

**Evelyn Grace  
Academy**

**Safeguarding Policy – Appendix A  
2017 / 18**

## Contents Page

1. What is Child Abuse
2. Pupil attendance & CME
3. Dealing with disclosures
4. Signs and Symptoms of Child Sexual Exploitation
5. Signs and Symptoms of FGM/Mandatory Reporting
6. Duties under the counter Terrorism & Security Act 2015 (The Prevent Duty)
7. Medicine and First Aid
8. Health and Safety
9. Education visits & transporting children
10. Intimate Care
11. SEND
12. IT Policy
13. Whistleblowing
14. Definition of Private Fostering
15. Children/ young people with Medical Needs
16. Responding to self-harm, suicide and mental health
17. Primary/Secondary Transition
18. Internet &/or Online Safety
19. Staff code of conduct
20. Behaviour Policy
21. Anti-bullying & Harassment
22. Anti-Discrimination
23. Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting
24. Use of reasonable force/Physical Intervention /Positive Handling

## Contents Page continued...

25. Images/photography of students
26. Managing allegations against other pupils
27. PSHE, RSE, SMSC
28. School Site Security
29. Visitor Management
30. Coping with a school emergency
31. Safer recruitment
32. Complaints Policy
33. Allegations against staff, volunteers and other professionals
34. Disqualification under the Childcare Act 2006 (DfE Feb 2015)
35. Safeguarding requirements for governors

## 1. What is Child Abuse

The following definitions are taken from '*working together to safeguard children* HM Government (2015)'. In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation.

### 1.1 What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

- **Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Emotional abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect**

Neglect 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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment

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

## **Indicators of abuse**

### **Neglect**

#### The nature of neglect:

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- Provide adequate food, clothing and shelter
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision or stimulation
- Ensure access to appropriate medical care or treatment.

#### **NSPCC research has highlighted the following examples of the neglect of children under 12:**

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*what to do if your worried a child is being abused 2015*) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated safeguarding lead or deputy safeguarding lead.

### Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

#### Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

#### Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

### **Emotional abuse**

#### The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

#### Indicators of emotional abuse

##### Developmental issues

- Delays in physical, mental and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

##### Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)

- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

#### Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

#### Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

### **Physical abuse**

#### The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

#### **Indicators of physical abuse / factors that should increase concern**

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs

- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

**In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:**

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

**You should be concerned if the child or young person:**

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

## **Sexual abuse**

### The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

### **Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

### Indicators of sexual abuse

**Physical observations**

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic
- itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

**Behavioural observations**

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

## 2. Pupil Attendance and Children missing from education

Evelyn Grace Academy has an attendance policy which is shared with staff, parents and pupils as part of induction via the school website, the home handbook and the staff code of conduct.

The attendance policy recognises that all schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their pupils, and as part of this should investigate any unexplained absences and give due regard to this responsibility and the attendance policy is written in accordance with "Children missing education: Statutory guidance for local authorities" (January 2015)

Evelyn Grace Academy collaborates closely with the education welfare service, other schools and local social services to ensure that children do not go missing from education: no child of compulsory school age is removed from the school roll at Evelyn Grace Academy without the authorisation of the designated safeguarding lead and without confirmation from the school the pupil is joining or without Evelyn Academy notifying the education welfare service

Nationally, pupils with school attendance average of 90% or less are considered persistently absent and therefore at risk of becoming NEET or being the victim of abuse or exploitation. As such, Evelyn Grace Academy refers all pupils with an average attendance of less than 90% to the education welfare service and works with families who have children who are at risk of becoming persistently absent in order to improve the attendance of their children.

### 3. Dealing with disclosures

All staff should:

A member of staff at Evelyn Grace Academy who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the Designated Safeguarding Lead (DSL) is and who to approach if the DSL is unavailable. The DSL or DDSL should be approached first to raise any concerns or safeguarding issues. Ultimately, all staff have the right to contact Ark Head of Safeguarding directly or make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home or an aggressive/violent parent on the premises.

#### Guiding principles, the seven R's

##### **Receive**

- ☑ Listen to what is being said, without displaying shock or disbelief
- ☑ Accept what is said and take it seriously
- ☑ Make a note of what has been said as soon as practicable

##### **Reassure**

- ☑ Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

##### **Respond**

- ☑ Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court

- ☐ Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- ☐ Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

### **Report**

- ☐ Share concerns with the designated safeguarding lead as soon as possible
- If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the deputy designated safeguarding lead, principal, Ark Head of safeguarding and or children's social care directly
- ☐ If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

### **Record**

- ☐ If possible make some very brief notes at the time, and write them up as soon as possible
- ☐ Keep your original notes on file
- Record the date, time, place, people present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- ☐ Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

### **Remember**

- ☐ Support the child: listen, reassure, and be available
- ☐ Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- ☐ Try to get some support for yourself if you need it

### **Review (led by DSL)**

- ☐ Has the action taken provided good outcomes for the child?
- ☐ Did the procedure work?
- ☐ Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- ☐ Is further training required?

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 should be encouraged to recognise that disclosures can have an impact on their own emotions.

#### 4. Signs and Symptoms of Child Sexual Exploitation

Children and young people under the age of sixteen cannot, by law, consent to sexual intercourse and anyone engaging in sexual activity with a child under the age of sixteen is committing an offence. Whilst the age of consent is sixteen, it is illegal for those under eighteen to be paid for sexual services in money or in kind. All children involved in sexual exploitation should be treated as victims of abuse, even those aged between 16 and 18. Concern that a child, young person or vulnerable adult may be involved in sexual exploitation or at risk of being drawn into it should always initiate action to ensure child's safety and welfare.

##### **Definition:**

*Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition;; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.*

*(National Working Group for Sexually Exploited Children and Young People 2008)*

Although the definition of sexual exploitation is long and detailed, in essence such abuse is characterised by children and young people receiving goods, favours or money in return for sexual activities. In all such exploitation, the balance of power remains with the abuser(s) through age, intellect or resources.

Children are at risk of sexual exploitation through the internet and, particularly social media. Young people may be groomed to share indecent images with others on the internet, who may be adults posing as teenagers. The prevalence of 'sexting' is a significant risk factor.

## Models of Sexual Exploitation

Three models of sexual exploitation have been identified:

Inappropriate Relationship	Boyfriend	Organised Crime
<ul style="list-style-type: none"> <li>• • One abuser</li> <li>• Power and control</li> <li>• Physical, emotional,</li> <li>• financial</li> <li>Believe abuser is offering a genuine relationship</li> <li>Often a significant age gap</li> </ul>	<ul style="list-style-type: none"> <li>• Initially, one abuser,</li> <li>• grooming and gaining trust</li> <li>• Apparently consensual sexual relationship starts</li> <li>Relationship becomes abusive</li> <li>Victim threaten with violence and forced to engage in sexual activity with others</li> <li>Growth in peer exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Involving criminal gangs</li> <li>• trafficking victims around the UK and the world</li> <li>• Established networks across the UK move victims from location to location</li> <li>Forced or coerced into sexual activity with multiple partners</li> <li>Involves buying and selling of young people</li> </ul>

Sexual exploitation affects both males and female. Services working with sexually exploited young people suggest that around a third of victims are male.

There are a number of risk factors which raise the risk of such abuse:

- a history of running away or going missing
- homelessness
- those in care or care-leavers (especially residential care)
- young people with learning difficulties
- migrant children
- unaccompanied asylum-seeking children
- those disengaged from education
- young people involved in substance misuse
- young people in gangs
- poor mental health
- parental drug/alcohol misuse
- disrupted family life
- domestic violence
- history of physical or sexual abuse

Sexual exploitation takes many forms and a range of coercive techniques is used from grooming and the development of a 'consensual' relationship, through to extreme violence. Abusers target areas where children and young people meet with a reduced level

of supervision, including shopping centres, takeaways, cinemas, bus or train stations and local parks. Much of this exploitation occurs in private, away from known areas of prostitution, saunas or massage parlours.

### **Warning Signs**

- going missing for periods of time
- returning home late
- disengagement from education
- poor school attendance (including truancy and school exclusions)
- appearing with unexplained gifts: clothes, jewellery, trainers, phones, money
- associating with others involved in sexual exploitation
- frequently in the company of older people, particularly boyfriends or girlfriends
- poor sexual health
- mood swings/poor anger control/changes in emotional well-being
- drug and alcohol misuse (often a method of increasing compliance)
- inappropriate sexualised behaviour, especially around strangers
- association with 'risky' adults
- chronic tiredness
- secretive behaviour
- low-level crime, e.g. shoplifting
- self-harm
- talking about visiting different areas, especially at night

### **Further information:**

#### **The sexual exploitation of children: it couldn't happen here, could it? (Ofsted 2014)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/386595/The\\_20sexual\\_20exploitation\\_20of\\_20children\\_20it\\_20couldn't\\_20happen\\_20here\\_20could\\_20it.doc](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/386595/The_20sexual_20exploitation_20of_20children_20it_20couldn't_20happen_20here_20could_20it.doc)

<https://www.gov.uk/government/publications/sexual-exploitation-of-children-ofsted-thematic-report>

#### **Safeguarding Children and Young People from Sexual Exploitation (DCSF 2009)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278849/Safeguarding\\_Children\\_and\\_Young\\_People\\_from\\_Sexual\\_Exploitation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278849/Safeguarding_Children_and_Young_People_from_Sexual_Exploitation.pdf)

#### **Puppet on a string: The urgent need to cut children free from sexual exploitation (Barnardos 2011)**

[http://www.barnardos.org.uk/ctf\\_puppetonastring\\_report\\_final.pdf](http://www.barnardos.org.uk/ctf_puppetonastring_report_final.pdf)

#### **If only someone had listened: Inquiry into Child Sexual Exploitation in Gangs and Groups (Office of the Children's Commissioner 2013)**

[https://www.childrenscommissioner.gov.uk/sites/default/files/publications/If\\_only\\_someone\\_had\\_listened.pdf](https://www.childrenscommissioner.gov.uk/sites/default/files/publications/If_only_someone_had_listened.pdf)

## 5. Signs and Symptoms of FGM/Mandatory Reporting

FGM is an illegal, extremely harmful practice and a form of child abuse and violence against women and girls.

FGM is a collective term for all procedures involving partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. Typically it is performed on girls aged between 4 -15 or on older girls before marriage or pregnancy. **It is illegal in the UK and it is also illegal to take a child abroad to undergo FGM. There is a maximum prison sentence of 14 years for anyone found to have aided this procedure in any way.**

FGM is more common than many people realise, both across the world and in the UK. It is practised in 28 African countries and in parts of the Middle and Far East and increasingly in developed countries amongst the immigrant and refugee communities. In the UK it has been estimated that 24,000 girls under the age of 15 are at risk of FGM.

