



## **Safeguarding Policy**

Author: Lisa Miller  
Reviewed: August 2018



## 1. Safeguarding Policy Objectives

At Arco Academy we fully acknowledge our responsibilities to safeguard our students from the risk of harm that others might present to them or that they might present to themselves.

The purpose of safeguarding at Arco Academy is to:

- Enable children to have optimum life chances and to enter adulthood successfully
- Ensure children grow up with the provision of safe and effective care
- Ensure children grow up in a safe environment and are cared for effectively
- Protect children from mistreatment

The aim of this policy is to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Our Safeguarding Policy includes both Child Protection and Prevent strands as follows:

- **Child Protection:** Safeguarding children from neglect, emotional, physical and sexual abuse
- **Prevent:** Safeguarding children from exposure to violent extremism and radicalisation

## 2. Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

## 3. Safeguarding roles and responsibilities

All staff at Arco Academy, whether they are permanent, temporary or on a supply contract have a duty to protect children. This duty extends to those who are connected to Arco Academy as a volunteer, student or contractor delivering a service.

Arco Academy believes that its responsibilities to the care and safety of students extends beyond the school gates and takes steps to ensure that where adults from other organisations are supervising students in school activities, they have been appropriately checked.

Safeguarding means that we must place the child's safety at the forefront of our minds all times. Any failure to do so in accordance with this duty or to follow procedures to protect children will be investigated and

may result in disciplinary action, dismissal from service or a ban on working with children.

Specific roles and responsibilities at Arco Academy include:

### 3.1 All staff

All staff will be aware of:

- our systems which support safeguarding and the role of the Designated Safeguarding Lead (DSL)
- our **early help** process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- the process for making **referrals** to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation (see Appendix 2 for more details)

### 3.2 The Designated Safeguarding Lead (DSL) and Deputy Safe Guarding Lead (Deputy DSL)

The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of school hours, the DSL can be contacted via email.

When the DSL is absent, the deputy DSL will act as cover.

**Our Designated Safeguarding Lead (DSL) is: Angelica Gray-Dally** email: [welfare@arco.academy](mailto:welfare@arco.academy)

**Our Deputy Safe Guarding Lead (Deputy DSL) is: Lisa Miller** email: [lmiller@arco.academy](mailto:lmiller@arco.academy)

The DSL role is to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Head informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

### 3.3 The Head

The Head is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins Arco Academy and via the website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate

### **3.4 The Advisory Board**

- The Advisory Board will hold the Head to account for the implementation of this policy
- The Chair of the Advisory Board will act as the 'case manager' in the event that an allegation of abuse is made against the Head, where appropriate (see Appendix 3).

## **4. Identifying children and young people who may be suffering significant harm**

Teachers and other adults at Arco Academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm (see Appendix 2 for more details).

### **4.1 Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

### **4.2 Indicators of harm**

Many victims of abuse will in some way act out their distress. Common adolescent behaviour following abuse is self-mutilation, drug abuse, alcohol abuse and prostitution. Attempts at suicide are often the result of self-loathing and the inability to betray the abuser, who may be quite close to them.

Children have been known to cut or burn themselves, have themselves tattooed and to make themselves ill. They may seek the attention they need by committing offences or by running away from home or absconding after getting themselves placed in care. Abuse should always be considered as a possible explanation.

An explanation of the different types of abuse and more detailed information regarding the indicators of abuse can be found in Appendix 2.

A child's verbal allegations must always be treated with the greatest respect. Children are entitled to be listened to and to have their allegations treated seriously. Children can invent allegations but research suggests that such fabricated allegations are rare and that children are, in fact, more likely to claim they are not being assaulted when they are than vice versa.

