

APPENDIX A

Protection & Wider Safeguarding

What is Child Abuse: definitions, signs and symptoms

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

There are four categories of abuse:

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

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

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

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

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

internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

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

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

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

In an abusive relationship, the child may:

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

In an abusive relationship, the parent or carer may:

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

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

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

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

Attendance/Children Missing from Education

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

Educational establishments and colleges should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

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

Refer to Keeping Children Safe in Education September 2020 Annex A for further guidance

Dealing with Disclosures

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

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

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out. The DSL may only be able to share information on a need to know basis to staff which will not cover everything but will be enough to provide support to the child. If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department. Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately. In some cases additional support/counselling might be needed and a staff member can be directed to the DSL, who can arrange appropriate support, and they should also be encouraged to recognise that disclosures can have an impact on their own emotions

Signs and symptoms of child sexual exploitation

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

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

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

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

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

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

Signs and symptoms of child criminal exploitation/ county lines

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is: CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something

the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons

Further information in relation to the school’s approach to Child Criminal Exploitation and County Lines can be found in Appendix A and C of this policy.

Some of the following signs may be indicators of child criminal exploitation / county lines

- Child withdrawn from family
- Sudden loss of interest in school
- Decline in attendance or academic achievement
- Started to use new or unknown slang words
- Holds unexplained money or possessions or cannot explain where large sums of money have gone (financial exploitation)
- Sudden change in appearance – dressing in a particular style or ‘uniform’ similar to that of other young people they hang around with, including a particular colour
- Dropped out of positive activities
- New nickname
- Unexplained physical injuries
- Graffiti style ‘tags’ on possessions, school books, walls
- Constantly talking about another young person or adult who seems to have a lot of influence over them
- Broken off with old friends and hangs around with one group of people
- Increased use of social networking sites
- Started adopting certain codes of group behaviour e.g. ways of talking and hand signs
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends in the past
- Signs of sexual exploitation e.g. pregnancy, abortion (perhaps forced), sexually transmitted infections and injuries
- Signs of psychological effects of exploitation – depression and suicide attempts for example
- Scared when entering certain areas

Signs and symptoms of female genital mutilation/mandatory reporting

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures,

using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-Agency Practice Guidelines referred to below. E-learning for all professionals, developed by the Home Office, is available at www.fgmelearning.co.uk 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.

Further details can be found Annex A of Keeping Children Safe in Education September 2020.

Signs and symptoms of peer on peer abuse including upskirting

All staff must be aware that safeguarding issues can manifest itself via peer on peer abuse:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults
- Sexting
- Upskirting

DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH), makes it clear that whilst the **criminal age of responsibility is ten**, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

Schools must protect all pupils and engage social care, support services and the police as required where sexual violence and sexual harassment has been presented.

All staff must recognise that a child abusing another child may have been abused themselves; therefore, the need may be to support the alleged perpetrator.

Ark Tindal recognises 'Up-skirting' as a criminal offence under changes to the Voyeurism (Offences) Act 2019 which criminalise 'up-skirting'. This refers to the act of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. Any cases involving any form of peer on peer abuse will be dealt with seriously and externally reported as needed.

Signs and symptoms of serious violence

All staff must be aware of warning signs which indicate that a child may be at risk of or involved in serious violent crime. KCSIE (2020) expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them. KCSIE 2020, paragraphs 29 – 32 directs staff to the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH), makes it clear that whilst the **criminal age of responsibility is ten**, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

Ark Tindal will always treat any incident of serious violence, or the risk of serious violence, with the most diligent attention with a view to safeguarding all staff and pupils. Where, needed, risk assessments are put in place and the school will always work in partnership with the local police force as needed.

Contextual safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. Traditional approaches to protecting children/young people from harm have focussed on the risk of violence and abuse from inside the home, usually from a parent/carer or other trusted adult and don't always address the time that children/young people spend outside the home and the influence of peers on young people's development and safety.

Contextual safeguarding recognises the impact of the public/social context on young people's lives, and consequently their safety.

Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people. It's an approach that looks at how interventions can change the processes and environments, to make them safer for all young people, as opposed to focussing on an individual.

Ark Tindal will always recognise that a child's safety is intrinsically linked to their context and work in partnership with families and the local community in the best interests of the child.