Each NHS organisation will have local safeguarding protocols and procedures for helping children and young people who are at risk of or facing abuse. These should include multi-agency policies and procedures, consistent with those developed by their Local Safeguarding Children Board. If organisations have not already done so, these should be reviewed to include handling cases where FGM is alleged or known about or where there is a potential risk of FGM identified. These policies and procedures should consider the characteristics around FGM, ensuring that the response to FGM includes the sharing of information with multi-agency partners throughout the girl's childhood, and that if, or when, the risk facing the girl changes (which may mean it escalates or even becomes less immediate), this is identified and consideration is given as to whether or not a change in subsequent safeguarding actions are required. It must always be remembered that fears of being branded 'racist' or 'discriminatory' must never weaken the protection that professionals are obliged to provide to protect vulnerable girls and women.

As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g. Working Together to Safeguard Children 2015) to protect girls and women at risk of FGM. Since October 2015 registered professionals in health, social care and teaching also have a statutory duty (known as the Mandatory Reporting duty) to report cases of FGM to the police non-emergency number 101 in cases where a girl under 18 either discloses that she has had FGM or the professional observes physical signs of FGM.01

### Signs and Indicators to be aware of:

*Some indications that FGM may have taken place include:*

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family
- A girl / young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- A long absence from school or in the school holidays could be an indication that a girl / young woman has recently undergone an FGM procedure, particularly if there are
- behavioural changes on her return - this may also be due to a forced marriage

- A girl / young woman requiring to be excused from physical exercise lessons without the support of her GP
- September 2016
- A girl / Young woman may ask for help, either directly or indirectly
- A girl / young woman who is suffering emotional / psychological effects of undergoing FGM, for example withdrawal or depression
- Midwives and obstetricians may become aware that FGM has taken when treating a pregnant woman / young woman

*Some indications that FGM may be about to take place include:*

- A conversation with a girl / young woman where they may refer to FGM, either in relation to themselves or another female family member or friend;
- A girl / young woman requesting help to prevent it happening;
- A girl / young woman expressing anxiety about a 'special procedure' or a 'special occasion' which may include discussion of a holiday to their country of origin;
- A boy may also indicate some concerns about his sister or other female relative.

### Action

One specific consideration when putting in place safeguarding measures against FGM is that the potential risk to a girl born in the UK can usually be identified at birth, because through the antenatal care and delivery of the child, NHS professionals can and should have identified that the mother has had FGM. However, FGM can be carried out at any age throughout childhood, meaning that identifying FGM at birth can have the consequence that any safeguarding measures adopted may have to be in place for more than 15 years over the course of the girl's childhood. This is a significantly different timescale and profile compared with many of the other forms of harm against which the safeguarding framework provides protection. This difference in approach should be recognised when putting in place policies and procedures to protect against FGM.

This guidance has been developed to provide information about the specific issues frequently encountered when dealing with FGM. In addition, it provides a framework which organisations may wish to adopt to support professionals in the ongoing consideration of risks pertaining to FGM.

Once concerns have been raised about FGM, there should also be a consideration of potential risk to other girls in the family and practicing community. Professionals should be alert to the fact that any one of the girl children amongst these groups could be identified as being at risk of FGM and may need to be safeguarded from harm.

### Information sharing in relation to FGM

Given the need to potentially safeguard over a number of years, it is appropriate to recognise here that there are a number of different responses to safeguard against FGM, and appropriate courses of action should be decided on a case by case basis, with expert input from all agencies involved. Sharing information in line with agreed policies and procedures is critical to safeguarding effectively. This is often sharing information to support safeguarding across organisational boundaries.

Staff should follow the FGM Mandatory reporting duty to report when a girl under 18 discloses she has FGM; report is to be made to the police via the 101 non-emergency number or be raised with the DSL as an immediate risk.

## 6. Duties under the counter Terrorism & Security Act 2015 (The Prevent Duty)

The Preventing Extremism and Radicalisation Safeguarding guidance is one element within our overall school arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out in s175 of the Education Act 2002 (s157 of the Education Act 2002- for Academies).

Our school's Preventing Extremism and Radicalisation Safeguarding guidance draws upon the guidance contained in Annex A of Keeping Children Safe in Education 2016.

## 7. Medicine and 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:
- All 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

## 8. Health and Safety

Please click here for the following:

- [Health and Safety Management reporting structure](#)
- [Health and Safety Policy](#)
- [Health and Safety Appendices](#)
- [Health and Safety Arrangements](#)

## 9. Education Visits and Transporting Children on school activities

ARK academies are expected to follow the DfE guidance regarding health and safety on off-site (or educational visits). The guidance takes the form of a main guide entitled 'Health & Safety of Pupils on Educational Visits' (1998), Health and Safety Advice for Schools (2013) and three supplements published in 2002:

- 'Standards for LEAs in overseeing educational visits'
- 'Standards for adventure'

- 'Handbook for group leaders'.

Template forms for school trip are provided by ARK.

The Principal shall designate a member of staff to act as the educational visits co-ordinator. It is the responsibility of this person to ensure that staff are advised of their responsibilities within the guidance.

- Once a trip has been approved by the Operations Director (after submission of a completed Trip Approval form), a letter is sent via post to the Parent (s)/ Guardian(s) by the Admin Team stating the details of the trip which also include authorisation forms and financial details such as the cost of the trip and snacks/lunch, etc.
- For students groups of no more than 20, staff members can apply for free off-peak travel (leaving after 9:30am on the bus or 9:50am on the tube and starting the return journey by 4:30pm) on London's underground and bus services. Staff must allow enough time before trips for their applications to be approved by TFL. The ratio of adults to children must be as follows:
  - Groups of up to 10 children must be accompanied by at least 1 and not more than 2 Adults.
  - Groups of between 11 and 20 children must be accompanied by at least 2 and not more than 4 adults.
  - Any further adults travelling with the party will be required to pay the appropriate fare.
  - Please contact the school Finance Team for more information if you would like to participate in the TFL School Party Travel Scheme.

## 10. Intimate Care

At Evelyn Grace we follow the guidance for good practice set out by Ark Schools.

1. Treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The 4LSCBs believe this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The 4LSCBs recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person. However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.
2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for

washing the private parts of a child's body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.

3. Be responsive to a child's reactions. It is appropriate to "check" your practice by asking the child - particularly a child you have not previously cared for - "Is it OK to do it this way?"; "Can you wash there? "How does mummy do that?". If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a "grudge" against you or dislikes you for some reason, ensure your line manager is aware of this.
4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a child's private parts rather than bare hands? Do you pull back a child's foreskin as part of daily washing? Is care during menstruation consistent across different staff?
5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.
6. If you are concerned that during the intimate care of a child:
  - You accidentally hurt the child;
  - The child seems sore or unusually tender in the genital area;
  - The child appears to be sexually aroused by your actions;
  - The child misunderstands or misinterprets something;
  - The child has a very emotional reaction without apparent cause (sudden crying or shouting).

Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child's demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child's intimate care can convey lots of

messages about what her or his body is “worth”. Your attitude to the child’s intimate care is important. As far as appropriate and keeping in mind the child’s age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. It is recognised that children who experience intimate care may be more vulnerable to abuse:-

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless
- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
- Repeated “invasion” of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive carer

**Please also refer to Ark EYFS policy**

## 11. SEND

T:\SEN & Inclusion\SENCO\POLICIES\SEND 2014.2015

## 12. IT Policy

T:\Whole School Admin\HR\HR ARK Policies\Ark EGA Website Policies 16\_17

## 13. Whistleblowing

The Ark Schools Whistleblowing Policy ensures that procedures are in place to enable staff to raise concerns regarding serious wrongdoing without fear of reprisal and to do so with confidence that there will be a fair and impartial investigative procedure through which they will receive appropriate feedback.

- This policy may be used by all workers at an academy to raise concerns where the wellbeing of others or the academy itself is at risk.
- The term worker broadly includes employees, contractors, agency workers, trainees and a person who is or was subject to a contract to undertake work or services for the academy.
- The Whistle blowing policy is designed to sit alongside the ARK Schools Grievance Policy and Procedure and ARK Schools Complaints Procedure. As a guideline, concerns, which should be raised through these routes, are as follows:

- Employment related issues should be raised through the ARK Schools' Grievance Policy and Procedure
- See [T:\Whole School Admin\HR\HR ARK Policies](#)

## 14. Definition of private fostering

The definition of Private Fostering is where a child up to the age of 16 years of age (18 years if the child is disabled) is looked after full-time for more than 27 days, by someone who is not a close relative, a close relative is legally defined as a:

- parent or step-parent (or someone who holds parental responsibility)
- grandparent
- aunt or uncle (whether related to the child by blood or through marriage)
- sibling (including half-siblings and step-siblings)
- anyone who holds a court order in relation to the child (for example, a residence order)

If the person caring for the child is their great grandparent, cousin, godparent, neighbour, family friend, great aunt/uncle or someone previously unknown to the child, they are **not** considered a close relative.

Private Fostering is governed by The Children Act 1989 and by The Children (Private Arrangements for Fostering) Regulations 2005. Standards of care for Private Fostering arrangements are set out in the National Minimum Standards for Private Fostering (2005), and further guidance can be found in the Replacement Children Act 1989 Guidance on Private Fostering (2005).

It is clear from the demographic profile of Lambeth that there are many more Private Fostering arrangements in the community than are reported to the Local Authority.

**Children who are privately fostered are potentially extremely vulnerable and it is important that schools and children's centres play their part in identifying all Private Fostering arrangements.**

If a school/children's centre becomes aware of such an arrangement, we must

- Inform the carer that they - the carer - have a duty in law to inform the Local Authority about the arrangement. The Local Authority will then need to satisfy themselves that the arrangements are safe.
- Inform the Local Authority - as the carer may not be prepared to inform the Local Authority, schools should notify the Local Authority as well by making a referral to Children's Social Care via the normal routes.

## 15. Children with medical needs

### Introduction

- The Children and Families Act 2014 includes a duty for schools to support children with medical conditions.
- Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply.
- All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.