## **5. Taking action**

We understand that:

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a 'need-to-know' basis, but we do not need consent to share

- information if a child is suffering, or at risk of, serious harm
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child’s best interests

**Important contact details**

Child Protection Referral/ Assessment Team	0207 525 5000
Children’s Social Care Out of Hours (5.00pm onwards)	0207 525 5000
Police Child Abuse Investigation Team {CAIT}	101 (or use 999 if not available)

Staff, volunteers and members of the Advisory Board must follow the procedures set out below in the event of a safeguarding issue.

**5.1 If a child is in immediate danger**

Make a referral to Children’s social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. Anyone can make a referral. Whilst a member of the public may make an anonymous referral, this is not an option for professionals, who are operating in either a paid or unpaid capacity. Professionals must always disclose their professional role and contact details.

If a referral is made directly, the DSL should be informed of the referral as soon as possible.

**5.2 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Do not approach the alleged abuser
- Do not discuss the content of your conversation with anyone else.
- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, take note of any noticeable non-verbal behaviour used by the child and do not put your own judgment on it.
- Sign and date the write-up and pass it on to the DSL as soon as possible and before the end of the school day
- Alternatively, if appropriate, make a referral to children’s social care and/or the police directly, and tell the DSL as soon as possible that you have done so

**5.3 If you have concerns about a child (as opposed to a child being in immediate danger)**

If you have concerns about a child’s welfare and the child is not in immediate danger, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to children’s social care directly (see ‘Referral’ below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

### **Early help**

If early help is appropriate, an Early Help Assessment (EHA) will be used to initiate an assessment for additional support. The DSL will take the decision as to who is best placed to complete the EHA.

The DSL will keep the case under constant review and consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL or Head will make this referral. If a referral is made directly, the DSL should be informed as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

### **5.4 If you discover that FGM has taken place or a student is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in Appendix 2.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a student under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a student is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine students.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a student under 18, or suspects a student is at risk of FGM, must speak to the DSL as soon as possible.

### **5.5 If you have concerns about extremism**

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that staff can call to raise concerns about extremism with respect to a student. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

More detail about preventing radicalisation can be found in Appendix 2.

### **5.6 Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, speak to the Head. If you have concerns about the Head, contact the Chair of the Advisory Board [chair@arco.academy](mailto:chair@arco.academy). The Head will then follow the procedures set out in Appendix 3, if appropriate.

You can also discuss any concerns about any staff member or volunteer with the DSL.

### **Reducing the Risk of False Allegations**

It is important to reduce this risk of false allegations by adopting safer working practices:

- Do not work in isolated conditions alone with a child.
- Do not give your personal phone number to a child.
- Do not discuss your personal life with students.
- Be aware of inappropriate physical contact.
- Do not give an unaccompanied lift to a child.
- Tell a manager if you feel that a student is acting inappropriately towards yourself or another professional.
- Report any information disclosed to you within 24 hours. If you fail to report and the child is harmed you can be held liable and prosecuted.

### **5.7 Allegations of abuse made against other students**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of students hurting other students will be dealt with under our Behaviour Policy, but this Safeguarding Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students at risk
- Is violent
- Involves students being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a student makes an allegation of abuse against another student:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by sharing this information in assemblies, the PSHE curriculum, and on the website
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **6. Physical Intervention**

### **6.1 What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. The key points include:

- That force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **6.2 Who can use reasonable force?**

- All members of the Arco Academy staff have a legal power to use reasonable force.
- It can also apply to people whom the Head has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on an organised visit.

### **6.3 When can reasonable force be used?**

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Reasonable adjustments should be made for disabled children and children with special educational needs (SEN).

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. Staff should not hesitate to act in these situations; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts an Arco Academy event, trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight;
- restrain a student at risk of harming themselves through physical outbursts.

It is always unlawful to use force as a punishment.

#### **6.4 Power to search students without consent**

Authorised staff (the SLT) are permitted to use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the Arco Academy rules.