Non Collection of Children

At the end of a school day, or of an activity for children arranged by a school/setting, the children concerned will transfer back to the care of their parents or carers. Some older children will be of an age and ability to make their own way home, but parents will often need to make arrangements for the collection of their children due to their age, ability, the time or location of the activity.

These arrangements are well established and understood by parents and carers and generally work extremely well. However there are occasions when events prevent parents or carers arriving on time to collect their child. In most of these cases the delay is minimal. In other cases the parent will notify the school or organisation and agree new arrangements.

This guidance is concerned with the cases where the arrangements to hand back responsibility fail, and contact with the parents cannot be made, or when parents cannot make arrangements within a reasonable period of time.

Procedure

Whenever a parent fails to collect a child from school or an activity at the expected time, or a parent/carer is not at home to receive the child from school transport services:

- This will be brought to the attention of the Head Teacher or a Designated Safeguarding Lead (DSL). A nominated member of the school staff will then make every effort to contact the parent/carer or the named alternative carers (including where known, other settings that siblings attend to see if they are experiencing the same problem).
- The Pastoral Team will maintain a record of incidents where parents do not collect a child from school or other activities, or are absent when the child is transported home. Any child welfare concerns arising out of such an incident(s) will be dealt with in accordance with the child safeguarding procedures of the school/organisation.
- If the school offers after-school clubs or commission's childcare arrangements placing the child into these facilities whilst waiting may be considered. However, consideration should be given to information sharing requirements and minimum staffing levels.
- If the child has not been collected/received, and it has not been possible to contact a parent or named carer, 1 hour after the agreed finish time for the school day/activity, a phone call should be made to the Multi-Agency Safeguarding Hub (MASH) on 0121 303 1888. MASH will act in a coordinating role in the first instance and will need the following information: Brief circumstances of incident, and arrangements in place mapped against the 'Right Services Right Time' threshold model.

*If the child has an allocated social worker, the school will contact the social worker, or the allocated team manager via Children's Information and Advice Service (CIAS) (303 1888 option 2) instead of contacting the MASH.

Note that the CIAS switchboards close at 5.15 p.m. (4.15 Friday) after which the Emergency Duty Team must be contacted. The contact details for CIAS and the Emergency Duty Team are as follows:

**Children's Information and Advice Service-
Emergency Duty Team-**

**Tel No 0121 303 1888
Tel No 0121 464 9001**

For more information regarding the non-collection of children please see the following guidance from Birmingham City Council

https://www.birmingham.gov.uk/downloads/file/3458/emergency_procedures_when_a_child_is_not_collected

Supporting Transgender Pupils

Ark Schools maintain a policy which provides guidance for schools to enable them to support pupils wishing to express themselves as transgender, or who may be questioning their birth identity. It is part of Ark Schools' commitment to equality and diversity.

[Ark Schools Pupil Transgender and Gender Reassignment Code Of Practice](#)

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

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

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

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

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

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/prevent-duty-guidance>

Medicine & First Aid

The Principal is responsible for ensuring that:

- First aid is available at all times on site and at offsite trips.
- There is adequate provision of first aid provision:
- Key staff have received first aid training
- First aid boxes are in school office and playgrounds, and at least one per floor
- All staff know the named first aid supervisors and where their nearest first aid box is kept.

First aiders are responsible for ensuring that:

- First aid boxes are adequately restocked with supplies relevant to likely use
- An ambulance or other professional medical help is summoned when appropriate
- Gloves are always used when treating open wounds and all materials are properly disposed of
- A child who vomits or has diarrhoea in school is sent home immediately. Children with these conditions should not be accepted back in to school until 24 hours after the last symptom has disappeared
- When a pupil suffers a knock to the head, any bruising or swelling is treated with an ice pack and their parents are informed

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. This can also be found on our school website <http://arktindalprimary.org/page-strips/our-policies-6>

Health & Safety

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

<http://arktindalprimary.org/page-strips/our-policies-6>

Educational visits/Transporting children on school activities

Information on how we arrange and manage educational visits can be requested from the school office.

Intimate care

In order to ensure that we respond to situations requiring intimate care, such as a toileting issue, in a manner that ensures our children are appropriately safeguarded, we have an intimate care policy which is available on request from the school office or from the school website <http://arktindalprimary.org/page-strips/our-policies-6>

SEND

Our SEND offer and policy outlines our procedures for supporting pupils with SEND, both can be accessed on our website <http://arktindalprimary.org/page-strips/our-policies-6>

For the SEND code of practice, follow the link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

ICT and Acceptable Use Agreement

Our IT Policy can be requested from the Academy office or via the school website

<http://arktindalprimary.org/page-strips/our-policies-6>

Whistleblowing

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

Definition of Private Fostering

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was a privately fostered child.