- We recognise that medical conditions may impact social and emotional development as well as having educational implications.
- Our school will build relationships with healthcare professionals and other agencies and in order to
- support effectively pupils with medical condition

### Roles and Responsibilities

The Named Person responsible for children with medical conditions is Lesley Carneiro

This person is responsible for:

- Informing relevant staff of medical conditions
- Arranging training for identified staff
- Ensuring that staff are aware of the need to communicate necessary information about medical conditions to supply staff and where appropriate, taking the lead in communicating this information
- Assisting with risk assessment for school visits and other activities outside of the normal timetable
- Developing, monitoring and reviewing Individual Healthcare Plans
- Working together with parents, pupils, healthcare professionals and other agencies

The Governing Body is responsible for:

- Determining the school's general policy and ensuring that arrangements are in place to support children with medical conditions.

The Head teacher is responsible for:

- Overseeing the management and provision of support for children with medical conditions
- Ensuring that sufficient trained numbers of staff are available to implement the policy and deliver individual healthcare plans, including to cover absence and staff turnover
- Ensuring that school staff are appropriately insured and are aware that they are insured

Teachers and Support Staff are responsible for:

- The day to day management of the medical conditions of children they work with, in line with training received and as set out in IHPS
- Working with the named person, ensure that risk assessments are carried out for school visits and other activities outside of the normal timetable
- Providing information about medical conditions to supply staff who will be covering their role where the need for supply staff is known in advance

NB. Any teacher or support staff member may be asked to provide support to a child with a medical condition, including administering medicines. However, no member of staff can be required to provide this support.

The school nurse is responsible for:

- Notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible this should be done before the child starts at our school.
- Providing support for staff on implementing a child's individual healthcare plan and providing advice and liaison including with regard to training

#### Procedure when notification is received that a pupil has a medical condition

- The named person will liaise with relevant individuals, including as appropriate parents, the individual pupil, health professionals and other agencies to decide on the support to be provided to the child
- Where appropriate, an Individual Healthcare Plan will be drawn up
- Appendix A outlines the process for developing individual healthcare plans

#### Individual Healthcare Plans (IHCPs)

- An ICHP will be written for pupils with a medical condition that is long term and complex.
- It will clarify what needs to be done, when and by whom and include information about the child's condition, special requirements, medicines required, what constitutes an emergency and action to take in the case of an emergency
- Where a child has SEN but does not have a statement or EHC plan, their special educational needs will be mentioned in their IHP
- IHCPs will be reviewed annually, or earlier if evidence is provided that a child's needs have changed

#### Administering Medicines

- Written consent from parents must be received before administering any medicine to a child at school
- Medicines will only be accepted for administration if they are:
  - Prescribed
  - In-date
  - Labelled
- Provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage.
- The exception to this is insulin which must be in date but will generally be available inside an insulin pen or pump, rather than in its original container.
- Medicines should be stored safely. Children should know where their medicines are at all times.
- Written records will be kept of all medicines administered to children
- Pupils who are competent to manage their own health needs and medicines, after discussion with parents/carers will be allowed to carry their own medicines and relevant devices or will be allowed to access their medicines for self-medication

#### Action in emergencies

A copy of this information will be displayed in the school office

- Request an ambulance – dial 999 and be ready with the information below. Speak slowly and clearly and be ready to repeat information if asked
  1. The school's telephone number: 020 7737 9520
  2. Your name
  3. Your location: 255 Shakespeare Road, London, SE24 0QN
  4. Provide the exact location of the patient within the school
  5. Provide the name of the child and a brief description of their symptoms
  6. Inform ambulance control of the best entrance to use and state that the crew will be met and taken to the patient
- Ask office staff to contact premises to open relevant gates for entry
- Contact the parents to inform them of the situation and print out the child's contact details for the ambulance personnel
- A member of staff should stay with the pupil until the parent/carer arrives. If a parent/carer does not arrive before the pupil is transported to hospital, a member of staff should accompany the child in the ambulance

#### Activities beyond the usual curriculum

- Reasonable adjustments will be made to enable pupils with medical needs to participate fully and safely in day trips, residential visits, sporting activities and other activities beyond the usual curriculum
- When carrying out risk assessments, parents/carers, pupils and healthcare professionals will be
- consulted where appropriate

#### Unacceptable Practice

The following items are not generally acceptable practice with regard to children with medical conditions, although the school will use discretion to respond to each individual case in the most appropriate manner.

- Preventing children from easily accessing their inhalers and medication and administering their medication when and where necessary
- Assuming that every child with the same condition requires the same treatment
- Ignore the views of the child or their parents; or ignore medical evidence or opinion, (although this may be challenged)
- Sending children with medical conditions home frequently or prevent them from staying for normal school activities, including lunch, unless this is specified in their individual healthcare plans
- If the child becomes ill, sending them to the school office or medical room unaccompanied or with someone unsuitable
- Penalising children for their attendance record if their absences are related to their medical condition e.g. hospital appointments
- Preventing pupils from drinking, eating or taking toilet or other breaks whenever they need to in order to manage their medical condition effectively
- Requiring parents, or otherwise making them feel obliged, to attend school to administer medication or provide medical support to their child, including with toileting issues. No

parent should have to give up working because the school is failing to support their child's medical needs

- Preventing children from participating, or create unnecessary barriers to children participating in any aspect of school life, including school trips, e.g. by requiring parents to accompany the child

