

## APPENDIX A – King Solomon Academy

Localised School Procedures, Practice and Guidance documents / links to documents

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## **Protection and Wider Safeguarding**

### **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. A child may be abused in a family or in an institutional or community setting. This may be by those known to them or- more rarely- by a stranger. The abuse may be inflicted on to the child 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.

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 is inconsistent 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

## **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 such as domestic violence or conflict taking place at home. 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. (See Appendix C)

### 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. (See Appendix C for further guidance)

It is sometimes possible to spot emotionally abusive behaviour 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 am 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 and soiling
- 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
- Regular made up/psychosomatic injuries to gain attention/care
- 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.

#### 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
- Sexual language or imagery used during play or featuring in school work
- 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.
- Faecal smearing

### **Attendance/Children Missing from Education**

King Solomon Academy has an attendance policy which is shared with staff, parents and pupils via the school website.

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 gives due regard to this responsibility and the attendance policy is written in accordance with “Children missing education: Statutory guidance for local authorities” (September 2016)

King Solomon Academy collaborates closely with the education welfare service, other schools and local social services to ensure that children do not go missing from education. We also ensure that no child of compulsory school age is removed from the school roll at King Solomon Academy, without the authorisation of the designated safeguarding lead and Principal, and without confirmation from the school the pupil is joining, or without King Solomon 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, King Solomon Academy refers 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. (See Appendix C)