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

Children /young people with Medical Needs

Our 'Supporting Children with Medical Needs' Policy is available on our website

<http://arktindalprimary.org/page-strips/our-policies-6>

Responding to self-harm, suicide, mental health

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

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

We need to know a lot more about why young people develop mental health problems, and the resources in people's lives that can help and hinder good mental health.

The academy acknowledges that any stigma which is allowed to be associated with mental health problems and any condemnation of young people presenting with self-harming behaviours undermines all attempts to promote good mental health and to address mental health problems.

Academy staff will also challenge the expression of views from pupils, colleagues or parents that mental health problems and self-harming behaviours are unimportant or dishonourable and where necessary, escalate such matters to the senior leadership team.

Ark Academy staff recognise that pupils experiencing a range of behaviour or emotional problems that are outside of the normal range of their age or gender could be displaying signs or symptoms of mental health problems. Such problems could include emotional disorders (phobias or anxiety states), conduct disorders (defiance or ASB), hyperkinetic disorders (attention and disturbance), developmental delays, attachment difficulties or eating disorders.

Where concerns are raised that a pupil may be experiencing mental health problems, the concerns will be shared with the designated safeguarding lead and then with the pupil and with the family before deciding together the best approach. This might involve making a

referral to the school based counselling services or making a referral to local healthcare professionals such as CAHMS or the local GP.

Where mental health problems present a persistent barrier to learning, it may be appropriate to identify the pupil as having SEN (Special Educational Needs) and such a decision should be taken by the academy SENCO in collaboration with the designated safeguarding lead.

Staff at Ark Tindal acknowledge that significant life events can lead to mental health problems for some children regardless of the number of risk and protective factors in their lives. These may include loss or separation, life changes or traumatic events and staff are alert to the need to offer immediate intervention where necessary in response to such events and know to seek advice about such matters from the designated safeguarding lead.

Where self-harm, threats of self-harm or suicidal ideation are known to have taken place, staff must inform the designated safeguarding lead immediately. It may be necessary in such circumstances for the pupil to be taken to the local accident and emergency centre, to receive first aid at school or to have an emergency GP appointment arranged by the family. All such decisions would be taken by the designated safeguarding lead in collaboration with the pupil and the family where appropriate to do so.

Table 1: Risk and protective factors for child and adolescent mental health Taken from: [Mental health and behaviour in schools - Departmental Guidance for Schools \(March 2016\)](#)

| | Risk Factors | Protective Factors |
|----------------------|--|---|
| In the child | <ul style="list-style-type: none"> Genetic influences Low IQ and learning disabilities Specific development delay or neuro-diversity Communication difficulties Difficult temperament Physical illness Academic failure Low self-esteem | <ul style="list-style-type: none"> Being female (in younger children) Secure attachment experience Outgoing temperament as an infant Good communication skills, sociability Being a planner and having a belief in control Humour Problem solving skills and a positive attitude Experiences of success and achievement Faith or spirituality Capacity to reflect |
| | Risk Factors | Protective Factors |
| In the family | <ul style="list-style-type: none"> Parental conflict inc. domestic violence Family breakdown (including where children are taken into care or adopted) Inconsistent or unclear discipline Hostile and rejecting relationships Failure to adapt to a child's changing needs Any form of child abuse or neglect Parental psychiatric illness Parental criminality, alcoholism or disorder • Death and loss – including loss of friendship | <ul style="list-style-type: none"> At least one good parent-child relationship (or one supportive adult) Affection Clear, consistent discipline Support for education Supportive long term relationship or the absence of severe discord |
| In the | Bullying | Clear policies on behaviour and bullying |

| | | |
|-------------------------|--|--|
| school | Discrimination Breakdown in or lack of positive friendships Deviant peer influences Peer pressure Poor pupil to teacher relationships | 'Open door' policy for children to raise problems A whole-school approach to promoting good mental health Positive classroom management A sense of belonging • Positive peer influences |
| In the community | Socio-economic disadvantage Homelessness Disaster, accidents, war or other overwhelming events Discrimination Other significant life events | Wider supportive network Good housing High standard of living High morale school with positive policies for behaviour, attitudes and anti-bullying Opportunities for valued social roles • Range of sport/leisure activities |

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf

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 E-Safety

Our E-Safety policy is available on our website; we provide E-Safety guidance and workshops for all our pupils <http://arktindalprimary.org/page-strips/our-policies-6>

Staff Code of Conduct

All members of staff will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy, staff code of conduct and the IT Acceptable Use policy, which is provided and discussed at the beginning of the school year, and ongoing as part of the induction process. All documents can be found on the Staff Drive and in the Staff Handbook.

