm and parents / carers are expected to collect their child(ren) by 3.45pm. After 3.45pm, the school will attempt to contact the parents of any children who remain uncollected. Where it is not possible to reach any of the listed emergency contacts for a child, the Designated Safeguarding Lead will be informed and will make an assessment of the situation. This may include onward referral to the Children's Services Duty Line for further advice.

Supporting Transgender Pupils (Ark code of practice)

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.

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 (Ark guidance)

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

Intimate care (Ark guidance)

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 given to all EYFS parents / carers and is also 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.

IT Acceptable Use Agreement (Ark policy)

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. The agreement is available on our school website.

Whistleblowing (Ark policy)

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 which is available on our school website.

Children/young people with Medical Needs

All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well. We recognise that medical conditions may impact social and emotional development as well as having educational implications. At Ark Bentworth, we build relationships with healthcare professionals and other agencies and in order to support effectively pupils with medical conditions. The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply.

Further guidance on how we manage issues around pupils with specific medical needs is outlined in our policy which is available on our school website.

Responding to self-harm, suicide, mental health framework

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.

The Ark Bentworth Mental Health and Wellbeing Pathway is set out below:

Need	Action	In school Guidance	Other Contacts / Memberships
Emergency medical help to preserve life, e.g. dangerous self-harm, suicidal ideation, intent & plans.	Call 999 & seek medical care. If a pupil, call parents. Keep person safe & supervised, in a quiet area until support arrives.	Mental Health First Aider & DSL: Emily Keeler HoS: Karinne Faddy	24/7 MH urgent care: 0300 1234 244 H&F CAMHS Mon to Fri 9-5: 020 8483 1979 Samaritans: 116 123 Childline: 0800 1111
Urgent mental health support needed for serious mental health	If a pupil, speak to parents & call CAMHS duty	Mental Health First Aider & DSL:	24/7 MH urgent care: 0300 1234 244 H&F CAMHS Mon to Fri 9-5:

crisis, e.g. psychosis, eating disorder or suicidal ideation.	clinician. If an adult, support to contact GP / Mental Health line / Samaritans.	Emily Keeler HoS: Karinne Faddy	020 8483 1979 Samaritans: 116 123 Childline: 0800 1111
Specialist support to meet significant mental health need – signs that further help is needed, e.g. self-harm.	If a pupil, speak to parents & call CAMHS duty clinician. If an adult, support to contact GP / Mental Health line / Samaritans.	Mental Health First Aider & DSL: Emily Keeler HoS: Karinne Faddy	H&F Educational Psychologist: Orla.Kenny@lbhf.gov.uk Place2Be Counsellor: Frank Ocampo (contact via E.K.) youngminds.org.uk Childline: 0800 1111 Ark Employee Assistance: workplaceoptions.co.uk
Targeted support and early input to meet emerging mental health needs, e.g. increased anxiety, disturbed sleep, changes in behaviour.	School-based support & intervention for pupils led by SENCo / DSL Signposting for parents / staff given by senior leaders	SENCo & DSL: Emily Keeler	H&F Family Support Service Duty Line: 020 8753 6600 H&F Educational Psychologist: Orla.Kenny@lbhf.gov.uk School Nurse: edisonquaccoo@nhs.net
Universal approach to support pupils and staff to fulfil their potential.	Whole school approach to promoting resilience, health & wellbeing inc. PE & PSHE. Implement Staff Wellbeing Framework.	Senior Leadership Team	pshe-association.org.uk mentallyhealthyschools.org.uk healtheducationpartnership.com Employee Assistance & Ark Staff Benefits Programme mind.org.uk: 5 ways to wellbeing

Further information can be found in our Mental Health and Wellbeing Policy, which is available on our website.

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

The Online Safety Lead is committed to completing the NSPCC module ‘Keeping Safe Online’ annually to ensure that the school is up to date with the latest issues relating to online safety. We also subscribe to updates from Google’s Internet Legends education programme and use their published resources as part of our PSHE programme for KS2 pupils. We provide online safety guidance and workshops to all pupils and parents through assemblies and coffee mornings and are rigorous in responding to online safety issues when they arise as specific safeguarding concerns.

Staff code of conduct

Our staff are required to follow the code of conduct, which is reviewed annually and covers all expectations regarding professional conduct, including safeguarding.

Behaviour & Attitudes

Behaviour

At Ark Bentworth, we have three core expectations: Ready, Respectful, Safe. Routines for exemplary behaviour are re-stated and rehearsed on a daily basis. When pupils go ‘above and beyond’ in their behaviour or embodiment of our school values, we recognise and celebrate their achievements. 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. More information on our behaviour systems and arrangements is detailed in our school behaviour policy, which is available on our website.

Anti-Bullying and Harassment

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 our website.

Anti-Discrimination

At Ark Bentworth, we have a strong commitment to equality and fairness in everything we do. Our journey towards excellence is a journey that we would like the whole of the Ark Bentworth community to be part of - children, staff, families and the wider community. Please see our Equality Objectives and an Equality Statement on our website which details how we ensure our pupils and staff do not suffer discrimination in our Academy.