#### **6.5 Implementation of Physical Intervention**

- All members of staff working with students at Arco Academy are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary.
- No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.
- No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.
- In all circumstances where physical intervention is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.
- Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear.
- The method of physical intervention employed must use the minimum reasonable force for the minimum length of time.

#### **6.8 Recording Physical Intervention**

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded. It is not necessary to record every incident of contact with a child, but where a member of staff perceives that contact has been received at all negatively or it is a serious incident then they should record the circumstances.

In deciding what a serious incident is, staff should use their professional judgement and consider the:

- student's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the student or member of staff; and
- the child's age.

These incidents should be reported to the Head and DSL as soon as possible, and on the same day. A written summary of the incident will be recorded in the Incident Book. It is the responsibility of the intervening member of staff to complete the Incident Book on the day that the intervention took place.

If an incident is deemed necessary to be recorded, then parents/carers will be contacted on the same day to inform them of the incident.

The circumstances and nature of the physical intervention will be held on the record of the student involved. The DSL may also inform the LADO of the physical intervention.

For the safeguarding of both staff and student, any subsequent investigation of the situation/incident will be undertaken by a member of staff other than the one applying the physical intervention.

#### **6.7 What about other physical contact with students?**

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples of where touching a student might be proper or necessary:

- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

#### **6.8 Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

### **7. Mobile phones and cameras**

Staff are allowed to bring their personal phones into Arco Academy for their own use, but will limit such use to non-contact time when students are not present. Unless it is an emergency, staff members' personal phones will remain out of sight during contact time with students.

### **8. Closed circuit television**

The closed circuit television (CCTV) system will be used to monitor activities within Arco Academy premises for the purpose of ensuring the safety and wellbeing of the all stakeholders of Arco Academy and external visitors. There is no requirement to seek parental permission for the use of CCTV, however stakeholders will be made aware that CCTV is in operation on the premises.

### **8.1 Operation of the system**

The CCTV system will be operated 24 hours each day, every day of the year. The day-to-day management of the system will be overseen by Everyone Active Centre Manager. The school day images are recorded but not viewed unless requested.

### **8.2 Viewing images**

Only the SLT can request to view CCTV images from the Everyone Active Centre Manager and/or grant access by an external agency, for example, the police.

## **9. Guidance on Visitors**

All staff are required to have their ID badges visible at all times.

### **9.1 Procedures for all visitors**

- Wherever possible, visits to Arco should be pre-arranged
- All visitors must report to the Everyone Active Reception first and not enter Arco Academy via any other entrance
- At Reception, all visitors should explain the purpose of their visit and who has invited them. They should be ready to produce formal identification.
- All visitors will be asked to sign the visitors' record book
- A visitor's badge should be worn and displayed prominently.
- Visitors should wait in the Everyone Active Reception area until they are met by an appropriate member of staff to be escorted to their destination.
- All visitors should be accompanied by a member of staff. A member of staff may designate another member of staff to accompany the visitor.
- Visitors should not be alone with students/children unless this is a legitimate part of their role for example a social worker seeing a child and Arco Academy has assured itself that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).
- On departing Arco Academy, visitors should leave via reception, sign out of the building, return their visitor badge and be seen to leave the premises.

Arco Academy facilities are not normally used by external parties during school hours when children are likely be present

## **10. Complaints and concerns about safeguarding practices**

### **10.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 3).

### **10.2 Other complaints**

If a complaint regards safeguarding practices related to students or premises, these should be raised in the first instance with the DSL. If you believe the complaint has not been resolved, this information should be passed onto the Head.

## **11. Record-keeping**

- All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.
- Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to the DSL and the Head.
- Safeguarding records relating to individual children will be retained until the child reaches the age of 25. After this date all paper-based information will be shredded.
- Where children leave Arco Academy their child protection file should be transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained.

In addition:

Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Appendix 4 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

## **12. Training**

### **12.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand Arco Academy's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) throughout the year.