Behaviour & Attitudes

Behaviour

Our behaviour systems and arrangements are detailed in our school behaviour policy which is available on our website <http://arktindalprimary.org/page-strips/our-policies-6>

Anti-Bullying & Harassment

At Tindal we do not tolerate bullying or behaviour which constitutes harassment. We work continually hard 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.

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

Anti-Discrimination

ARK has due regard to the need to eliminate discrimination, harassment and victimisation, and to promote equal treatment for all.

ARK and each of its academies will

- Welcome and provide for all its students and employees
- Help all students and employees to achieve their full potential
- Ensure that no student, employee or applicant receives less favourable treatment on grounds of sex (including marital status or gender reassignment), sexual orientation, age, disability, race (including nationality, ethnic or national origins or colour), religion or belief (except where an academy's status as a church school permits any limitation, or where any other statutory exception applies)
- Ensure that all statutory obligations are met.

This section should be read in conjunction with the ARK Academies Human Resources policies on 'Equal Opportunities'.

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 Tindal follow the guidance set out by Ark Schools on managing harmful behaviour of vulnerable children. The policy can be found on the school website <http://arktindalprimary.org/page-strips/our-policies-6>

Use of Reasonable force/Physical Intervention /Positive Handling

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

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

Images/photography of students

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

Managing allegations against other pupils

DfE guidance 'Keeping children safe in education (2020)' says that '*there are procedures in place to handle allegations against other children*'. The guidance also states the importance of minimising the risks of peer-on- peer abuse. In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Safeguarding allegations

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

The allegation:

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

Examples of safeguarding issues against a pupil could include:

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

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

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

Sexual Exploitation

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

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

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

At Tindal we follow a full and broad PSHE & Citizenship curriculum in line with the National Curriculum requirements. Further information on this is available on our website in the curriculum area.

Safety

School site security

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

Visitor Management

All visitors are required to sign in at the school reception and are provided with a fact sheet outlining our safeguarding procedures; all are issued with a visitors pass, and will always be accompanied by an adult unless they are suitably DBS checked.

Coping with a school emergency/Emergency response plan

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

Managing Violence Code of Practice

Ark Tindal follow the Policy for Managing Violence devised by Ark Schools. A full copy is available on our website. <https://arktindalprimary.org/page-strips/policies-1>

Alternative Provision and Managed Move Protocol

At Ark Tindal, we are responsible for the safeguarding of our pupils when they are placed in an alternative provision or arranging a managed move. There are different situations in

which pupils are placed in an alternative provision, schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education, or to improve behaviour. Whereas a managed move is a voluntary agreement between schools, parents/carers and a pupil, for that pupil to change school or educational programme under controlled circumstances. A managed move is different to the power of a school to direct a pupil off-site for the improvement of their behaviour.

At Ark Tindal when it is decided to place a pupil at an AP we will ensure:

- non-registered provisions should not be used
- carefully considering the provision for vulnerable pupils or pupils where there are any safeguarding concerns at home, pupils with an EHCP or LAC.
- to carry out a risk assessment on the alternative provisions.
- use of the provision should be time-limited (i.e. review regularly, clear timescales)
- to obtain written confirmation from the AP provider that they have completed all the vetting and barring checks that are necessary on their staff.
- To appoint designated teacher at school to track pupil progress and to make sure the pupil is attending daily, completing work and accessing tutors when necessary.

Under the Education Inspection Framework Sept 2019, school is aware that in their pre-inspection phone call, Ofsted will ask how many alternative providers does the school use, and how many children are placed there. Inspectors may visit AP's and assess their safeguarding procedures, the quality of education and how effectively the provision helps to improve pupil's behaviour, learning, attendance and safeguarding.

HR & Governance

Safer Recruitment

Ark Tindal 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 2020.