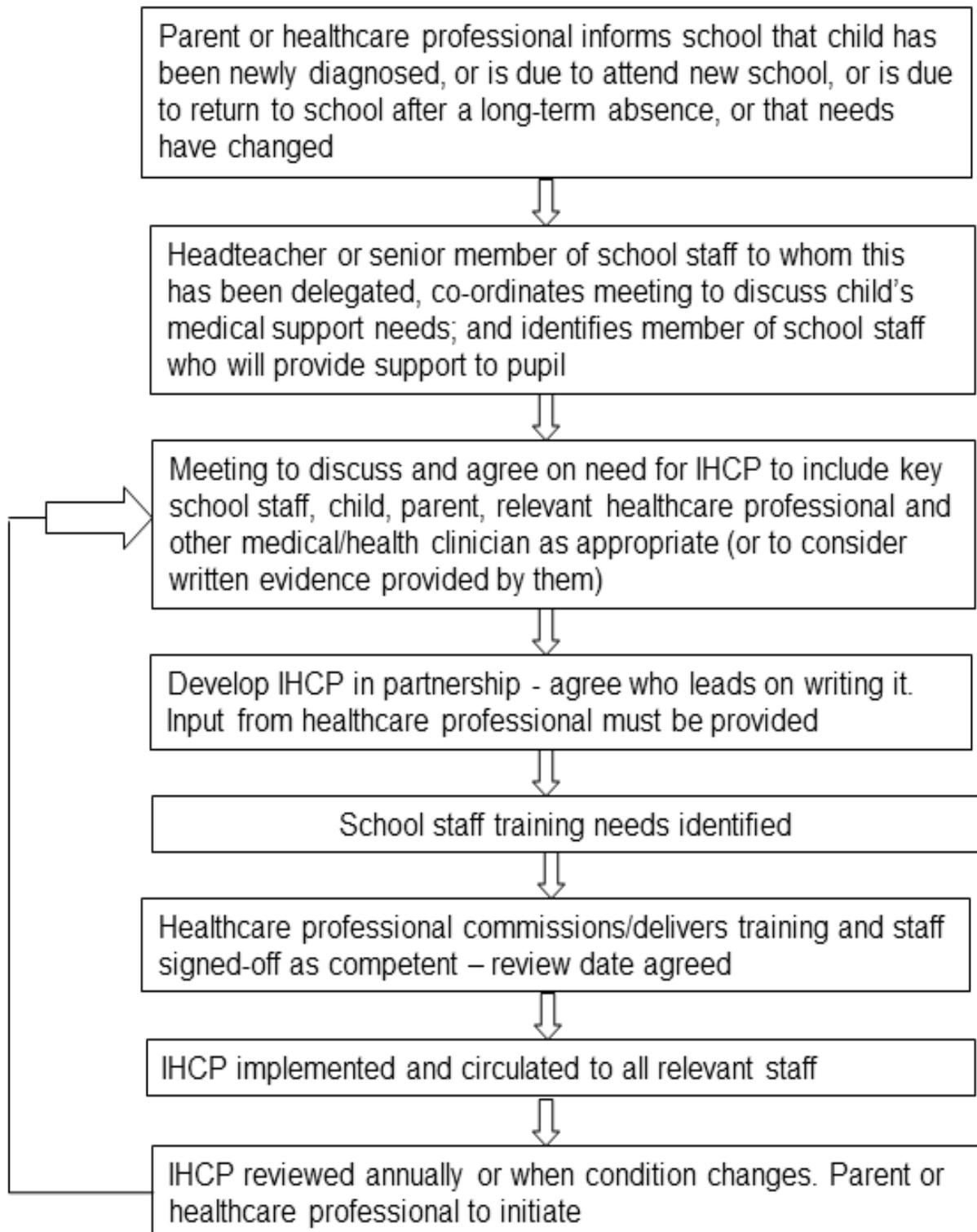
#### Complaints

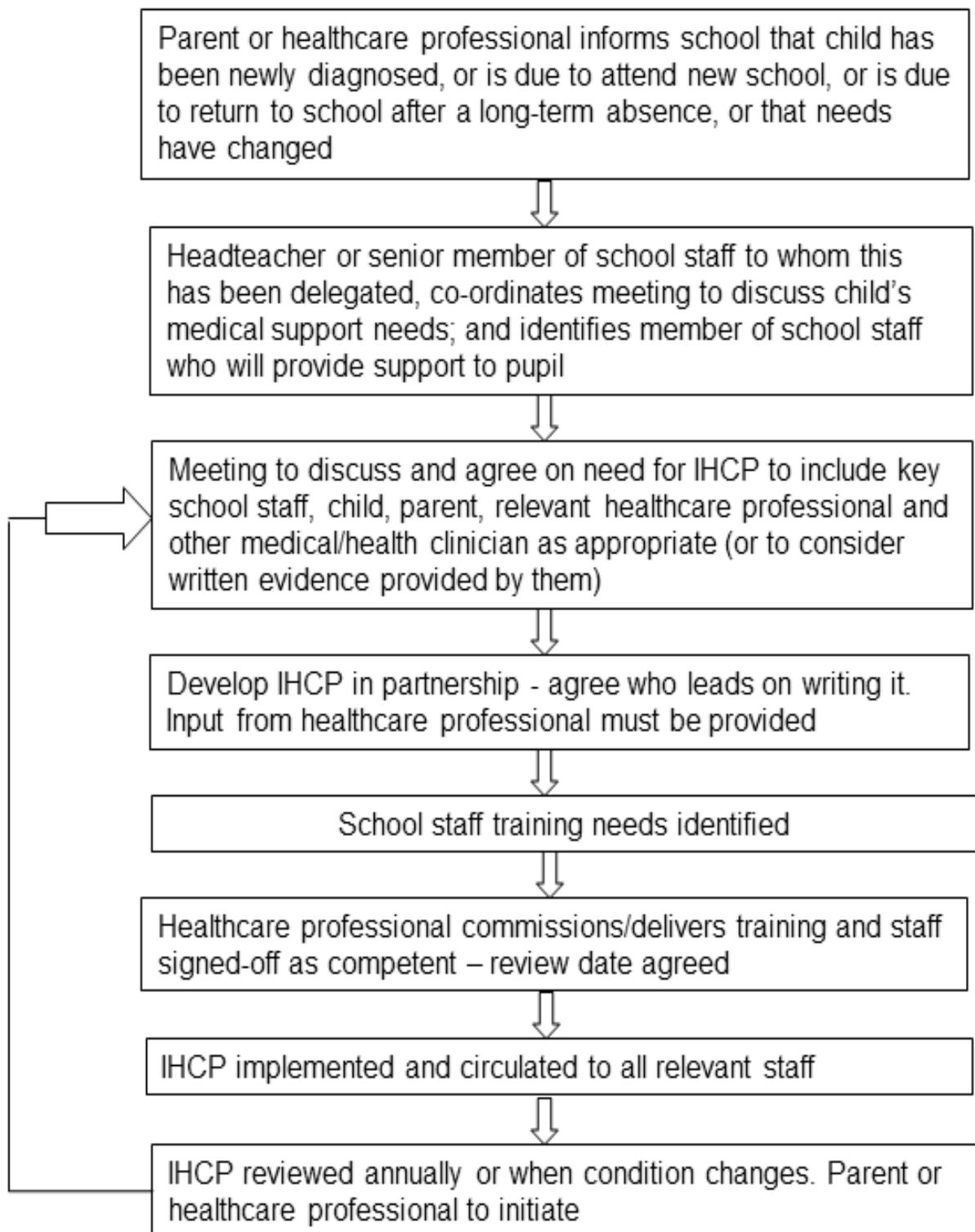
- An individual wishing to make a complaint about actions regarding the school's actions in supporting a child with medical conditions should discuss this with the school in the first instance
- If the issue is not resolved, then a formal complaint may be made, following the complaints
- procedure as set out in the Complaints Policy

#### Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

Process for developing individual plans





## 16. Responding to self-harm, suicide and mental health

Evelyn Academy 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 is working closely with Professor Craig Morgan and his team at the REACH (Resilience, Ethnicity and Mental Health) programme to more deeply explore risk and resilience factors among secondary school aged children in London (aged 11 to 16).

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.

Evelyn Grace 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.

Form Teachers, Heads of Year, Heads of School and other school leaders involved in pastoral care and safeguarding meet on a daily basis at EGA. 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 has 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 EGA 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 or the project managers of the in-school counselling service

Despite the best efforts of all staff at EGA, the more dangerous outcomes of mental health problems (self-harm and suicidal ideation) cannot always be prevented. In such instances, the academy will make every effort to address them sensitively and effectively in partnership with families, healthcare professionals and other extended services.

Where self-harm, threats of self-harm or suicidal ideation are known to have taken place, staff at EGA 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 \(March 2016\)](#)

	<b>Risk factors</b>	<b>Protective factors</b>
<b>In the child</b>	<ul style="list-style-type: none"> <li>Genetic influences</li> <li>Low IQ and learning disabilities</li> <li>Specific development delay or neuro-diversity</li> <li>Communication difficulties</li> <li>Difficult temperament</li> <li>Physical illness</li> <li>Academic failure</li> <li>Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Being female (in younger children)</li> <li>Secure attachment experience</li> <li>Outgoing temperament as an infant</li> <li>Good communication skills, sociability</li> <li>Being a planner and having a belief in control</li> <li>Humour</li> <li>Problem solving skills and a positive attitude</li> <li>Experiences of success and achievement</li> <li>Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
<b>In the family</b>	<ul style="list-style-type: none"> <li>Parental conflict inc. domestic violence</li> <li>Family breakdown (including where children are taken into care or adopted)</li> <li>Inconsistent or unclear discipline</li> <li>Hostile and rejecting relationships</li> <li>Failure to adapt to a child's changing needs</li> <li>Any form of child abuse or neglect</li> <li>Parental psychiatric illness</li> <li>Parental criminality, alcoholism or disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>At least one good parent-child relationship (or one supportive adult)</li> <li>Affection</li> <li>Clear, consistent discipline</li> <li>Support for education</li> <li>Supportive long term relationship or the absence of severe discord</li> </ul>
<b>In the school</b>	<ul style="list-style-type: none"> <li>Bullying</li> <li>Discrimination</li> <li>Breakdown in or lack of positive friendships</li> <li>Deviant peer influences</li> <li>Peer pressure</li> <li>Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>Clear policies on behaviour and bullying</li> <li>'Open door' policy for children to raise problems</li> <li>A whole-school approach to promoting good mental health</li> <li>Positive classroom management</li> <li>A sense of belonging</li> <li>• Positive peer influences</li> </ul>
<b>In the community</b>	<ul style="list-style-type: none"> <li>Socio-economic disadvantage</li> <li>Homelessness</li> <li>Disaster, accidents, war or other overwhelming events</li> <li>Discrimination</li> <li>Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>Wider supportive network</li> <li>Good housing</li> <li>High standard of living</li> <li>High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

## 17. Primary/Secondary Transition

Secondary schools need to be in receipt of Pupil Records by the start of the academic year. Ideally this transfer would take place during the last week of the summer term. If files are sent by post, they should be sent by registered post with an accompanying list of the files. Where possible, the secondary school should sign a copy of the list to say that they have received the files and return that to the primary school. If convenient, records can be delivered by hand with signed confirmation for tracking and auditing purposes.

Electronic documents that relate to the pupil file also need to be transferred. The Pupil Record should not be weeded before transfer to the secondary school unless any records with a short retention period have been placed in the file (see suggested lists below). Information which may seem unnecessary to the person weeding the file may be a vital piece of information required at a later stage.

## 18. Internet and /or E-safety

Evelyn Grace Academy aims to provide a learning environment with the highest opportunities for children to achieve their full potential. As part of this aim we see access to the internet as a powerful tool.

We believe that access to the internet:

- Enriches the quality of curriculum provision and extend learning activities
- Helps us raise children's attainment
- Supports teachers' planning and resourcing of lessons
- Enhances the school's management and administration systems
- Enhances staff development through access to educational materials, as well as the sharing of information and good curriculum practice between schools, support centres, the LA and DfE.

### **Inappropriate Material**

- Unfortunately, along with the many useful educational sites on the internet, there are sites which contain inappropriate materials to which it would be unacceptable for children to gain access.
- To ensure that children access the internet within a safe environment, ARK Academies use the London Grid for Learning which filters lists of inappropriate sites to which access is barred when using the schools' lines.
- Evelyn Grace Academy will advise parents that pupils are provided with filtered and monitored access to the internet. However, they should also be aware that constantly and rapidly developing technologies mean that there is no absolute guarantee that a pupil cannot access materials that would be considered unsuitable. The chance of coming across such materials is highly unlikely, but it obviously increases in direct proportion to the amount of time and effort an individual puts into their search.
- If any staff member at Evelyn Grace Academy becomes aware that it is possible to access any offensive web pages, through school equipment, they are obliged to make a note of the address and report it to the IT Manager or the Finance Director. The IT Manager will immediately block the site and then notify the ARK Academies IT Helpdesk who will take the appropriate action to ensure it is permanently blocked.

**Online activities which are encouraged include:**

- Using the internet to investigate and research school subjects, cross-curricular themes or topics related to social and personal development.
- Investigating careers and further and higher education.
- Developing pupils' competence in ICT skills and their general research skills.

**Online activities which are not permitted include:**

- Searching, viewing or retrieving materials that are not related to the aims of the curriculum or future careers;
- Copying, saving or redistributing copyright-protected material without approval.
- Subscribing to any services or ordering and goods or services, unless specifically approved by the school;
- Playing computer games or using other interactive 'chat' sites unless specifically approved by the school;
- Publishing, sharing or distributing any personal information about a user (such as: home address; email address; phone number; etc);
- Downloading software;
- Any activity that violates a school rule.
- In addition, it is forbidden for any Evelyn Grace Academy internet user to:
  - Retrieve, send, copy or display offensive messages or pictures
  - Use obscene or racist language
  - Harass, insult or attack others
  - Damage computers, computer systems or computer networks
  - Use another user's password
  - Trespass in another user's folders, work or files
  - Use the network for commercial purposes.

## 19. Staff Code of Conduct

The EGA staff code of conduct is designed to give guidance on the standards of behaviour all staff at Evelyn Grace Academy are expected to observe. EGA staff are role models and are in a unique position of influence others. All staff must adhere to behaviour that sets a good example to all students within the academy.

We expect all our staff to ensure their behaviour promotes effective working relationships and collaboration with colleagues. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

## 20. Behaviour Policy

Please see here our [Behaviour for Learning Policy](#).

## 21. Anti-Bullying and harassment

Evelyn Grace Academy defines bullying as deliberately harmful behaviours, which repeatedly, over time, target a specific person(s) for whom it is difficult to defend themselves. There are many such harmful behaviours, however the three main types are:

Physical (e.g. hitting, kicking, theft),

Verbal (e.g. racist, sexist or homophobic remarks, threats, name-calling), and

Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group).

Evelyn Grace Academy aims to create a positive learning environment which promotes the development of children in the fullest sense and their learning and success in school. King Solomon Academy believes bullying is anti-social, it affects everyone in the community and therefore, it will not be tolerated.

Pupils who have been bullied, or who have witnessed bullying, may demonstrate any of (but not limited to) the following: changed behaviours (including possibly becoming nervous or shy), absenteeism or truancy, feigned illnesses, self-harm.

All Academy Staff must be alert to the symptoms and signs of bullying and report them, in accordance with school procedures, to a middle or senior leader with responsibility for pastoral care.

Evelyn Grace Academy aims to establish a culture of trust with pupils, parents and staff. All are encouraged to share concerns about any aspects of school-life with senior teachers.

