

Appendix A

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Protection and wider safeguarding

What is Child Abuse/definitions/signs and symptoms	3-7
Attendance/Children Missing from Education	8
Dealing with Disclosures	9
Signs and symptoms of child sexual exploitation	10
Signs and symptoms of female genital mutilation/mandatory reporting	11-12
Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')	13-15
Medicine & First Aid	16
Intimate care	16-18
SEND	19-21
Whistleblowing	22
Children/young people with Medical Needs	23
Responding to self-harm, suicide, mental health	24 - 26
Primary-Secondary transition	27
Internet and /or Online Safety	27
Staff code of conduct	28
Behaviour & Attitudes	
Behaviour	29
Anti – Bullying and Harassment- up- skirting	29
Anti-Discrimination	29
Managing harmful behaviour of children who are vulnerable and/or have committed offences that may present a risk to others in a school setting	29
'Use of Reasonable force/Physical Intervention/Positive Handling	30
PSHE & Citizenship/Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)	30-31
Safety	
School site security	31
Educational visits/Transporting children on school activities	31
Health & Safety	31
Visitor Management	31
HR & Governance	
Safer recruitment.....	34
Complaints policy	34
Allegations against staff, volunteers and other professionals	34
Disqualification under the Childcare Act 2006 (DfE Feb 2015)	34
The Governors Handbook – (requirement for Governors)	35

Protection and Wider Safeguarding

What is Child Abuse? Definitions, signs and symptoms.

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 mis-treated by honour-based abuse, forced marriage or female genital mutilation. **Staff should also refer to 'Signs and Symptoms of Abuse and Neglect' (Keeping Children Safe in Education (September 2021) Paragraphs 19 – 26) and 'What to do if you are worried a child is being abused'.**

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.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Bruises that carry an imprint, such as a hand or belt
- 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
- You should be concerned if the child or young person:*
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault 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.
-

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.

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
- Arriving early at school, leaving late
- Neurotic behaviour,
- rocking, banging head, regression, twitching

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

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.

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

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

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.

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

Indicators of neglect:

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

Teachers and other significant adults in Ark Evelyn Grace Academy are well placed to observe and physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationship between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse and/or Ark Evelyn Grace staff being alerted to concerns.

Research and Experience indicate that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain or loss of function (for example a fractured limb).
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to his/her age and development.
- Reluctance to give information or failure to mention other relevant injuries.
- Frequent presentation of minor injuries.
- A persistently negative attitude toward the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home; or violence between adult in the household.
- Evidence of coercion and control.

Attendance and Children Missing from Education

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

The attendance policy recognises that all schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their students, 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 2018)

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 student is joining or without Evelyn Grace Academy notifying the education welfare service.

Nationally, students 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 students 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 to improve the attendance of their children.

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include the following:

- Abuse and neglect, which may include sexual abuse or exploitation, and child criminal exploitation.
- Mental health problems
- Risk of substance abuse
- Risk of travelling to conflict zones.
- Risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk to help prevent the risks of a child going missing in future. Ark Evelyn Grace staff should follow the procedures via the Attendance Officer for unauthorised absence and any child who could be missing in education.

Please see Evelyn Grace Academy’s Attendance Policy below:

<https://evelyngraceacademy.org/our-policies>

Please see Evelyn Grace Academy’s Children Missing from Education Protocol:

<https://evelyngraceacademy.org/our-policies>

Dealing with Disclosures

A member of staff 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.

Staff

If a student makes a disclosure to a member of staff, the member of staff should:

- Listen to what is said without displaying shock or disbelief and accept what the child is saying
- Allow the child to talk freely
- Reassure the child, but not make promises that it may not be possible to keep, or promise confidentiality, as a referral may have to be made to children's social services.
- Reassure the child that what has happened is not their fault and that they were right to tell someone.
- Not ask direct questions but allow the child to tell their story
- Not criticise the alleged perpetrator
- Explain what will happen next and who will be told
- Make a formal record and pass this on the DSL and DDSL's via Impero EdAware.

Action by the DSL or DDSL

Following any information raising concern, the senior designated person will consider:

- Any urgent medical needs of the child
- Discussing the matter with other agencies involved with the family
- Consulting with appropriate persons e.g. Ark Safeguarding Lead, Lambeth Social Services, Channel
- The student's wishes.