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 Principal and the nominated governor for child protection are responsible for ensuring that our single central record is accurate and up to date.

Complaints Policy

Our Complaints Policy is available on our website. <https://arktindalprimary.org/page-strips/policies-1>

Allegations against staff, volunteers and other professionals

1. Introduction

This procedure sets out Ark Schools' procedure for managing allegations of abuse made against any member of school staff, supply staff or volunteers. It should be followed wherever an allegation of abuse is made and it should be noted that that a member of staff could be subject to an allegation even if they have not harmed a child or intended to harm a child. It is sufficient that the staff member's conduct could pose a risk to the child.

This procedure applies to teachers, senior leaders, supply teachers, other professionals and staff working in or for an Ark school and volunteers, including governors.

2. Aims

To set out the procedure for managing allegations of abuse in compliance with statutory requirements and to set out the support available to staff and volunteers who may be the subject of an allegation of abuse.

3. Purpose

The framework for managing cases of allegations of abuse against teachers and other staff is set out in the statutory guidance 'Keeping Children Safe in Education' (September 2020) (KCSIE). The guidance can be found here. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> on paragraph 56.

This procedure should be read alongside the statutory guidance KCSIE September 2020 Part 4 and Ark's Safeguarding & Child Protection Policy s.18. It should be used in respect of all cases in which it is alleged that a person who works with children under 18 years of age (either paid /unpaid/self-employed/contracted) has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children or to a particular child;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

This guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police.

An allegation against a member of staff may arise from a number of sources e.g.:

- a report from a child victim
- a concern raised by another child/adult in the school/organisation/agency
- a concern raised by a parent or carer.

It is essential that any Safeguarding issue, concern or allegation made against staff, volunteers or other professionals in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time support the person who is the subject of the concern or allegation.

An overview of how allegations must be handled is relevant for the purposes of Section 175/157 of the Education Act 2002.

Supply Staff

You may have to consider an allegation when the individual is not directly employed by the academy and the disciplinary procedures do not fully apply. The academy must ensure the allegations are dealt with properly and in no circumstances should a school or college decide to cease the use of a supply staff member due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

4. Defining an allegation

4.1. In the first instance whenever an allegation is made against a member of staff, another professional or volunteer that meets any of the above criteria, the Principal must be informed immediately. It is the Principal's responsibility to immediately consult the Designated Officer (LADO) and inform the Head of Safeguarding and Regional Director (Please refer to Appendix A for contact details).

4.2. If the allegation is made against a Principal, the person receiving the information must contact the Regional Director and inform the Head of Safeguarding. If the allegation is against an Executive Principal or Regional Director, the person receiving the information must contact the Director of Primary or Secondary Education and inform the Head of Safeguarding.

4.3 The People Business Partner should also be informed as soon as possible on any allegations against staff so that they can provide advice.