When an incidence of bullying is found to have occurred, the academy will take the following steps to support the victim(s):

- Providing the opportunity to be referred for in-school therapy or counselling
- Providing the opportunity to speak with a member of staff of their choosing
- Informing key staff to ensure supervision, monitoring and support across the school
- Providing the opportunity for a structured restorative justice meeting led by senior staff
- Providing the opportunity for parents to discuss the matter and its implications with senior teachers

When an incidence of bullying is found to have occurred, the academy will take the following steps to address the perpetrator(s):

Implement a serious consequence which involves an aspect of isolating them from their victim(s). This may or may not include fixed-term exclusion, internal exclusion or detentions  
A parent meeting will be arranged which directs parents to ensure parents take action to address and improve the behaviour of their child

Evelyn Grace Academy continually strives to ensure pupils, staff and parents are aware of all issues relating to safeguarding, including bullying, and does this through its PSHE Curriculum, new-staff induction, new-pupil induction, assemblies, home-visits, the work of the in-school counselling service, display work and other events.

## 22. 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' and 'Dignity at Work'.

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

Children can display harmful behaviours to themselves and others around them. The behaviours can include: drug and alcohol abuse; self-harming, suicide, bullying; violence, sexually harmful behaviour and criminal offences.

A range of strategies can be used to reduce and prevent risk:

- A strategy meeting will be arranged as soon as possible to outline the risk to all those concerned
- A risk assessment will be completed which will outline how to minimize or prevent the risk in all situations
- Clear reference to short or long term monitoring
- A referral will be made to any relevant agencies or internal school support systems
- Where necessary student (s) will be permanently excluded.

### 24. Use of reasonable force/Physical Intervention /Positive Handling

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

Force is usually used either to control or restrain. This can range from guiding a scholar to safety by the arm through to more extreme circumstances such as breaking up a fight or where a scholar needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control.

School 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.

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

This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers or temporary staff.

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

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and will depend on the individual circumstances.

This power can be used on SEN and disabled students and on school trips if necessary.

Schools can use reasonable force to:

- Remove a disruptive student from the classroom if they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school 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.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

#### **Power to search scholars without consent**

In addition, the Principal and authorised staff can use such force as is reasonable given the

circumstances to conduct a search for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force - advice for headteachers staff and governing bodies -  
\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

### **Positive Handling**

Senior Leadership Team have been trained in the positive application of force with the intention of protecting a child from harming themselves or others or seriously damaging property. The aims is:

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

## 25. Images/photography of students

### **Purpose**

The school's policy on photography aims to:

- protect the right of parents to consent (or not) to their children being photographed for particular purposes at school and on school-led visits
- b) manage photography at school events and productions in order to avoid distraction to participants and audience
- ensure that there is no inappropriate use of any images

### **Consent**

- The school obtains general consent from parents through a question and tick-boxes on the standard Service

### **Curriculum use**

- Photographs taken for curriculum and assessment purposes may be used to illustrate and exemplify individual progress records; they may also be used within class record books and in Ark School's "Leavers' Books". They can be used within displays of children's work and achievement in classrooms and around the school. Occasionally, these photographs may be shown to a wider invited audience; for example a parents' evening reviewing a proposed school visit may be use photographs from the previous year or a similar trip.
- Some curriculum photographs are used on our web-site to celebrate individual achievement and the work of the school. This is essentially public, and our policy on identification and the use of names is detailed 'naming of pupils'. It is not always practical to notify parents of a child's image featuring on the web-site, particularly in the case of larger groups. Parents are therefore advised to review the site and alert us to any concerns.

### **Naming of pupils**

- For curriculum purposes and for any display in school or on the web-site, first names only will be used.
- Where photographs are to be published in public media, full names may be used - subject to parental consent.

## 26. Managing allegations against other pupils

DfE guidance 'Keeping children safe in education (2016)' 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. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

### **The safeguarding implications of sexual activity between young people**

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a

child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation;
- There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

### **Procedure**

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

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

## **Prevention**

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

## **Allegations against other pupils which are safeguarding issues**

Occasionally, allegations may be made against students by others in the school, 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.

If 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 school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

### **Physical Abuse**

- 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 engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

## **Practice**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
- The DSL should contact their local children's social care team or Ark Head of Safeguarding to discuss the case
- The DSL will follow through the outcomes of the discussion and make a referral where appropriate
- If the allegation indicates that a potential criminal offence has taken place, a referral to the multi-agency safeguarding hub (MASH) and the Police should be made
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures
- Where neither social services nor the police accept the complaint, a thorough school investigation should still take place into the matter using the school's usual disciplinary procedures
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

## 27. PSHE, RSE, SMSC

### PSHE, Relationship and Sex Education, Spiritual, moral, social and cultural

#### **PSHE**

The PSHE programme focuses on all aspects of the personal development, welfare, attitudes to learning and behaviour of students in the academy. It is an important aspect of our curriculum. All teachers are expected to deliver, promote and support the programme.

Discreet PSHE is delivered during the morning tutor sessions. One tutor session a week is dedicated to PSHE in each year group. The Head of KS4 currently coordinates PSHE for all year groups. Schemes of work, lesson plans and resources are shared with staff at the beginning of each term. KS3 students follow CGP PSHE and KS4 students follow Hodder Education. External providers are invited to contribute to our programme when appropriate and careers education is an aspect of the programme.

Our PSHE programme helps students understand how to keep themselves safe from harm such as abuse, sexual exploitation and extremism. They also learn how to protect themselves from dangers associated with using the internet and social media. Learning respect for others and exploring how they can make a contribution as citizens in their communities, wider society and to life in Britain is an important part of the programme. Developing a knowledge of how to keep themselves healthy, both emotionally and physically is also integral to the programme.

Some elements of PSHE are also integral to other timetabled subjects across the curriculum.

## Relationship and Sex Education

At Evelyn Grace Academy we believe that effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Students need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. Secondary pupils should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

We are keen to develop policies and an approach to relationship and sex education which reflects the parents' wishes and the diverse community we serve. When delivering relationship and sex education at Evelyn Grace Academy we recognise the need to set in place arrangements so pupils can be protected from inappropriate teaching and materials.

The academy will work in partnership with organisations such as Brooke Advisory who have significant expertise and experience in working with young people in this important area.

For further guidance see also:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

## SMSC

<b>Spiritual</b>	All assemblies include a moment of silent reflection stimulated by spoken, music or visuals  A prayer room is available for Muslim students who wish to pray during at lunch times, Ramadan etc.
------------------	--

	<p>There is an active Christian union group supported by external facilitators meeting weekly at the academy</p> <p>RE schemes of work at KS3 and 4 allow students to explore, understand and discuss different faiths</p> <p>Examples of the ways in which imagination and creativity is encouraged outside of timetabled lessons includes the Literacy Festival, Poetry Slam, Arts and photography projects involving whole year groups and resulting in work displayed in local community, participation by 25 year 9 students in the BFI South Bank project</p> <p>Students demonstrate their enthusiasm for learning about others and the world around them when they volunteer to host visitors to the academy e.g. Open Week, presentations from EGA student council to 50 students from Haarlemmermeer Lyceum, Netherlands (June 2015), EGA mandarin students</p> <p>Regular celebration of our core values and EGA student qualities with certificates, trophies etc. at termly achievement assemblies, annual prize giving evening</p>
<b>Moral</b>	<p>“Integrity” is one of the 6 qualities of the EGA student. Friday tutor times allow students to engage in activities which help them more deeply explore this and the other qualities</p> <p>All pastoral leaders and other key staff effectively use their restorative justice training to help students and others in the school community understand the viewpoints of others and determine right from wrong</p> <p>Student involvement in producing the code of conduct which sets out expectations for behavior and learning</p> <p>As part of the behavior for learning policy students involved in incidents reflect on their behavior and its impact on themselves and others using student statements, Saturday detention and Student Development Centre reflection templates</p> <p>There are numerous opportunities within the curriculum at all key stages for students to discuss moral and ethical issues e.g. Religious Education, Philosophy, and a rolling PSHE program delivered by all tutors</p> <p>Clearly structured behavior for learning policy with a hierarchy of sanctions and rewards and the red/green pyramids displayed in classrooms helps students understand consequences for actions</p> <p>Contributions to Citizenship lessons, PSHE and group sessions from the school police liaison officer gives students better understanding of the law and legal boundaries.</p> <p>Presentations from lawyers and barristers to 6<sup>th</sup> form students</p> <p>Debating – Students from EGA have participated in school based competitions as well as competitions with other ARK schools, South London Schools and debates at Cambridge University</p>

Social	<p>Effective planning for transition for all key stages including Saturday School program for Year 6 students and week long 6<sup>th</sup> form induction program which includes taster lessons, careers and exploring London activities</p> <p>15-20 year 10 students take responsibility as leaders and mentors throughout the Year 6 Saturday Transition program</p> <p>Careers education for students in all year groups, dedicated careers teacher, Year 10 Employability Week Program at Lambeth College</p> <p>An extensive inclusion program is delivered by site-based counsellors, mentors, educational psychologist</p> <p>The inclusion program provides one to one and small group support to help students develop social skills, address issues of anger management, deal with emotional or stress related issues and better cope with the range of social situations in which they find themselves</p> <p>Leadership programs such as Young Leaders a two year programs students, JP Morgan and success for life each involving approximately 25 KS4 students</p> <p>Duke of Edinburgh program with strong participation from students in KS4 and 5 who have achieved bronze, silver and gold awards</p> <p>An enrichment program which encourages students to try different activities e.g. scuba diving</p> <p>A developing house system which when fully embedded will incorporate vertically grouped tutor groups</p> <p>Active participation in ARK network events including sport activities, music gala, debating</p> <p>EGA students pioneered for Poetry Slam which extends across the network ARK wide and through which the academy has developed links with primary schools and secondary schools across the borough. EGA students opened the 2014 SSAT National Conference</p> <p>EGA core values of Excellence, Endeavour and self-discipline and the EGA student qualities align with British Values</p> <p>Students contribute to developments in their local community e.g. participation of EGA students in a forum discussing the regeneration of Brixton Market 25 Year 9 students trained by LEAP as peer mediators</p>
Cultural	<p>The academies' population is richly diverse with 94.1% of the students from minority ethnic backgrounds and 39% EAL students</p> <p>Discreet EAL provision for stage 1 learners provides intensive English tuition enabling students to access the language</p> <p>Opportunity at all key stages to learn French, Spanish and Mandarin and to take GCSE or other qualifications in native language (e.g. Portuguese, Italian, Polish)</p>

	<p>Black History Month activities integrated into the curriculum</p> <p>Visits to Barcelona and Madrid organised by the MFL department, Belgium (Science dept) and a ski trip to Austria</p> <p>International host school for SSAT exposing EGA students to visits from educators and students from the Netherlands, China, and Michigan USA</p> <p>The academy has also hosted high profile visits from delegations from Jamaica, South Africa, Japan and other parts of the US</p> <p>Regular visits to London and fringe theatre, art galleries, participation in the Shakespeare festival</p> <p>Renowned storytellers, poets such as Linton Kwesi Johnson have worked with students at the academy</p> <p>Sports week 2014 gave staff and students opportunities to work with and hear from many high profile people from the sporting world such as Sir Clive Woodward, James Kerr and Alistair Campbell</p> <p>Luell Deng basketball academy</p> <p>Host school and participant in model united nations events</p> <p>PE department offers wide range of competitive sporting opportunities e.g. Netball, football, basketball, athletics, rugby</p> <p>Annual sports day held at Crystal Palace</p>
--	---

## 28. School site security

Refer to [EGA Intruder Policy and Procedure](#)

## 29. Visitor management

Evelyn Grace Academy assures all visitors a warm, friendly and professional welcome to its premises whatever the purpose of their visit.