Then decide, in accordance with the procedures or advice of the LA safeguarding children's board:

- Where possible to talk to parents, unless to do so may place a student at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

OR:

- Not to make a referral at this stage;
- If further monitoring is necessary; or
- If it would be appropriate to undertake an assessment and/or make a referral for other services.
- These services can include Early Help, which can provide voluntary support to families

All information and actions taken, including the reasons for any decisions made, will be fully documented. Any referrals to children's social care will be accompanied by a standard referral form.

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. **All staff concerns should be recorded onto Impero Edaware immediately.**

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.

Safeguarding Team

Name	Role
Tim Dainty	Principal
Lee Daly	DSL & Vice Principal
Norris Morrissey	DDSL & Assistant Principal
John Commetant	DDSL & Year 9 Director of Learning
Erron Beckford	DDSL & Year 10 Director of Learning
Thomas Hall	DDSL & Year 7 & 8 Director of Learning
Mariam Lawal	DDSL & Attendance & Welfare Officer

Signs and Symptoms of Child Sexual Exploitation

Child 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.

Both girls and boys are at risk of sexual exploitation, and it is seriously harmful to children both emotionally and physically. Children and young people often find it very hard to understand or accept that they are being abused through sexual exploitation, and this increases their risk of being exposed to violent assault and life- threatening events by those who abuse them.

Models of Sexual Exploitation

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

All staff concerns should be recorded onto Impero Edaware immediately.

Signs to look out for include

- Going missing for periods of time or regularly returning home late.
- Going places that you know they cannot afford.
- Skipping school or being disruptive in class.
- Suddenly acquiring expensive gifts such as mobile phones, jewellery – even drugs – and not being able to explain how they came by them.
- Having mood swings and changes in temperament.
- Noticeable changes in behaviour – becoming secretive, defensive or aggressive when asked about their personal life.
- Wearing age-inappropriate clothing
- Displaying inappropriate sexualised behaviours, such as over familiarity with strangers, dressing in a sexualised manner or sending sexualised images by mobile phone (‘sexting’).
- Getting into trouble with the police. Bruises, marks on the body, sexually-

transmitted diseases, pregnancy, drug and alcohol abuse or self-harm.

- Repeated phone calls, letters, emails from adults outside family social circle.

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.

Both boys and girls are at risk of sexual exploitation, and it is seriously harmful to children both emotionally and physically.

Signs and Symptoms of Female Genital Mutilation

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

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 2018) 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.

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. Once concerns have been raised about FGM, there should also be a consideration of potential risk to other female members of the family and practicing community.

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.

Signs and Indicators

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
- A girl/young woman may ask for help, either directly or indirectly
- A girl/young woman who is suffering emotional and/or psychological effects of undergoing FGM, for example, withdrawal or depression

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.

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

Evelyn Grace Academy recognises that it has a duty and a responsibility to protect students from gang involvement and youth violence. It also recognises that it is well established that success in learning is one of the most powerful indicators in the prevention of youth crime.

Evelyn Grace Academy also acknowledges that primary schools are also increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be identified.

All Academy Staff must be able to recognise the signs and symptoms of gang involvement and therefore, must have an understanding of the groups which could be identified as 'gangs'.

There are three such groups:

- Organised Criminal Gangs – usually made up of adults and are involved in targeted organised crime (robbery, extortion, burglary, kidnapping etc).

- Street Gangs: made up of adolescents and young adults, usually centred around a common identity, or territory, or ethnic group/religion, and whose activity is centred on criminal activity and violence.
- Peer Groups: young people who associate with each other in groups, only some of whom may be involved in the fringes of delinquency, or actual acts of delinquency.

Evelyn Grace Academy understands that students who are exposed to any such group listed above, either through peers or through family members, are at risk of abuse (emotional, physical and/or sexual abuse or sexual exploitation) and that any students involved in a Peer Group (as defined above) are at risk of their involvement with gangs escalating to Street Gangs or Organised Criminal Gangs.