### **12.2 The DSL and Deputy DSL**

The DSL and Deputy DSL will undertake child protection and safeguarding training at least every 2 years. During this period they will also undertake Prevent awareness training.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

### **12.3 Advisory Board**

All members of the Advisory Board will receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

## **13. Safer Recruitment**

Arco Academy ensures that all Safer Recruitment checks are carried out in line with DFE guidance - Keeping Children Safe in Education. The vetting process helps the school to deter, reject or identify people who might abuse children, or who are otherwise unsuited to work with them.

We carry out the relevant pre-employment checks for staff in regulated activities and these checks will include: proof of identification; proof of address; enhanced DBS check; Children's Barred List check; appropriate references; Teacher Prohibition checks; right to work in the UK; fitness for work; qualifications; a check on their employment history; and any necessary overseas checks.

At least one member of the shortlisting/interviewing panel and all administrative staff dealing with the recruitment of staff have had relevant safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

For staff that are not directly employed, Arco Academy ensures that the relevant agency or company have carried out the appropriate checks and obtain the relevant confirmation.

Arco Academy maintains a Single Central Record of all staff and the relevant checks that have been carried out. Enhanced DBS checks are carried out for all staff in regulated activities every three years.

Further details of our safer recruitment procedures can be found in Appendix 4.

#### **14. Internet Security**

Arco Academy enforces, an Acceptable Use Policy and ensures web connected computers are in public areas, and all browsing history is monitored. We use LGFL layered filtering to ensure that access to extremist or abusive websites is restricted.

Staff and pupils should alert the Head if they find or receive something they are concerned about online

#### **Related policies**

The following policies are also relevant to our safeguarding procedures:

- Safer recruitment policy
- Anti-bullying policy
- Complaints procedure
- Behaviour policy

## **Appendix 1 – Types of Abuse**

### **Types of Abuse**

Child abuse is divided into emotional abuse, neglect, physical injury and sexual abuse. These categories are not mutually exclusive; all abuse involves some emotional damage.

#### **Emotional Abuse**

Behaviours which are emotionally abusive include the following: inducing fear, terrorizing, creating insecurity, tormenting, humiliating, denigrating, corrupting, scapegoating; inappropriate roles/responsibilities, isolating/ rejecting and ignoring.

#### **Neglect**

Neglect may be the consequence of lack of concern and/or poverty. Children who receive an inadequate diet, lack clean hygienic conditions and have severe infestations are examples of physical neglect. Children allowed to live in dangerous conditions or who are left to harm themselves must also be considered as neglected.

#### **Physical Abuse**

Behaviour that may indicate physical abuse includes: delay in seeking medical attention, inadequate or no explanation of injuries, changing explanation of injuries, recurrent injuries, insufficient parental concern or multiple injuries occurring at different dates

#### **Sexual Abuse**

Sexual abuse can affect a child in many ways the indicators may be: poor learning and concentration; heightened sexual behaviour and arousal; truanting and self-neglecting; depression and anxiety, psychosomatic illnesses; physical risk-taking; poor social skills; moments of lacking control; avoidance of men or women (depending on gender of abuser) sexually precocious behaviour and prostitution; solvent/alcohol/drug abuse; anorexia and bulimia; self-harming and suicide attempts; changes in school performance ;isolation from peers; sexual abuse of other children

#### **Exposure to Extremism and Radicalisation**

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. It is likely to involve identification with a charismatic individual and/or attraction to a group which can offer identity, social network and support.

## Appendix 2 - Specific Safeguarding Issues

### Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

### Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- 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 or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/student already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)

- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the student to an education welfare officer or counsellor, as appropriate

### **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in students' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion

- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

#### **Checking the identity and suitability of visitors**

It is expected that all visitors will be required to verify their identity to the satisfaction of staff. We will check their credentials and reason for visiting before allowing them to enter. Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to Arco Academy will be accompanied by a member of staff at all times. We will not invite into Arco Academy any speaker who is known to disseminate extremist views.