We have a legal duty of care for the health, safety, security and wellbeing of all pupils and staff. This duty of care incorporates the duty to “safeguard” all pupils from subjection to any form of harm, abuse or nuisance. It is the responsibility of all staff to ensure that this duty is uncompromised at all times.

In performing this duty, we recognise that there can be no complacency where child protection and safeguarding procedures are concerned. We therefore requires that **ALL VISITORS** (without exception) comply with the following policy and procedures. Failure so to do may result in the visitor’s escorted departure from the Academy site.

In performing its' duty to keep its pupils and staff safe there is a protocol to follow for visitors:

- invited to the Academy;
- on the premises;
- leaving the premises;
- phoning the Academy.

Visitors may come to the Academy for a variety of reasons – for example

- As a parent visiting a teacher or other school staff;
- To take a club or activity;
- To speak to a class or assembly group;
- As a contract worker.

For whatever reason a visitor comes to the Academy, procedures will need to be in place and parameters clear to all. Therefore this policy also relates to unwanted visitors - such as people who may turn up or phone the Academy on an 'ad hoc' basis demanding to see or speak to people.

The policy applies to:

- All staff employed by the school
- All external visitors entering the school site during the school day or for after school activities (including peripatetic tutors, sports coaches, and topic related visitors e.g. authors, journalists)
- All governors of the school
- All parents and volunteers
- All pupils
- Other Education related personnel (County Advisors, Inspectors)
- Building & Maintenance and all other Independent contractors visiting the school premises
- Independent contractors who may transport students on minibuses or in taxis

#### Protocol and Procedures Visitors to the School

All visitors to the school may be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors list as set out below). They must follow the procedure below.

- All visitors must stop at the gate and press the call button to gain access to site, explaining who they are and the purpose of their visit.
- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.

#### Visitor Procedures for pre-arranged visits

All visitors must sign in using the Entry Sign system.

The visitor will be given a badge which they must wear at all times whilst on the premises. The time of arrival and departure of the visitor will be noted by the system. If the office staff have gone home then the teacher organising the visit should note the time of arrival/departure down. The visitor should be made aware that:

- Your safety and wellbeing during your visit are important to us;

- As a visitor you have a legal responsibility to care for the Health and Safety of yourself and others;
- The fire alarm is a continuous siren. If this should sound, leave the building by the nearest exit and proceed to the Academy playground;
- Should you discover a fire, operate the nearest alarm, and follow the exit procedure above;
- Visitors are not permitted in classrooms unless escorted by a member of staff;
- We operate a no smoking policy.

If a fire alarm does sound then the visitor should report to the office staff on the Academy playground.

#### Visitors to Classes/After School Clubs

We recognise that visitors in the classroom are valued for their different perspective and expertise. However, staff must be vigilant in assessing the background of individuals before committing the Academy to any involvement.

The staff member should consider how the visitor can add value in developing and supporting young peoples' education. It is important that all parties are clear about the purpose of the visit to prevent misunderstandings. The visitor's aims and values should reflect those of the Academy and the class that they are visiting. The visitor should outline the content of the material prior to the visit. All staff should check with their Head teacher before inviting visitors into the Academy.

Some subjects have specific guidelines which must be followed-this is particularly so with regards to SRE (see list of policies below).

Visitors offering counselling/support to pupils should be vetted, work within the Trust policies, and follow the Child Protection Act 1999. The agencies should provide copies of their own guidance and procedures where relevant. Consultation with parents is also a consideration as well as keeping them informed of visits. There may be incidences where parents might like their child to be withdrawn.

### Negotiating a visit

When negotiating a visit with the Academy the visitor should be made aware of the following points:

- How the visitors input will fit into the planned curriculum/framework (eg medium and long term plans);
- The Academy and Trust Mission Statement;
- How the work relates to the relevant policies, including acceptable /unacceptable language;
- Whether there are clear guidelines relating to the approach of sensitive issues such as sensitivity, confidentiality and Child Protection;
- The type of audience, outlining how the needs of all young people in terms of their age, gender, disabilities, ethnicity and religious beliefs will be met;
- How the skills and teaching approaches will be used in order to meet the learning objectives and needs of young people;
- The size/number of groups to be involved, range of ability and existing knowledge;
- What space is required by the visitor e.g. classroom, workshop and equipment ready in advance;
- How many sessions will be needed;
- What type of space will be required for the session/s. eg classroom or workshop;
- What the teacher/s role/s will be, eg observation, participation, joint representation, monitoring and evaluating input (***please note that the teacher is responsible for the behaviour and discipline of the young people in their classroom***);
- Procedure if support is required (behaviour/technical);
- That the teacher will take responsibility for the overall delivery of the programme to which the visitor contributes and is present at all times;
- That you have ensured that your input and any issues arising will be subsequently addressed?;
- How will your input be monitored and evaluated and how will you receive feedback?;
- Written confirmation of what has been agreed with copies of relevant policies should be forwarded to the visitor prior to the agreed date of visit;
- Charges incurred if relevant

### Governors and Volunteers

All Governors and volunteers should sign in and out using the system.

New governors will be made aware of this policy and familiar with its procedures as part of their induction. This is the responsibility of the Head teacher, Chair of Governors or Clerk to Governors. New volunteers will be asked to comply with this policy by staff they first report to when coming into school for an activity or class supporting role.

### Staff Development

As part of their induction, new staff will be made conversant with this policy for External Visitors and asked to ensure compliance with its procedures at all times.

### Visitors Departure from School

On departing the school, visitors MUST leave via reception and:

- Enter their departure time on the system alongside their arrival entry
- Return the identification badge to reception
- A member of staff should escort the visitor to the staff car park (ensuring the visitor does not re-enter the school site, potentially breaching security).

### Phone Calls made to the Academy/Trust by intending visitors

The Academy Office should take the name and number of visitors/agencies phoning the Academy and place a note in the staff member's pigeon holes. It is to be made clear to callers that staff will phone back at a time convenient to them. If staff are expecting a phone call and wish to speak to someone then staff should let the Academy Office know.

### Contractors

Contractors include people engaged to perform work who are not directly employed by the Academy. In many instances work processes will be carried out near classrooms, playgrounds or other areas occupied by students or staff while the school is in operation.

It is important that good lines of communication between the Academy and contractor are established *before* work commences to ensure that health and safety issues and supervision are appropriately managed.

*Appropriate supervision is deemed to be where the work is either in an area which is constantly supervised or within eye sight of a member of the Academy's workforce, or where the work being carried out is physically cut off from the children by means of closed doors, fencing or gates. There should be no opportunity for children/young people to engage in conversation with a Contractor without being observed by another member of staff.*

If the Academy is concerned with inappropriate activities being undertaken these should be raised immediately with the Contractor and the Head teacher. It is recommended that the Academy Site Manager confirms receipt and understanding of the Safeguarding policy from the Contractor. It will be the responsibility of the Academy Site Manager to ensure, in respect of contractors coming onto the Academy site, that he/she carefully monitors their activity to ensure that the policy is strictly adhered to.

In all cases the Contractor should ensure that each employee has individually confirmed in writing that he/she has read and understood the Safeguarding policy by signing and dating a copy before visiting the Academy. A copy of the confirmation should be kept by the Contractor with the employee's records. Additional copies of the Safeguarding policy can be made available. It is the responsibility of the Academy Site Manager to ensure in respect of contractors coming onto the school site that he carefully monitors their activity to ensure that the policy is strictly adhered to.

The Contractor should also ensure that each employee has identification including the company name, the employees name and Contractor's signature to be carried at all times on the Academy site. Where possible this should include photographic identification.

Typical issues that will need to be discussed with contractors prior to work starting include:

- How will the work affect Academy activities e.g. use of heavy machinery on site, noise, dust?
- Contractors will need to sign the asbestos log before work commences;
- Safety arrangements the contractor will have in place;
- Vehicle & equipment movement in the Academy premises;
- Timing of certain activities e.g. can it be done when students have left the premises;
- Areas of the Academy that will be affected, e.g. appropriate barricading of work areas;
- Maintenance of essential utility services (water, sewerage, electricity, telephone contact etc.);
- Managing excessive noise, dust or fumes;
- Protocols for communicating between the Academy and contractor, e.g. regular meetings;
- Hand-over process at the completion of the work.

#### Uninvited Visitors to the Academy

If an intruder comes onto the premises then the office staff should be alerted immediately. The Site Manager and a member of SLT should be contacted and they will identify and assess the risks. The intruder will be questioned and escorted off the premises. The Academy will establish and maintain close liaison with the local police. Procedures are in place to enable the police to be called and to respond promptly when incidents occur. The Academy will work with the Police to confirm the circumstances in which they will pursue a prosecution against an assailant.

If a visitor turns up to talk to a member of staff without an appointment then they should usually be sent away having been told to make an appointment. If in doubt contact the Head teacher or Deputy Head teacher. The visitor may leave appointment times with the office staff that will pass these times onto relevant staff member.

#### Visitors who display inappropriate behaviour

The office should be alerted and the visitor should be escorted immediately to reception where help should be sought from a member of the SLT. If necessary the police should be called. The incident should be recorded and given to SLT.

## 30. Coping with a school emergency

### **First Aid**

The Administration team can arrange first aid for any person on site. Staff will need to make a decision as to whether they feel a student genuinely needs medical attention.