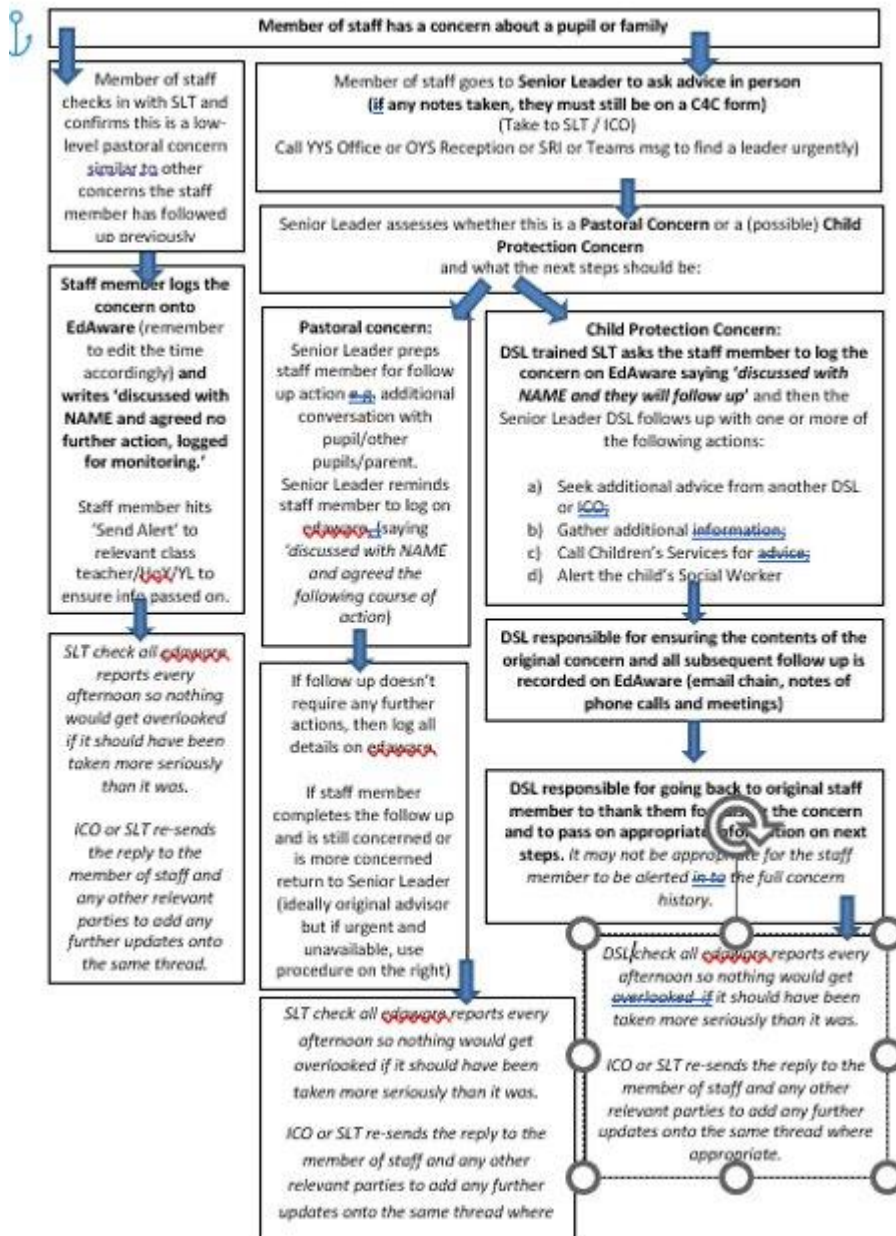
### **Dealing with Disclosures**

A member of staff at King Solomon 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 very young children in their Early Years, 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, DDSL or a member of SLT (who have all received Level 3 safeguarding training) 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, have not be able to make contact with the DSL/DDSL/Principal and have concerns about sending a child home or an aggressive/violent parent on the premises.



Guiding principles, the seven R's for receiving and acting on a disclosure

### 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 or appropriate leader what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out. The DSL may only be able to share information on a need to know basis to staff which will not cover everything but will be enough to provide support to the child.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children's services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases, additional support/counselling might be needed, and a staff member can be directed to the DSL, who can arrange appropriate support from Place2Think or another appropriate agency, and they should also be encouraged to recognise that disclosures can have an impact on their own emotions.

### Signs and symptoms of child sexual exploitation

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 provided by the National Working Group for Sexually Exploited Children and Young People 2008 is:

'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.'

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.

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 is physical, emotional and /or 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, 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 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 Involves buying and selling of young people</li> </ul>

Sexual exploitation affects both males and females. 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 or theft of property from other students/teachers
- 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

It is important that all concerns be passed to the Safeguarding team without delay. The team will then liaise with the appropriate authorities, such as the police, to deal with. Where the DSL/ DDSL cannot be reached, the police should be notified directly.

## **Child Criminal Exploitation (CCE) & County Lines**

### **Child criminal exploitation**

The definition of Child criminal exploitation is increasingly used to describe this type of exploitation where children are taken advantage of to fulfil criminal activity. The Criminal Exploitation of Children and Vulnerable adults' policy produced by the Home Office, 2018, defines this as:

*Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.*

Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft. Victims of CCE are often fearful of getting into trouble themselves – for the very actions they have been exploited into carrying out – so it can also be difficult to get these young people to come forward and speak out about their situation

### **County Lines**

#### What is county lines exploitation?

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. The UK Government defines county lines as:

*County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line". They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.*

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

#### Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

#### Warning Signs

A young person's involvement in county lines activity often leaves signs. A person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a person's lifestyle should be flagged with the DSL.

Some potential indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- persistently going missing from school or home and / or being found out-of-area;
- unexplained acquisition of money, clothes, gifts or mobile phones
- excessive receipt of texts / phone calls and/or having multiple handsets
- relationships with controlling / older individuals or groups
- leaving home / care without explanation
- suspicion of physical assault / unexplained injuries
- parental concerns
- carrying weapons
- significant decline in school results / performance
- gang association or isolation from peers or social networks
- self-harm or significant changes in emotional well-being

A member of staff at King Solomon Academy who has concerns about a child or children being involved with CCE or County lines should follow the school's safeguarding guidance report this to the DSL or Safeguarding Team immediately. The DSL has the responsibility for linking with the local authorities' service e.g. the police, social services. If you believe a person is in immediate harm, you should **contact the police** on 101 or call 999 in an emergency. Further information on safeguarding can be found in the Department for Education's Working Together to Safeguard Children Guidance.

### **Children and the Court System**

Children can be victims of offences and can also be affected by crime even if they are not themselves victims or witnesses. Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. A child may be seriously affected by, for example, domestic violence, even if not present in the same room as the offence is committed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. One of the very clear messages of the Every Child Matters report (presented to Parliament in 2003), the Children Act 2004 and joint thematic Safeguarding Children inspections is that there can be considerable benefits to be gained where agencies and authorities establish close working relationships and share information.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers: <https://helpwithchildarrangements.service.justice.gov.uk/>

At King Solomon Academy, our first duty is to the child, respecting their view where possible. Ultimately, all systems and processes will operate in the best interests and welfare of the child.