4.3.1 The Principal must advise the People Business Partner if an allegation:

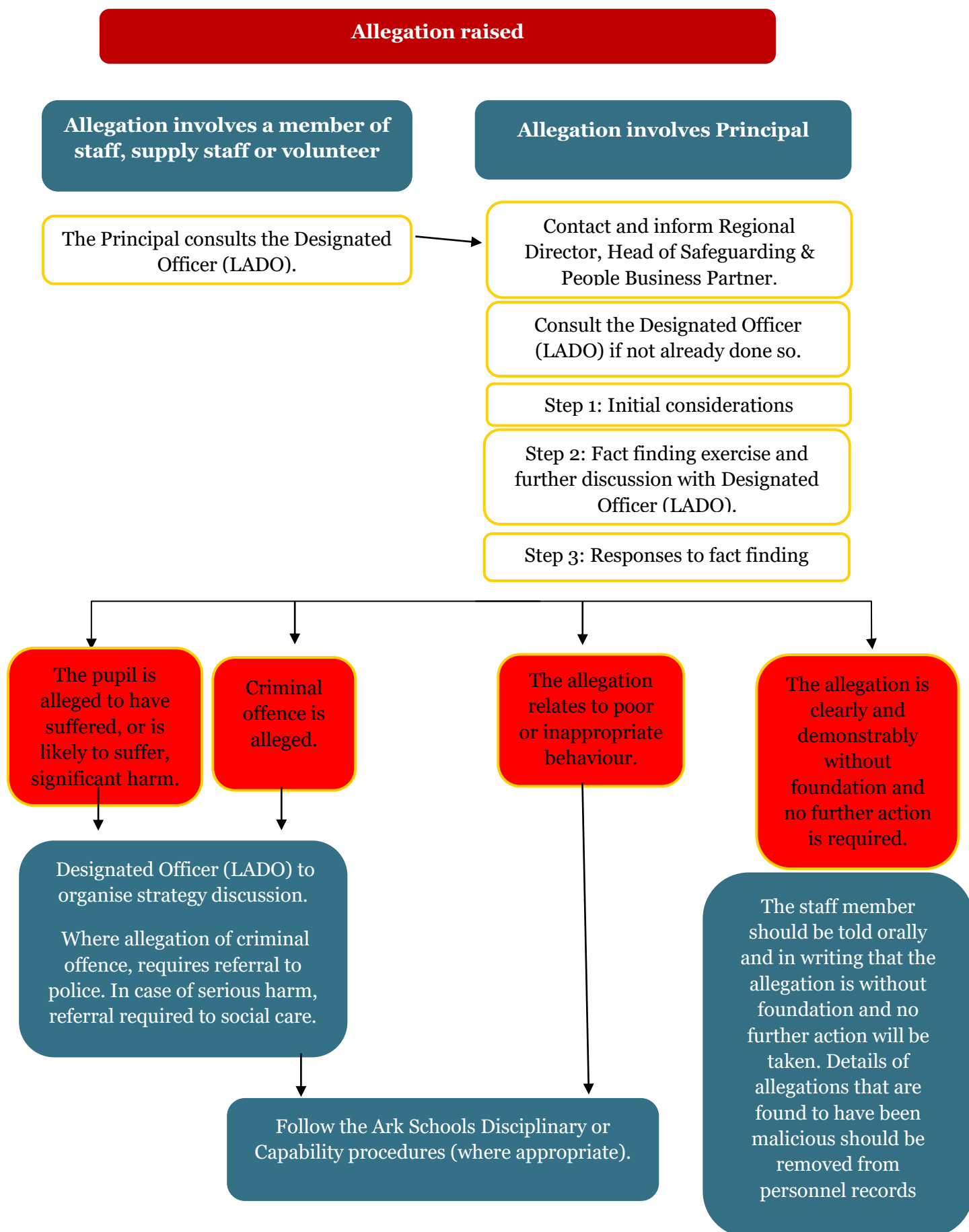
- could result in, or has resulted in, a strategic case meeting being called by a Designated Officer (LADO);
- relates to a member of staff and, without prejudice to the case, the Principal judges that it may result in disciplinary action being taken.

4.4. Where a safeguarding concern or allegation triggers another procedure such as a grievance or disciplinary, the academy should refer to the appropriate policy and contact the Regional People Business Partner who will provide HR advice in these circumstances

4.5. If an allegation requires immediate attention, but is received outside of normal office hours, the Principal should consult the Social Care Emergency Duty Team or the Child Abuse

Investigation Team (CAIT) via local Police. The Principal should also inform relevant people (see section 9.3) as soon as possible following this action.

4.6. Please refer to the following flow chart which sets out a summary of the overall procedure to be followed



The Principal will consult the Designated Officer (LADO) to discuss the next action points. Advice may also be sought from social care and the police as required. The case manager in the first instance should be the Principal/Head of school and should inform the accused person about the allegation as soon as possible after consulting the designated officer(s), unless advised by LADO not to do so. It is extremely important that the case manager provides the accused with as much information as possible can at that time.

Disqualification under the Childcare Act 2006 (DfE 2015)

The Department for Education (DfE) has issued supplementary advice to their “Keeping Children Safe in Education” statutory guidance (2020), detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies. The supplementary advice may be found at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

These checks arise from the Childcare (Disqualification) Regulations 2009 and the Education Act 2006. The Regulations prohibit **anyone who is disqualified themselves** under the Regulations, or **who lives in the same household as a disqualified person**, from working in a relevant setting, including in schools.

Safeguarding: requirement for Governors

The clerk to governors for Tindal’s LGB, Lucy Taylor, is responsible, in liaison with the DSL, for ensuring governors are compliant with all necessary legal requirements.

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

All members of staff at Ark Tindal are made aware of the local, regional and national support available. Further information in relation to a list of local, regional and national support services can be found in Appendix A of this policy and within KCSIE (2020) Annex C pgs. 105-106