The Administration team are unable to give non prescribed medication and do not keep headache tablets etc. at reception or in the main office. For more information about Admin and First Aid (Including a List of all EGA First Aiders) please see appendix 13.2.

For a comprehensive guide on the schools policy for supporting students with medical conditions please read our [EGA Policy for supporting Pupils with Medical Conditions 2016 17](#)

## **Accidents and Incidents**

In the event of a critical incident at any time, both the Principal and the Operations Director should be notified immediately. Should an accident occur, please assess the situation, call for first aid if necessary and complete an [Accident Report form](#) and return to the Admin Team.

### Major Incidents

The Academy has a [Major Incidents Plan](#) to help staff respond effectively to an emergency at school or on an educational visit. The Senior Leadership team will invoke the Major Incident Plan if required and communicate a response to all staff.

Examples of Major Incidents include:

- Serious injury to a pupil or member of staff (e.g. transport accident)
- Significant damage to school property (e.g. fire)
- Criminal activity (e.g. bomb threat)
- Severe weather (e.g. flooding)
- Public health incidents (e.g. influenza pandemic)
- Hostile intruders on the school premises
- The effects of a disaster in the local community.

## **Emergencies and Evacuation**

The Principal will instruct the assembled school when it is safe to return to the building.

### Fire Drills

- A practice drill will be held each term.
- The Fire Assembly point is on the MUGA (see illustration). Upon hearing the fire alarm, all persons should evacuate the building immediately.
- A Fire Action Notice is on display in each class room.
- The fire alarm is a continuous siren heard through the loudspeakersystem.
- On discovering a fire or evidence of a fire activate the nearest fire alarm call point (illustrated below).



- The first duty of all concerned is to prevent injury and loss of life.
- Staff and students should not tackle a fire unless it is waste paper bin-sized or smaller and you have been trained to do so. Your first duty is to ensure that the school is alerted and that the students in your charge are evacuated safely.

- The Fire Brigade are automatically called upon alarm activation.
- The designated Fire Marshals will check their area so ensuring that the building is completely evacuated.
- The door should be closed by the last person vacating a room, corridor or lobby and leaving the building.
- A Personal Emergency Evacuation Plan will be created for those who have mobility impairment.
- The lifts will automatically travel to the ground floor upon activation of the fire alarm and will not be able to be used until the alarm is reset
- Staff allocated to students with special needs will accompany and supervise them

**Upon hearing the alarm, everybody should leave the building at the nearest exit, following the procedure outlined below and make their way to the MUGA (multi-use games area) Evacuation Point located at Loughborough Park Gate entrance:**

- Shut doors on the way out, if you are instructed to do so or you are the last person through them
- Leave immediately by the designated escape route, if safe to do so, otherwise take an alternative escape route
- Keep in single file
- Move quickly but do not run
- Assemble students in their Tutor Group at the designated evacuation point
- If separated from their class, students should re-join it without delay at the Assembly Point by a safe and sensible route
- Students should join another class if there is a problem and report to the teacher
- You are not allowed to go back into the building until the all clear is given

#### At the Evacuation Point

- Classes line up in tutor groups in register order with the teacher in front of the class in the MUGA
- All students must be strictly controlled and quiet so that instructions can be heard.
- Form tutors or designated substitute call roll from registers and notify the Director of Learning (or their deputy if they are absent) of any students who are missing.
- Director of Learning to check that all students are present and report to Evacuation Controller
- Designated Fire Marshals: Carry out the duties of a Fire Marshal as per your training.
- Designated Office Staff: Bring out class registers and distribute to teachers.
- Class Teachers: Call register and report any missing pupil to Director of Learning
- Receptionist: Print out log from Entry Sign, check visitors' presence and report anyone missing to Evacuation Controller immediately.



31. Safer recruitment  
*Please see Appendix D*

32. Complaints Policy

<T:\Whole School Admin\HR\HR ARK Policies\ARK Complaints policy 2014.pdf>

33. Allegations against teachers

This procedure is to be used in cases in which it is alleged that a person who works with children (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.

*Please note that a member of staff could be subject to an allegation even if they have not harmed a child or intended to. It is enough that the member of staff conduct could pose a risk to the child. 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
- A concern raised by a parent or carer.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer 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 supports the person who is the subject of the allegation.

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 (Sept 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/487799/Keeping\\_children\\_safe\\_in\\_education\\_draft\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487799/Keeping_children_safe_in_education_draft_statutory_guidance.pdf)

An overview of how allegations should be handled is relevant for the purposes of s.157 of the Education Act 2002.

## **1. Defining an Allegation**

- 1.1** In the first instance whenever an allegation is made against a professional that meets any of the above criteria, the Principal and or Designated Safeguarding Lead responsible for receiving such allegations within their school must immediately consult Ark Central team - Head of Safeguarding. **(contact details Appendix A)**
- 1.2** If the allegation involves the Principal, then the Head of Safeguarding must be informed who would notify Ark Central team Schools Head of Human Resources and Ark Central team Head of Governance.
- 1.3** The Head of Safeguarding would further liaise with the Ark Central HR and notify the Local Authority Designated Officer (LADO) where necessary to identify whether the allegation falls within the scope of the above statutory criteria. The school can directly liaise with the LADO but inform the Head of Safeguarding of this contact.
- 1.4** In some circumstances it may be appropriate for the Head of Safeguarding and or the Head of Human Resources to inform Ark Central team Head of Communications.

## **2. Initial Considerations**

- 2.1** The school must ensure that the person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. The initial action followed by the person receiving or identifying an allegation or concern should:
  - Make a written record of the information (where possible using the child/adult's actual words), including time, date and place of incident(s), person present and what was said.
  - Sign and date the written record

- Immediately report the matter to the Principal and or Designated Safeguarding Lead (DSL), or deputy in his/her absence or where the DSL is the subject of the allegation and pass across all documentation.

S/he should not:

- Investigate or ask leading questions, if seeking clarification
- Make assumptions or offer alternative explanations
- Promise complete confidentiality

2.2 The Principal and or Designated Safeguarding Lead should **not conduct an investigative process as specified in s.3** on the matter. S/he should undertake a fact finding exercise and:

- Obtain written details of the concern/allegation, signed and dated by the person receiving (not the child/adult making the allegation)
- Countersign and date the written details
- Record any information about times, dates and location of alleged incident(s) and names of any potential witnesses
- Record discussion about the child and/or member of staff, any decisions made, and the reasons for those decisions.
- If more information is required than the initial disclosure, the Head of Safeguarding may ask the Principal/ Designated Safeguarding Lead to provide or obtain any additional information which may be relevant such as previous history, risk assessments, whether the child or their family have made similar allegations and the individual's current contact with children.

2.3 In cases of an allegation against the Principal, s/he should not be asked to gather the above information themselves. **(Refer to point 1.2)**

2.4 The Principal and or Designated Safeguarding Lead should inform the member of staff against whom the allegation has been made about the allegation as soon as possible after consulting the Head of Safeguarding and the LADO. If sharing the information with the member of staff will not impede or undermine any subsequent investigation, there should be no delay in doing so. At this early stage, it is advisable only to explain that an allegation of a child protection nature has been made. The detail of the allegation will be explained in the course of the investigation process, in accordance with Ark Disciplinary Policy.

2.5 As soon as possible after an allegation is made, the parents or carers should be informed. Where possible, advice should be sought from the Head of Safeguarding and or LADO in advance on how this should be managed. They should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome.

2.6 The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which

case this decision and a justification for it should be recorded by the Head of Safeguarding and/or Head of HR and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The Head of Safeguarding and/or Head of HR should then consider with the designated officer (s) what action should follow both in respect of the individual and those who made the initial allegation.

- 2.7 If the actions of the member of staff, and the consequences of the actions, do not raise credible allegation concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), this will be addressed in accordance with internal procedures.

### 3. Investigating Process

- 3.1 The Head of Safeguarding, Head of Human Resources and the LADO, when determining the actions to be taken following initial considerations, the following definitions will be used:

**Substantiated:** there is sufficient evidence to prove the allegation and referred for an investigation;

**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;

**Unfounded:** there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances;

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

- 3.2 In the course of an investigation there may be several elements followed:

- a) A Police investigation of a possible criminal offence enquires and assessment by Social Care about whether a child is in need of protection or in need of services
- c) Consideration by Ark Schools of disciplinary action in respect of the alleged individual.
- d) The LADO has to agree the appropriate action to be taken and arrange a strategy meeting if an allegation is deemed as requiring a formal investigation the Head of Employment Relations will inform the Schools HR Business Partner/Advisor to arrange for an investigation to be conducted.

- 3.3 However, where a strategy discussion is needed, or police or Local Authority's social care need to be involved, the Principal and or the Designated Safeguarding Lead should not inform the accused member of staff until those agencies have been consulted, and have agreed what information can be disclosed to the person. Ark Central HR and the Principal must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school until the allegation or concern is resolved.
- 3.4 In the case of the Principal being suspended from contact with children at the school until the allegation or concern is resolved, Ark Central HR would discuss with the Director of Education Primary and Director of Education Support who would notify Head of Governance, Head of Safeguarding and Chair of Governors.
- 3.5 If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour or non-compliance.
- 3.6 If an allegation requires immediate attention, but is received outside of normal office hours, the Principal and or the Designated Safeguarding Lead should consult the Social Care Emergency Duty Team or the Child Abuse Investigation Team (CAIT) via local Police. The Principal and or the Designated Safeguarding Lead should also inform the Head of Safeguarding or Head of Governance or Head of Employment Relations and the LADO as soon as possible following this action.
- 3.7 Where it is clear that an investigation by the police or Local Authority children's social care is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the Head of Safeguarding/Head of Employment Relations/LADO should discuss the next steps with the Principal and or the Designated Safeguarding Lead.
- 3.8 In those circumstances the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future. Suspension should not be the default position – an individual should only be suspended if there is no reasonable alternative.
- 3.9 In some such cases further enquiries will be needed to enable a decision about how to proceed. If so, the Head of Safeguarding and/or Head of Employment Relations and/or LADO should discuss with the Principal and /or Designated Safeguarding Lead how and by whom the investigation will be undertaken. In straightforward cases that should normally be undertaken by a senior member of the school staff. However, in other circumstances lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

3.10 In cases where a child may have suffered significant harm, or there may be a criminal prosecution, local authority social care, or the police as appropriate, should consider what support the child or children involved may need.