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

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

Staff at Ark Bentworth receive annual de-escalation training in order to ensure that a positive approach to behaviour management is consistent through the school. Specific members of staff may be trained to guide and escort pupils safely as appropriate for a low-risk, mainstream, primary setting. Details of our approach to de-escalation and positive handling and how we record any incidents are detailed in our Behaviour policy which follows guidance from the Department for Education. Our Behaviour Policy can be found on our website.

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 our website.

Managing allegations against other pupils

At Ark Bentworth, 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.

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

At Ark Bentworth Primary Academy, we are committed to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future.

Delivering a broad and balanced life-skills PSHE curriculum through our three strands of Relationships and Sex Education, Health Education and Living in the Wider World, is essential for us in helping our pupils to stay healthy and safe, while preparing them to make the most of life at school, at work and in their futures. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy and fulfilling lives
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society
- successful learners who enjoy discovering new knowledge, making progress and achieving success

For more information, please see our PSHE Policy, which is available on our school website.

Safety

School site security

Access into the school is via locked gates that operate on a buzz in system, and there is fencing around our perimeter. In addition, there is a further electronic lock system on the main set of internal school doors to allow the school office to control entry and exit into the school building itself. Staff have electronic tags that allow them entry, but visitors have to be buzzed in via an intercom. 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 closely supervised during playtimes and lunchtime break times.

Visitor Management

All visitors are required to sign in at the school reception via our InVentry system which requires them to agree a statement summarising our safeguarding procedures. They are issued with a visitor's pass, and will always be accompanied by an adult unless they are suitably DBS checked.

Outdoor visits for schools (Ark Code of Practice)

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

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

We have a school emergency response plan which 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 guidance)

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 (Ark guidance)

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.

Managed Move protocol

A Managed Move is a voluntary agreement between two schools, a child and his/her parents/carers. It allows a child at risk of permanent exclusion to have a trial transfer to another school on a dual registration basis. The move requires the agreement of the child's parent, the head teacher of the child's current school (the home school) and the head teacher of the receiving school.

For more information, please visit:

https://www.lbhf.gov.uk/sites/default/files/section_attachments/ace_4_10_managed_moves_-_final_policy.pdf

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 Policy)

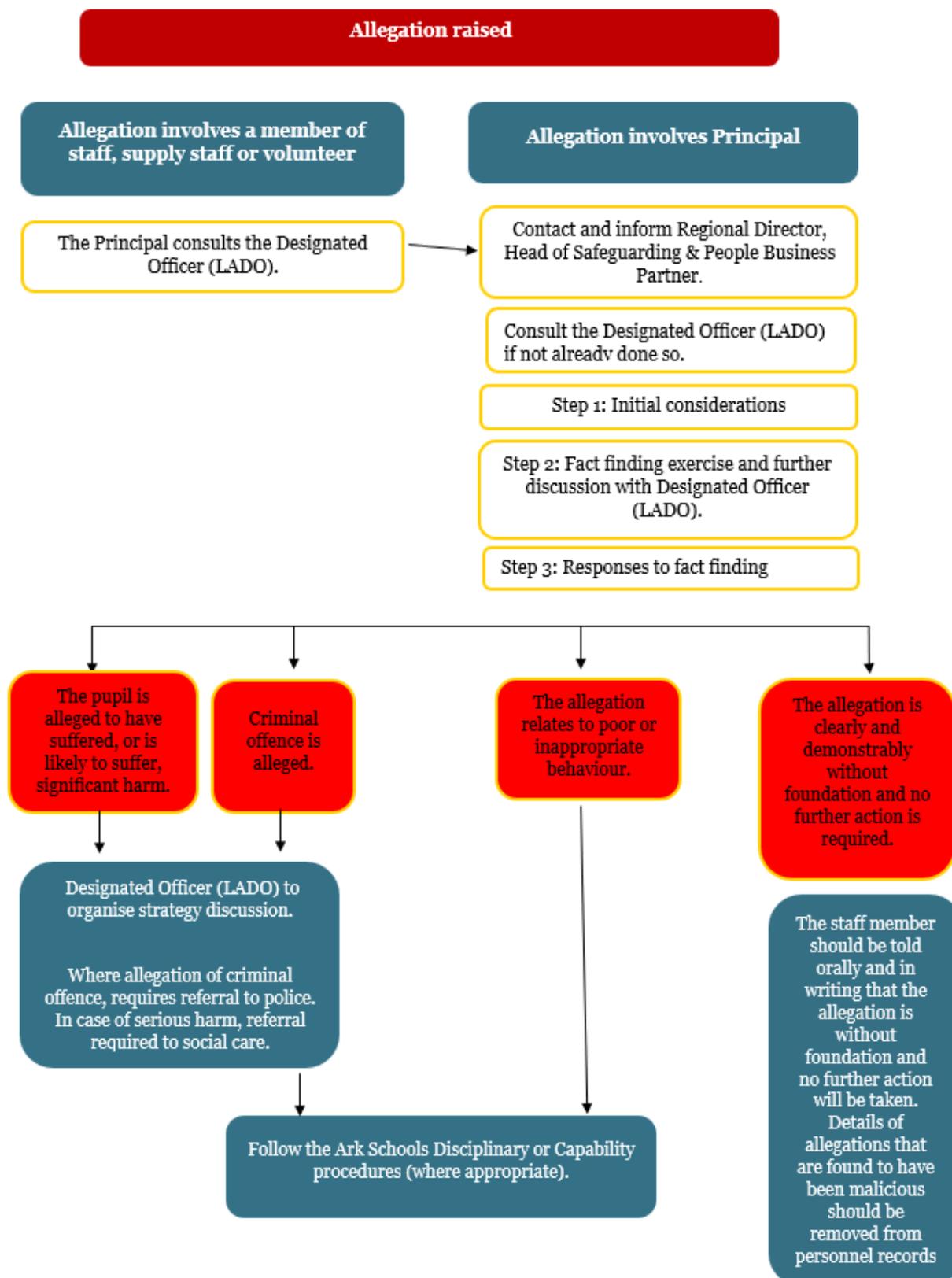
Ark is committed to providing the very best education and school experience to pupils across all our schools. We welcome any feedback as an important part of continuous improvement and accept that this will not always be positive. When concerns are raised, they will be dealt with promptly through a fair,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

Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers. 2019-2021 (Ark Procedure)

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at Ark Bentworth. 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 at Ark Bentworth are safe to work with children. We will always ensure that the procedures outlined in Keeping Children Safe in Education 2020 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.

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

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

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

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:

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

APPENDIX B

Statutory legislation and guidance documents links

[Keeping Children Safe in Education 2020](#)

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

[Working together to Safeguard Children July 2018](#)

[What to do if you are worried a child is being abused \(March 2015\)](#)

[Use of reasonable force: advice for head teachers, staff and governing bodies \(July 2013\)](#)

[Information Sharing: Advice for Practitioners \(DfE, 2018\)](#)

[Prevent Duty Guidance for England and Wales' \(2015\)](#)

[Early years \(under 5s\) foundation stage framework \(EYFS\) \(2017\)](#)

[The Children Act 1989](#)

[The Children Act 2004](#)

[DfE's Data Protection: A Toolkit for Schools \(2018\)](#)

[Education Act 2002](#)

[The Children and Families Act 2014](#)

[Inspecting Safeguarding in early years, education and skills setting \(2019\)](#)

[SEND code of practice: 0 to 25 years \(DfE 2017\)](#)

[Mental Health & Behaviour in Schools Nov 2018](#)

[Disqualification under the Childcare Act \(DfE, 2006\)](#)

[The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)

[School attendance August 2020](#)

[Exclusion from maintained schools, academies and pupil referral units in England \(Sept 2017\)](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(July 2017\)](#)

[Education Inspection Framework \(Sept 2019\)](#)

[Inspecting safeguarding in early years, education and skills settings \(Sept 2019\)](#)

[Safeguarding in schools, colleges and other providers](#)

[Safeguarding and Remote Education](#)

[Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 which defines what 'regulated activity' is in relation to children](#)

[The Equality Act 2010](#)

[The Data Protection Act 2018 and General Data Information Protection Regulations](#)

[The Serious Crime Act 2015](#) (sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18).

[The Voyeurism \(Offences\) Act, 2019 \(which is commonly known as the Upskirting Act\)](#)

['When to call the police' Guidance for schools and colleges, produced by the National Police Chiefs Council \(NPCC\) 2020.](#)

Home Office's Preventing youth violence and gang involvement

APPENDIX C

Abuse / Safeguarding Issues that can place children at risk of harm (link to guidance/advice)

[Abuse](#)

[Bullying including cyberbullying](#)

[Children and the Court System \(Ages 5-11\)](#)

[Children and the Court System \(Ages 12-17\)](#)

[Children with family members in prison](#)

[Child Missing from Education](#)

[Child Missing from home or care](#)

[Child Sexual Exploitation \(CSE\)](#)

[Criminal exploitation of children and vulnerable adult's county lines](#)

[Domestic Abuse](#)

[Drug Advice for Schools](#)

[Fabricated or Induced Illness](#)

[Faith or Belief Based Abuse](#)

[Female Genital Mutilation \(FGM\)](#)

[Forced Marriage](#)

[Gangs and Youth Violence](#)

[Gender based violence/violence against women and girls \(VAWG\)](#)

[Hate](#)

[Homelessness](#)

[Mental health](#)

[Peer on Peer / child on child](#)

[Private fostering](#)

[Preventing radicalisation](#)

[Protecting children from radicalisation](#)

[Sexting](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Serious Violence](#)

[Trafficking and modern slavery](#)

[Up-skirting](#)

APPENDIX D

RECRUITMENT & APPOINTMENT POLICY 2019-2021

This can be viewed via our website:

[Click here](#)