### **Children with Family members in prison**

As per the KCSIE 2022 policy: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. <https://www.nicco.org.uk/>

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The school conducts regular checks on home contact details and requests parents to keep up to date with this. The DSL/ DDSs are made aware of all concerns of risk of homelessness by pastoral staff so that appropriate authorities, such as Westminster Local Housing Authority can be contacted at the earliest convenience. In

most cases, King Solomon Academy staff will consider homelessness in the context of children who live with their families, and intervention will be on that basis. However, it is also recognised that in some cases, 16 and 17 year olds could be living independently from their parents and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) will ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation which can be found following this link: <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

## **Female Genital Mutilation & mandatory reporting of FGM: Signs and symptoms**

**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. 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.

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 girl/young woman who frequently requests to go to the toilet
- 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 / psychological effects of undergoing
  - FGM, for example withdrawal or depression. Midwives and obstetricians may become aware that FGM has taken place when treating a pregnant woman / young woman

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.

King Solomon Academy staff will follow the FGM Mandatory reporting duty to report when a girl under 18 discloses she has FGM; a report is to be made to the police via the 101 non-emergency number or be raised with the DSL as an immediate risk. All staff have received training on how to recognise the signs and raise concerns.

#### **Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty): Signs and symptoms**

Prevent is recognised as a safeguarding issue and will be treated in the same way as other safeguarding processes designed to protect children or vulnerable adults from harm or abuse. 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).

King Solomon Academy recognises that all staff have a duty to and responsibility to protect children from gang involvement and youth violence from Primary school all the way through to sixth form. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our school's safeguarding approach.

Our school's Preventing Extremism and Radicalisation Safeguarding guidance draws upon the guidance contained in Annex A of Keeping Children Safe in Education 2022:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101457/KCSIE\\_2022\\_Part\\_One.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf)

The policy defines the following:

**Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate

King Solomon Academy staff and governor are committed to safeguarding all of its pupils and receive annual training on PREVENT. The DSL/ DDSLs will use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. In Westminster, child related safeguarding concerns are referred to the Access and Assessment Team. This includes concerns relating to a child who may be vulnerable to support violent extremism.

[acesstochildrenservices@westminster.gov.uk](mailto:acesstochildrenservices@westminster.gov.uk)

020 7641 4000

WCS Multi Agency Referral and Assessment Form

<https://fisd.westminster.gov.uk/kb5/westminster/fis/ehat.page>

### **Child on Child / Child Abuse: Sign and Symptoms**

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. All King Solomon Academy staff are trained and are aware that safeguarding issues can manifest itself via child on child abuse:

- Bullying (including cyber bullying)
- Gender based violence
- Sexual assaults or sexual harassment
- Sexting and initiation/ hazing type violence and rituals
- Physical abuse (such as hitting, kicking, shaking, biting, hair pulling)
- Up-skirting

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

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

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

### **Up-Skirting**

Up-skirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone, and any gender, can be a victim and this behaviour is completely unacceptable.



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

### **Serious Violence: Signs and Symptoms**

All staff must be aware of warning signs which indicate that a child may be at risk of or involved in serious violent crime. KCSIE 2022 expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them. KCSIE 2022, paragraph 52 directs staff to the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

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

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

### **Contextual safeguarding**

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

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

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

### **Non-collection of Children**

Secondary: Children independently travel home from school unless the child is considered vulnerable, in which case, pre-arrangements must be made with the school.

Primary: Children who are not collected on time are taken to the main reception and are supervised by an experienced and qualified member of staff who is known to the child, until the child is safely collected. Under no circumstances are staff to go to look for the parent, nor do they take the child home with them. The parent/guardian will be contacted to alert them to collect their child/children as soon as possible. All parents have been notified of the procedures on how to contact the school, should they be running late to collect their child or children. King Solomon Academy will then proceed to implement the late collection action plan

at school for that child. On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, we agree with parents how to verify the identity of the person who is to collect their child.

Depending on the circumstances and frequency of non-collection, King Solomon Academy reserve the right to make referrals to the appropriate authorities, such as Westminster Children's Services, should we have concerns regarding this.