For School aged children, Home Office guidance published in March 2015 '[Preventing youth violence and gang involvement](#)' highlights some specific risk factors relating to likely involvement with gangs and youth violence:

More broadly, Evelyn Grace Academy Staff must be able to recognise the following as indicators of possible gang involvement:

- Sudden loss of interest in school, loss of attendance or achievement
- Starting to use new or unknown slang words
- Coming into unexplained money or possessions
- Staying out late without reason
- Changes in appearance, wearing a style or "uniform" that is the same as other young people
- New nickname
- Unexplained injuries
- Graffiti style "tags" on possessions, school books, walls
- Constantly talking about another young person who has a lot of influence over them
- Broken off from old friends and now spends most of time with one group.
- Increased use of social work network sites
- Adopting certain codes of group behaviour, ways of talking, gestures or hand movements
- Scared when entering certain areas, and anxious about the presence of unknown youths
- Expressing aggressive or intimidating views towards other groups of young people, some of whom may have been friends before

When a student is identified as being at risk of being involved with gangs or youth violence, these concerns must be shared with the designated senior person for child protection using the safeguarding procedures detailed within this policy and where a judgement is made that input from external agencies is needed, the designated person will seek advice from the local authority, but also from the designated safer schools officer.

There are specific topics and skills that Evelyn Grace Academy recognises is important to teach students (in an age-appropriate manner) in-order to highlight the risks of gang involvement to students and to prevent gang involvement or youth violence:

'Joint Enterprise'
Anti-social behaviour and its impact
Recognising and addressing 'Peer Pressure'
Conflict resolution skills
Definitions of violence and abuse

Evelyn Grace Academy recognises that children who become involved in gangs or youth violence pose a risk to themselves and others and may at times be in possession of prohibited items. As a result, Evelyn Grace Academy will search students and confiscate prohibited items if school leaders believe a student may be in possession of a weapon (including knives), alcohol, illegal drugs, tobacco (and related paraphernalia), pornographic material, fireworks or stolen items

School leaders will use the powers provided in the Department of Education guidance ‘*Use of Reasonable Force – guidance for headteachers, staff and governing bodies (July 2013)*’ to search students without consent if a concern is raised that the student(s) in question may be in possession of a weapon or illegal drugs.

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

At Evelyn Grace Academy, all searches of students will be conducted in the presence of at least two members of staff and in the presence of a senior leader; in all instances of physical intervention, the staff involved are required to record the use of physical intervention with a written report. This report must be given directly to the relevant senior designated person for child protection immediately.

All staff concerns should be recorded onto Impero Edaware immediately.

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

The Preventing Extremism and Radicalisation safeguarding guidance is one element within our overall school arrangements to safeguard and promote the welfare of all young people in line with our statutory duties set out in Section 175 of the Education Act 2002 (s157 of the Education Act 2002- for Academies).

It is important that the Prevent Duty is dealt with through a whole school approach and that staff understand that it is not so much concerned with identifying possible terrorists and more about supporting young people so that they do not become at risk of radicalisation and being drawn into extremism. As such, all young people should be encouraged to adopt the values, attitudes and behaviours that allow their full inclusion into our communities and society. The development of a sense of belonging and appreciation of democracy should be facilitated.

However, staff should also be aware and have an understanding of how vulnerable young people can be at risk of being drawn into extremism and should be vigilant at all times with regard to this. Any member of staff who is concerned about a young person’s vulnerability should discuss this with the SPOC (Single point of contact – **Lee Daly** (DSL))

Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Ark Evelyn Grace Academy values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society’s values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Ark Evelyn Grace Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school’s safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalization can be found below:

- Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
- Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

- The demonstration of unacceptable behaviour by using any means or medium to express views which:
- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or Foster hatred which might lead to inter-community violence in the UK.
- There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
- Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Ark Evelyn Grace Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo- Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Response With effect from 1st July 2015 all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26 Counter Terrorism and Security Act 2015) This is known as The Prevent Duty. There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts.

The use of social media has become a significant feature in the radicalisation of young people. Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

The SPOC for our school is **Lee Daly**. The responsibilities of the SPOC are as follows:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of Ark Evelyn Grace Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the school’s RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs.
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel process
- Attending Channel meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.
- Staff of Ark Evelyn Grace Academy will be alert to changes in a child’s behaviour or attitude which could indicate that they are in need of help or protection.