#### **4 Supporting those involved**

4.1 Ark has a duty of care to employees and should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be reminded about the confidential counselling support which is available through the employee assistance programme.

#### **4.2 Employee Assistance Programme.**

The service is available 24 hours a day, 7 days a week, 365 days a year and is accessible by phone, email, instant messaging and website. The service offers assistance with any work, personal or family issue and includes professional consultation, access to face to face counselling (up to six sessions), information, resources and referrals to local services.

You can access the service in the following ways:

FREEPHONE: 0800 243 458

E-MAIL: [assistance@workplaceoptions.com](mailto:assistance@workplaceoptions.com)

WEBSITE: [www.workplaceoptions.com](http://www.workplaceoptions.com)

USERNAME: **Ark Schools**

PASSWORD: **employee**

Should medical advice and guidance be required this can be arranged through Ark Central HR who will arrange for a referral to our Occupational Health providers.

4.3 The DSL and/or Ark Central HR should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

#### **5 Confidentiality**

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Schools should take advice from Ark Central on:

- Who needs to know and, importantly, exactly what information can be shared;

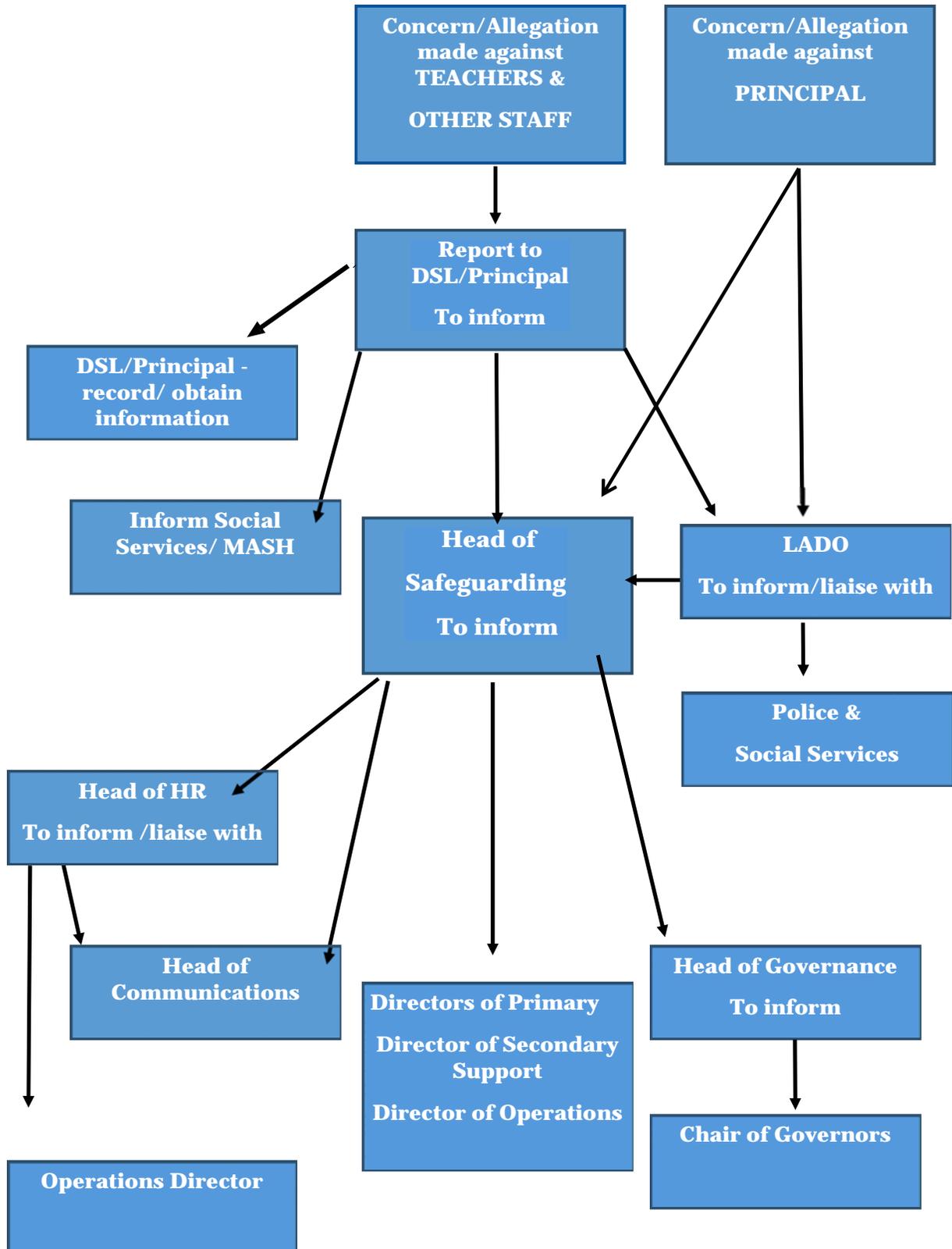
- How to manage speculation, leaks and gossip;
- What if any information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if and when it should arise.

## **6 Referral to Disclosure and Barring Service (DBS)**

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, comes to a settlement agreement with the school to end their employment or leaves the school by any other means, including long-term absence, while the subject of an investigation relating to a safeguarding allegation. Ark Schools should discuss with the LADO whether a referral should be made to the Disclosure and Barring Service (DBS) and Ark Schools must also recognise it has a legal obligation to make a referral to the DBS.

The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016  
Explanatory Memorandum

**Flowchart for safeguarding concern/allegation made against teachers, other staff or Principal**



### Concern/Allegations Recording Form

**Subject of Allegation:**

First name:	Surname:
D.O.B:	
Gender:	
Ethnicity:	
Disability:	
Job Title/Role:	
Type of Employment:	
School/Agency Name:	
School/Agency Address:	
Other Roles:	
Home Address:	

**Details of children under18 in the subject's household:**

<b>Name:</b> <b>D.O.B:</b> <b>Protocol number (if known)</b>
<b>Name:</b> <b>D.O.B:</b> <b>Protocol number (if known)</b>
<b>Name:</b> <b>D.O.B:</b> <b>Protocol number (if known)</b>

**Details of Child/ren concerned:**

Name	D.O.B	Address	Child Local Authority	Is the child known to another Local Authority? If so which/why?	LADO name & Details

**Details of significant professionals involved with child/ren:**

**(i.e.) Social worker, early help, outreach worker, mentor, counselling services**

Name	Designation	Work address	Contact number/email

**Account of Allegation: (Provide as much information possible including accounts obtained if relevant)**

<p><b>Date of allegation:</b></p> <p><b>Where incident occurred:</b></p> <p><b>Summary:</b></p>
---

--

**Action Taken by School/Agency**

--

**History of concerns/previous allegations:**

--

**Please provide details of significant professionals involved with the adult:**

**(i.e.) Principal, Senior manager, HR Advisor**

<b>Name:</b> <b>Designation:</b> <b>Work Address:</b> <b>Contact Number/email:</b>
<b>Name:</b> <b>Designation:</b> <b>Work Address:</b> <b>Contact Number/email:</b>
<b>Name:</b> <b>Designation:</b> <b>Work Address:</b> <b>Contact Number/email:</b>

**Other relevant Information:**

--

--

**Form Completed By:**

<p><b>Name:</b></p> <p><b>Job Title/Role:</b></p> <p><b>School/Agency:</b></p> <p><b>Contact details:</b></p> <p><b>Date:</b></p>
---

**Allegations of abuse made against teachers and other staff**

**USEFUL CONTACT DETAILS** L.A: Lambeth

Position	Name	Contact details
Head of Safeguarding	Joycelyn Thompson	65 Kingsway, London WC2B 6TD T: +44 20 3116 7192 M: +44 (0)7958417703 <a href="mailto:Joycelyn.Thompson@arkonline.org">Joycelyn.Thompson@arkonline.org</a>
Head of HR	Caroline Hawkins	65 Kingsway, London WC2B 6TD T: +44 (0)20 3116 6393 M: +44 (0)7771375902 <a href="mailto:Shereen.Moussa@arkonline.org">Shereen.Moussa@arkonline.org</a>
Head of Governance	Micky Sandal	65 Kingsway, London WC2B 6TD T: +44 20 7430 8859 M: +44 7961 806742 Caroline.hawkins <a href="mailto:Micky.sandal@arkonline.org">Micky.sandal@arkonline.org</a>
Head of Communication	Billy Cometti	65 Kingsway, London WC2B 6TD T: +44 (0)20 3116 0754 M: +44 (0)7545328910 <a href="mailto:Billy.Cometti@arkonline.org">Billy.Cometti@arkonline.org</a>

Operations Director	Sally Plumb	255 Shakespeare Road, London, SE24 0QN T: +44 (0) 207 737 9520 F: +44 (0) 207 737 9525 <a href="mailto:Sally.Plumb@evelyngraceacademy.org">Sally.Plumb@evelyngraceacademy.org</a>
LADO	Andrew Zachariades	T: +44 (0) 207 926 4679 <a href="mailto:LADO@lambeth.gov.uk">LADO@lambeth.gov.uk</a>
Principal	Tim Dainty	255 Shakespeare Road, London, SE24 0QN T: +44 (0) 207 737 9520 F: +44 (0) 207 737 9525 <a href="mailto:Tim.Dainty@evelyngraceacademy.org">Tim.Dainty@evelyngraceacademy.org</a>
Designated Safeguarding Lead	Mr. Shah-Noor Ashraf	255 Shakespeare Road, London, SE24 0QN T: +44 (0) 207 737 9520 F: +44 (0) 207 737 9525 <a href="mailto:shah-noor.ashraf@evelyngraceacademy.org">shah-noor.ashraf@evelyngraceacademy.org</a>
Deputy Designated Safeguarding Lead	Ms. Mareca Laing (Yr7), Ms. Katherine Preston (Yr8), Ms. Lashana Hamilton (Yr9), Mr. Norris Morrissey (Yr10), Ms. Leanne Simmonds (Yr11) and Mr. Moses Kabba (Vice Principal)	255 Shakespeare Road, London, SE24 0QN T: +44 (0) 207 737 9520 F: +44 (0) 207 737 9525

#### 34. Disqualifications under the childcare act

The Department for Education (DfE) has issued supplementary advice to their “Keeping Children Safe in Education” statutory guidance (June 2016), 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/uploads/system/uploads/attachment\\_data/file/528473/Disqualification\\_under\\_the\\_childcare\\_act\\_June2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf)

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.

#### 35. Safeguarding requirements for governors

See part 2 of KCSIE and section 6.5 of the Safeguarding Policy