### **Supporting Transgender Pupils**

Ark Schools maintain a policy which provides guidance for schools to enable them to support pupils wishing to express themselves as transgender, or who may be questioning their birth identity. It is part of Ark Schools' commitment to equality and diversity. The full policy can be accessed from our website under 'Policies' or via this link:

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

### **Medicine & First Aid**

The school must be notified by parents if their child is required to take medicine during the school day. In such cases, medication (with the exception of asthma inhalers) should be taken to the first aid office where this will be safely stored. Particular attention should be paid to the storage, handling and disposal of medicines. The Principal has prime responsibility of overseeing the safe management of medicines kept at school. There may be occasions where a child's medical need will require parents and the child's GP to input information on to a Individual Health Care Plan. All IHCP's are safely stored in the reception and an electronic copy stored in the KSA Cloud in the Safeguarding folder. These are updated annually.

The Principal is responsible for ensuring that:

- First aid is available at all times on site and at offsite trips
- There is adequate provision of first aid provision
- Key staff have received first aid training
- First aid boxes are in school office and near 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 aid staff are equipped with necessary PPE

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
- The Vice Principal, Pastoral and the Principal are alerted to any child or staff displaying COVID-19 symptoms and the necessary action is followed immediately by the Covid attendance team

### **Health & Safety**

King Solomon Academy has a comprehensive Health and Safety Policy, which can be viewed on the policies section of our website [here](#).

### **Educational visits, Transporting children on school activities**

Due to the current global pandemic, educational visits such as school trips, residential trips, and sporting fixtures (away) have been ceased until further notice.

### **Intimate care**

At King Solomon Academy 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. 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. 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 King Solomon Academy EYFS policy on our school website or by clicking [here](#)

## **SEND**

King Solomon Academy has a comprehensive SEND Policy, which can be viewed on our website in the policies section [here](#).

## **ICT Acceptable Use Agreement**

King Solomon Academy has a comprehensive ICT Policy. This is a staff-facing ICT Policy, which can be viewed by requesting a copy via [ksa.office@kingsolomonacademy.org](mailto:ksa.office@kingsolomonacademy.org)

## **Whistleblowing**

The Ark Schools Whistleblowing Policy ensures that procedures are in place to enable all workers 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 policy may be used by all workers at King Solomon 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 Whistleblowing policy is designed to sit alongside the Ark Schools Grievance Policy & Procedure and Ark Schools Complaints procedure.

This policy is communicated to all staff within their induction to working at the Academy, as well as being signposted via staff bulletins and within annual staff safeguarding training. This policy can be viewed from our school website [here](#).