Ark Evelyn Grace Academy will monitor online activity with the school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done by the use of specialist online monitoring software, which in this school is called the assisted monitoring service. When any member of staff has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Intimate Care

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position. Given the right approach, intimate care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self-esteem. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young persons' right to privacy and dignity is maintained at all times.

Providing comfort or support for a distressed student:

Assisting a student requiring medical care, who is not able to carry this out unaided
Cleaning a student who has soiled him/herself, has vomited or feels unwell

Providing comfort or support

Students may seek physical comfort from staff. Where children require physical support, staff need to be aware that physical contact must be kept to a minimum and be student initiated. When comforting a student or giving reassurance, the member of staff's hands should always be seen, and a student should not be positioned close to a member of staff's body which could be regarded as intimate. If physical contact is deemed to be appropriate staff must provide care which is suitable to the age, gender and situation of the student.

If a student touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the student, is unacceptable.

If a member of staff feels a student has touched them in an inappropriate manner, with intent to make him/her feel uncomfortable, or feels that the student has touched them in a sexualised manner, then the member of staff should inform the Designated Safeguarding Lead immediately and record the concern onto Impero Edaware. The DSL should then investigate the matter and decide on appropriate actions which may involve reporting the incident to the police.

Medical procedures

If it is necessary for a student to receive medicine during the school day, parents must fill out a permission form from the school office and discuss their child's needs with a member of staff before the school agrees to administer medicines or medical care. It must be made clear to parents that staff administration of medicines is voluntary.

Any member of staff giving medicine to a student should check:

- a) The student's name
- b) Written Instructions provided by parents or doctor
- c) Prescribed dose
- d) Expiry Date

Particular attention should be paid to the safe storage, handling and disposal of medicines.

The Principal has prime responsibility for the safe management of medicines kept at school. This duty derives from the Control of Substances Hazardous to Health Regulations 2002 (COSHH). School staff are also responsible for making sure that anyone in school is safe. Medicines should generally be kept in a secure place, not accessible to students but arrangements must be in place to ensure that any medication that a student might need in an emergency is readily available.

Please see the Evelyn Grace Academy's Supporting Students with Medical Needs Policy below:

<https://evelyngraceacademy.org/policies/pupils-medical-conditions>

Staff will record any safeguarding concern, *first aid incident* or physical restraint incident that they have about a child on Impero Edaware.

Soiling

Intimate care for soiling should only be given to a child after the parents have given permission for staff to clean and change the child.

If a parent does not give consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is

able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the parent arrives. Children are not left on their own whilst waiting for a parent to arrive, an adult will stay with them, giving comfort and reassurance and the child will be dressed at all times and never left partially clothed.

If a parent/carer or emergency contact cannot attend, the school seeks to gain verbal consent from parents/carers for staff to clean and change the child. This permission will be sought on each occasion that the child soils him or herself.

If the parents and emergency contacts cannot be contacted the Principal will be consulted. If put in an impossible situation where the child is at risk, staff will act appropriately and may need to come into some level of physical contact in order to aid the child.

When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings.

If a child needs to be cleaned, staff will make sure that:

- Protective gloves are worn
- The procedure is discussed in a friendly and reassuring way with the child throughout the process
- The child is encouraged to care for him/herself as far as possible
- Physical contact is kept to the minimum possible to carry out the necessary cleaning
e.g. Privacy is given appropriate to the child's age and the situation
- All spills of vomit, blood or excrement are wiped up and flushed down the toilet
e.g. Any soiling that can be, is flushed down the toilet
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the child Hygiene

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Protection for Staff

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These should include:

Gaining a verbal agreement from another member of staff that the action being taken is necessary.

Allow the child, wherever possible, to express a preference to choose his/her carer encourage them to say if they find a carer to be unacceptable

Allow the child a choice in the sequence of care

Be aware of and responsive to the child's reactions

SEND

We aim to provide a differentiated curriculum that meets the needs of all students, individuals and groups by:

- Setting suitable learning challenges Responding to
- students' diverse learning needs
- Overcoming potential barriers to learning and assessment We aim to provide

a happy, healthy and safe academy by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the academy community

We secure inclusive education for our students by reviewing and evaluating what is done:

- Does each student achieve as much as they can?
- Are there differences in the achievements of different groups of students? What is in place for students who are not achieving their potential?
- Are our actions effective?
- Are all our students happy to be in academy?