#### **Non-collection of children**

There may be occasions when it is expected that a child should be collected by a parent/carer or an appropriate other person as agreed. If a child is not collected at the end of the session/day, we will attempt to contact the parent/carers as soon as possible. If the child has still not been collected after 60minutes from the agreed time then the DSL will be informed. In this situation the DSL may contact Children's Services for further advice. As soon as possible, a written account of the events leading to any referral should be made available for the DSL.

#### **Missing students during the school day**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If it is confirmed that a child is missing, we will aim to contact the parents/carers as soon as possible and provide all relevant agencies with the appropriate information to help in the locating of the child.

### **Appendix 3: allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place at Arco Academy. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### **Prevention**

As part of the yearly safeguarding update, all staff receive training on how to minimise the risk of an allegation being made against them. The training also provides guidance on the appropriate use of social media. Throughout the year, further guidance and information is shared with staff on how prevent situations that may lead to an allegation being made.

#### **Suspension**

Suspension is a neutral act, not a sanction, Suspension should not be automatic and alternatives should be considered wherever possible. The DSL will canvass the views of police and the Local Authority Designated Officer (LADO), if involved. Suspension will be considered in all cases when:

- there is cause to suspect a child is at risk of significant harm
- the allegation warrants a police investigation
- it is so serious that it might be grounds for dismissal.

When suspension is considered an interview will be arranged, in which the member of staff has the right to be accompanied to the interview by a trades union representative or friend. The meeting is not an examination of the evidence but an opportunity for representations concerning possible suspension to be made.

Alternatives to suspension may include:

- Redeployment within Arco Academy so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in Arco Academy so that they do not have unsupervised access to children

#### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the DSL or Head (or the LADO where the Head is the subject of the allegation)- the case manager will take the following steps:

- Immediately discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. The case manager may, on occasion, consider it necessary to involve the police before consulting the LADO, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police.
- Police or the LADO will agree on which information can be disclosed and at what point to the accused person. However, the accused person should be told that an allegation has been made as soon as possible by the DSL or Head.
- If it is clear to the DSL and LADO that the allegation is demonstrably false, the accused person can be informed that the allegation is without foundation and that no further action will be taken.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at Arco Academy is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day. The accused should be:
  - advised to contact a union representative.
  - kept up-to-date with the progress of the investigation through a contact person through their employer
  - given the name of a contact to keep up to date with work activities if suspended. Social contact with work colleagues should not be precluded unless it might be detrimental to the investigation
  - advised not to discuss the matter with colleagues
  - referred to staff counselling, occupational health, or GP support.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- If it is decided that further action is needed, take steps as agreed with the LADO to initiate the appropriate action at Arco Academy and/or liaise with the police and/or children's social care services as appropriate
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with the LADO and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

### **Timescales**

Cases will be dealt with as quickly as possible, but there is a need to ensure a fair and thorough investigation. The DSL will monitor the progress in order to avoid unnecessary delay. The time taken to resolve individual cases depends on factors, such as:

- the nature, seriousness and complexity of the allegation
- the outcome of police or Children's Social Care enquiries.

The timescales Arco Academy will aim to work to are:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or Arco Academy ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager will discuss with the LADO whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the LADO whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

#### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending Arco Academy.

#### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, Arco Academy will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

#### **Confidentiality**

Arco Academy will make every effort to maintain confidentiality and guard against unwanted publicity

while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, Arco Academy will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. These records will be retained at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are substantiated, we will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to Arco Academy's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

## **Appendix 2: safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in Arco Academy's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **Appointing new staff**

When appointing new staff, we will:

- Verify their identity (driving license, passport etc)
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

### **Regulated activity means a person who will be:**

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009

- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at Arco Academy has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at Arco Academy.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

### **Advisory Board**

All members of the Advisory Board will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All members of the Advisory Board will have the following checks:

- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Adults who supervise students on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.