### **Children / Young people 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.

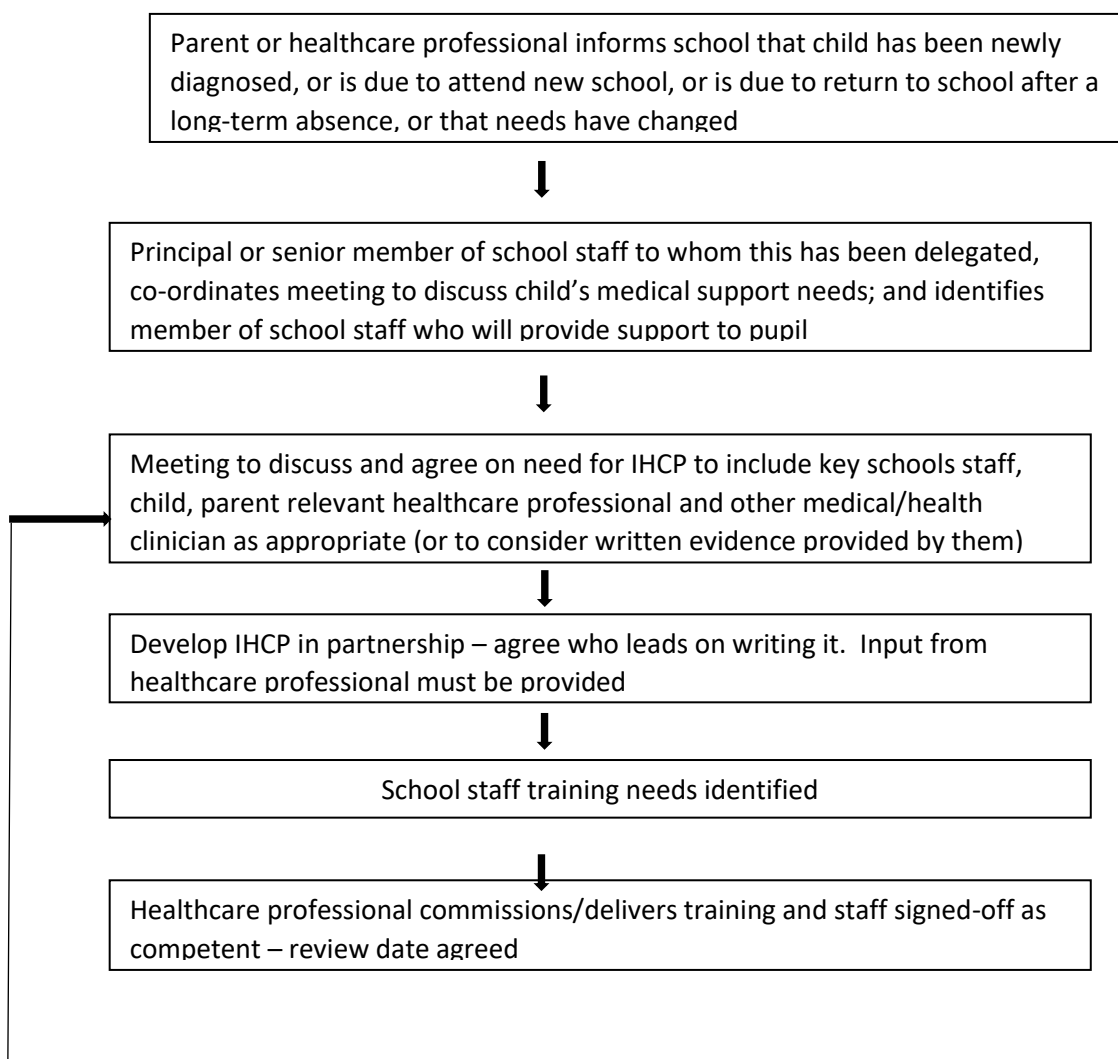
King Solomon Academy recognises that medical conditions may impact social and emotional development as well as having educational implications. Named staff at King Solomon Academy will seek to build relationships with healthcare professionals and other agencies in order to effectively support pupils with medical conditions.

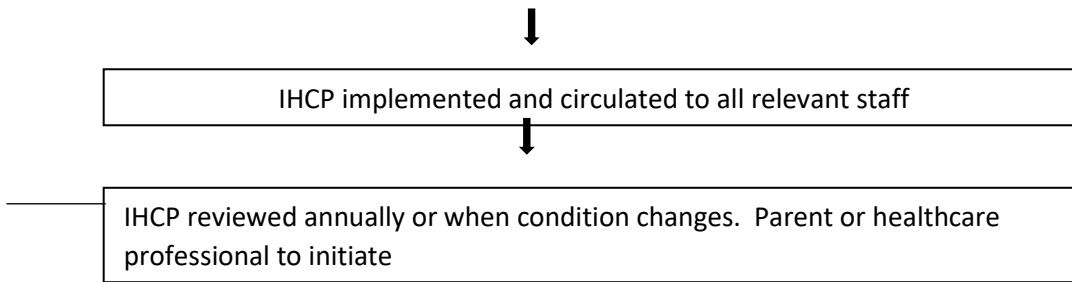
The named persons responsible for children with medical conditions are Nick Walters, Assistant Principal, Inclusion and Elizabeth Idowu, Secondary SENCO.

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

- The named persons 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
  - The flow chart below outlines the process for developing individual healthcare plans

### Process for developing individual plans





### Individual Healthcare Plans (IHCPs)

- An IHCP 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 clarity
- Where a child has SEN but does not have a statement or EHC plan, their special educational needs will be mentioned in their IHCP
- 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

### **Responding to Self-harm, Suicide, Mental Health Framework**

King Solomon 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.

King Solomon 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.

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

Where concerns are raised that a pupil may be experiencing mental health problems, the concerns will be shared with the DSL 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 (Place2Be or Mind Mental Health Support Team) or making a referral to local healthcare professionals such as CAHMS or the local GP.

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

Staff at King Solomon Academy 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 Place2Be.

Despite the best efforts of all staff at King Solomon Academy, 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 King Solomon Academy 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 DSL in collaboration with the pupil and the family where appropriate to do so.

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

Risk Factors		Protective Factors
<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>
Risk Factors		Protective Factors
<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>



## **Primary-Secondary transition & Post-16 transition**

### 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 transferred before transfer to the secondary school unless any records with a short retention period have been placed in the file. Information which may seem unnecessary to the person transferring the file may be a vital piece of information required at a later stage.