All members of our academy community are valued and are offered wide ranging opportunities to enable high standards of achievement. All policies within the academy support inclusion and are reflected in academy development planning.

The objectives of our SEND code of practice are:

- At Evelyn Grace Academy we welcome students with special educational needs as part of our community and we will ensure that all students have an equal opportunity to engage in the curriculum.
- We value all students equally.
- We recognise that we will need to consider the individual needs of students when planning our curriculum. We will provide a curriculum, which is accessible to the individual needs of our students.
- We recognise that some students will need additional support to ensure access to the whole curriculum. We will ensure that the needs of students are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.
- We recognise the importance of early identification and assessment of students with special educational needs. We will develop practices and procedures, which will aim to ensure that all students' special educational needs, are identified and assessed and the curriculum will be planned to meet their needs.
- We recognise the vital role of parents/carers in the identification, assessment and response to their students' special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision- making about their special educational provision.
- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting students' special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

Whilst all schools have statutory responsibilities for students with Special Educational Needs

and Disabilities (SEND) as covered by the code of practice (DfES 0581 2001) we support our academies to go above and beyond this in four distinctive ways:

- Early identification. Forensic
- teaching.
- High impact intervention.
- Review and response.

Please see the Evelyn Grace Academy's SEND Policy below:

<https://evelyngraceacademy.org/our-policies>

Please see below for the Evelyn Grace Academy SEND Information Report September 2020

<https://evelyngraceacademy.org/our-policies>

Please see the Evelyn Grace Academy's Equality Statement and Equality Objectives below:

<https://evelyngraceacademy.org/our-policies>

Please see below for Evelyn Grace Academy's EAL Policy:

<https://evelyngraceacademy.org/our-policies>

Whistleblowing Policy

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.

The Ark Schools Whistleblowing Policy is applicable to concerns regarding wrongdoing within Ark Schools in relation to matters such as fraud, malpractice, mismanagement, breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or by fellow employees.

All employees and volunteers at Evelyn Grace Academy will be directed as to where to find the Ark Schools Whistleblowing Policy as part of the induction process and it is signposted within the Evelyn Grace Academy Code of Conduct/staff handbook which is issued to all staff as part of induction.

Similarly, all Evelyn Grace Academy employees and volunteers are issued with the most recent edition of Keeping Children Safe in Education which informs readers that where they are concerned that the designated senior person is not taking appropriate steps to keep a child or children safe, they should contact social care directly.

Please see the ARK Whistleblowing Policy below:

https://evelyngraceacademy.org/sites/default/files/Ark%20Whistleblowing%20Policy%202021-23_13.pdf

Children with Medical Needs

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. Evelyn Grace Academy will build relationships with healthcare professionals and other agencies and in order to support effectively students with medical condition.

Responding to Self-harm, Suicide and Mental Health

Evelyn Grace Academy recognises that for students 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 dangerous outcomes they can lead to such as suicide, self-harm or suicidal ideation.

The Inclusion Team can provide a wide range of support for students experiencing mental health, self-harm or suicide concerns.

The aims of the Inclusion Team are:

- To promote the ethos of care, forgiveness and fresh starts within a framework of support
- To identify students requiring support and provide them with the appropriate interventions to enable them to be successful
- To ensure that poor behaviour, mental health concerns, social concerns, medical needs or special educational needs are not reasons preventing students from accessing the curriculum or making the required progress.
- To provide appropriate support for students at risk of exclusion
- To provide support for students who are vulnerable or require help developing good social and emotional skills
- To work with families and outside agencies when required to provide co-ordinated support for each student
- To ensure that all students avoid being excluded
- To build relationships, strengthen core values and promote positive behaviour.

Support provided outside the classroom for students is listed below:

- **Social, Emotional and Mental Health Difficulties**
- **Counselling**
- **Group withdrawal (SEMH)**
- **XLP mentoring & group work**

- **CAMHS**
- **Local Authority Early Help**
- **Social Care**

Staff roles in working with students who self-harm

Students may choose to confide with a member of staff regarding their own welfare or that of a peer. If a student discloses self-harm to you, please follow this guidance. If you feel uncomfortable and unsure of how to proceed, tell the student that you are going to go and get support from the Safeguarding/Provision team and record the concern on Impero Edaware.

Try to:

- Allow the student to speak. Listen to them and make them the sole focus of your attention
- Remove any judgement from your tone and acknowledge the emotional distress that they are experiencing e.g. “That looks painful, you must be having a difficult time.”
- Respond in a calm manner, even if you do not feel calm
- Recognise how difficult it must be to speak about this “Thank you for telling me, I understand this must be difficult to speak about.”
- Outline your next steps to the student. Explain that you are worried about them and need to speak to the Safeguarding Manager
- Attend to any medical needs they have, such as wounds. Bring them to a first aider.
- Avoid
- Dismissing them as attention seeking
- Showing panic, shock or disgust
- Asking too many questions
- Making promises you cannot keep, such as keeping it a secret or not telling their parents

If the student is finding it difficult to talk, think about who the best person may be to speak to them. If you are concerned that a student is self-harming, or at risk you should speak to Claire Walley the Safeguarding Manager, or a member of the Inclusion team.

Also, you must record the concern on Impero Edaware.

Safeguarding Manager/ Behaviour Coordinators

The Safeguarding Manager and Inclusion team will decide on the appropriate course of action. This may include:

- Remove any blades from students. Pastoral team to check daily whilst at risk
- Contact the parents and invite them for a meeting. A member of the pastoral team should be present. If the parent is unable to attend the Provision team will discuss appropriate alternatives (phone call etc.)
- Urgent social services CAF/Early Help Referral
- Provide parents with information about support and available services
- Advise parents to seek support from the GP
- Consider at Inclusion team meeting whether they are suitable for counselling or a CAMHS referral
- Behaviour Coordinator to provide regular check ins and a space to understand the behaviour and find alternatives to self-harming
- Behaviour coordinators to offer support and advice to the student’s peer group so that they are able to support their friend
- Inform any other services that are working with the family i.e. CAMHS, social services

If the student is acutely distressed, the immediate safety of the student is paramount and an adult must remain with them at all times. If the student has harmed themselves a first aider should be called to address their medical needs.

Despite the best efforts of all staff at Evelyn Grace Academy, the more dangerous outcomes of mental health problems (self-harm and suicidal ideation) cannot always be prevented. In such instances, Evelyn Grace 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 Evelyn Grace Academy must inform the designated safeguarding lead immediately. It may be necessary in such circumstances for the student 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 student and the family where appropriate to do so.

Primary/Secondary Transition

Evelyn Grace Academy aims to ensure a smooth transition from Primary to Secondary for all students joining the Academy.

It is our aim that students will develop in their learning and reach their full potential.

Internet and Online Safety

Evelyn Grace Academy recognises that internet use is a necessary tool for learning and that students use the internet widely outside school and need to learn how to evaluate internet information and to take care of their own safety and security. As a result, the academy has a duty to provide students with quality internet access as part of their learning experience.

The purpose of internet use in the academy is to raise educational standards, to promote student achievement, to support the professional work of staff and to enhance the school's management functions.

When using the internet at Evelyn Grace Academy, students will be taught what usage is appropriate and what is not, and students will be given clear objectives for internet use.

Please see below for Evelyn Grace Academy's E-Safety policy:

<https://evelyngraceacademy.org/our-policies>

Please see below for Evelyn Grace Academy's Data Protection policy:

<https://evelyngraceacademy.org/our-policies>

Staff Code of Conduct

All members of staff must adhere to the 'Evelyn Grace Academy Code of Conduct' A copy of this conduct is in every staff member's handbook and is stored on the Academy Intranet and Share Point. There is an additional Staff Handbook for September 2020 return with COV-19 safety protocols.

Please see below for the staff ICT Policy:

<https://evelyngraceacademy.org/our-policies>

Behaviour & Attitude

Our code of conduct outlines appropriate behaviours that will allow each student to be successful each day. We believe that good and positive behaviour is achieved through relationships and an understanding of the impact that this has on individuals. At Evelyn Grace Academy we expect all students to behave well, all the time. There are no excuses for poor behaviour. Behaviour rules will be applied consistently and professionally by staff who expect no learning time to be lost through having to deal with poor behaviour.

Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

Managing allegations against other pupils

DfE guidance 'Keeping children safe in education (2021)' 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 academy'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. According to law, no child under the age of 13 can consent to sexual activity. 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. It is important to understand that a sexual predator may sometimes be a woman or girl and the victim a boy.

Procedure

At Ark 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 Students 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
Supporting students to develop assertiveness and their knowledge of keeping safe if they are identified as being at risk
- Developing robust risk assessments & providing targeted work for Students identified as being a potential risk to other Students.
- Allegations against other Students 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 Student, some of the following features will be found.

If the allegation:

- Is made against an older Student and refers to their behaviour towards a younger Student or a more vulnerable Student
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other Students in the school
- Indicates that other Students may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Please see below for Evelyn Grace Academy's behaviour policies:

Behaviour Policy:

<https://evelyngraceacademy.org/our-policies>

Anti-bullying Policy:

<https://evelyngraceacademy.org/our-policies>

Please see below for Evelyn Grace Academy exclusion policy:

<https://evelyngraceacademy.org/our-policies>

Parents are encouraged to support with the behaviour of their children through the 'Home/Academy Agreement'

Please see below for the Home/Academy Agreement:

https://evelyngraceacademy.org/sites/default/files/Home%20Agreement%202018.19_1.pdf

Use of Reasonable Force

What is reasonable force?

1. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
2. 'Reasonable in the circumstances' means using no more force than is needed.
3. 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.
4. Restraint means to hold back physically or to bring a student under control.
5. 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.

Please see below for Evelyn Grace Academy's Use of Reasonable Force Guidance:

<https://evelyngraceacademy.org/our-policies>

Safety

School Site Security

Please see below for the Evelyn Grace Academy Health and Safety Policy:

<https://evelyngraceacademy.org/our-policies>

Educational Visits

All staff must complete a Risk Assessment for all educational visits off-site with students. Please see below for the Risk Assessment template.

Staff must adhere to the Staff Code of Conduct at all times when facilitating an educational visit. This is found on the shared area of the Academy intranet and SharePoint.

Visitor Management

Please see below for the Evelyn Grace Academy Safeguarding Guidance which details the protocol for visitors to follow when visiting the Academy

<https://evelyngraceacademy.org/our-policies>

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HR & Governance

Safer Recruitment

Evelyn Grace Academy recruits, selects and appoints the best suited staff for available positions in accordance with Evelyn Grace Academy ethos.

Commitment to equal employment opportunity is upheld in all recruitment, selection and appointment processes, and the selection and appointment of all Employees is based on merit.

Please see below for the Evelyn Grace Academy Safer Recruitment Policy:

<https://evelyngraceacademy.org/our-policies>

Allegations against staff members

The whistle blowing policy applies to all individuals working for Ark at all levels and grades, whether they are employees, contractors, and casual or agency staff.

Please see below for the ARK whistleblowing policy:

<https://evelyngraceacademy.org/our-policies>

Please see below for the Evelyn Grace Academy Complaints Policy:

<https://evelyngraceacademy.org/our-policies>

Disqualification under the Childcare Act (2006)

<https://evelyngraceacademy.org/our-policies>

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act->

The Governors Handbook

Evelyn Grace Academy's LGB is made up as follows:

- Six to ten members appointed by Ark, to include the Chair – usually people with a local connection or interest who are committed to supporting educational opportunity in the area
- The Principal
- Two parent governors
- One teaching staff governor
- One non-teaching staff governor
- One local authority representative from Southwark
- One Diocesan representative

Governors are appointed/elected for three-year terms, up to a maximum of ten years. The initial term of the first Chair will be three years, with annual election by the LGB thereafter. Academy staff may not be Chair or Vice Chair of the LGB.

Ark Schools aims to create a balanced group that will have the right skills, connections and dynamic for the LGB to work well and support the school in achieving exceptional performance:

- Good insight into the specific challenges at the school and the general challenges of operating top-quality schools
- Excellent community links
- Specific skills as needed by/relevant to the school
- A link to the senior executive team of Ark Schools

Governors (September 2022)

Nilesh Goswami (Chair and Parent Governor)

Maureen Sheridan (SEND Link Governor)

Maureen Sheridan (Safeguarding Link Governor)