### Post-16 Transition

Post-16 colleges, whether King Solomon Academy Sixth Form or external providers are given copies of relevant student records at the beginning of the academic year. Any specific safeguarding files will be handed over to the provider. King Solomon Academy keeps a log of the destinations of all students leaving year 11. Pupils whose files cannot be transferred are held in school until the pupil reaches the age of 25. For pupils with SEN or an EHCP, records are sent and/or received and specific

## **Internet & Online Safety**

King Solomon 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 Impero system which filters lists of inappropriate sites to which access is barred when using the schools' lines.
- King Solomon Academy uses Senso that flags any violations on any school-owned devices so that they can be dealt with swiftly. This is monitored by the designated safeguarding lead.
- King Solomon 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 King Solomon 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 team and the DSL. The IT team will immediately block the site.

Cyberbullying is bullying which uses electronic devices and online platforms such as messaging services, chat rooms and websites to commit deliberately hurtful behaviours which can be defined as bullying in reference to the definition provided in the anti-bullying section of this policy and it will be dealt with as such.

The Academy has a very clear Child Protection Policy which is part of the overarching Safeguarding Policy. All staff must ensure they read these policies attend the relevant safeguarding training and be alert to their responsibilities in relation to them including:

- Not to reveal any confidential information to which they have access to anyone except colleagues who need to be in possession of the details.
- In the case of any concerns about child protection issues to refer these immediately to the DSL.
- Ensure all staff/pupil relationships and communications are appropriate including the use of social media.
- Ensure privacy and security settings on their own social networking profiles are in place to prevent contact with pupils and families

Additionally:

- Not to engage in any behaviour in or out of school which could bring the Academy into disrepute. This also has implications for the use of social networking sites, engagement in additional employment and recreational behaviour.
- Staff must not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people
- Not to engage in any other paid employment without the Principal's knowledge and approval.

### **Staff code of conduct**

Our Core purpose is to demonstrate belief in the potential of all students. As educators we have a growth mindset and are here to enable all students to acquire the knowledge, skills and develop the character necessary for a fulfilling career and a 'successful' life.

We develop our students' character through the all embracing core values of CIVITAS and our 4 core principles. We uphold the academy policies and follow agreed procedure with consistency and care. We know that clear boundaries and consistency create a structure in which young people can flourish. We embrace shared accountability for achievements of our students and the performance of the Academy. This always requires hard work.

#### Professional Dress

Teaching is a formal and professional vocation. Our staff dress code reflects this and it is we believe it is important that staff project and model a professional image to students, parents and other stakeholders. Our dress code also reflects the high expectations of the academy.

Teaching, learning support and administrative staff are expected to dress professionally in smart office wear. For those who have other roles within the academy a uniform or more appropriate clothing may be required.

#### Care of the working and learning environment

Health and Safety is everyone's responsibility. In accordance with the Academy health and safety policy, all staff are responsible for creating a learning environment which promotes the academy ethos and inspires and motivates students to learn.

In support of this staff are expected to:

- Ensure that litter in their classrooms, in the immediate vicinity of their rooms or in communal areas they are using is binned

- Report vandalism, damage, graffiti or untidy areas to Premises or IT teams
- Leave rooms used in good condition
- Keep staff rooms and class rooms free of food, cups, plates and crockery

Staff should promote the need for students themselves to take responsibility for creating a healthy, clean, safe learning environment - Civitas.

To ensure there is the correct ratio of staff to pupils on site each day, any staff who is absent must follow the King Solomon Academy and Cover Policy (which is reflective of the ARK Schools Absence Policy).

All staff are issued with King Solomon Academy's Code of conduct which can be found in the staff handbook and all members of staff at King Solomon Academy are committed to adhering to this conduct.

For more information regarding Staff Code of Conduct, please contact the Principal, Delia Smith or Head Teacher of Primary, Peter Watkins.

## **Behaviour & Attitudes**

### **Behaviour**

King Solomon Academy has a comprehensive Behaviour Policy, which can be viewed on our school website under the tab Policies, or by clicking [here](#).

### **Anti-bullying and Harassment**

King Solomon 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).

King Solomon 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.

King Solomon 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 mentoring or (when possible) therapy
- 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

King Solomon 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.

### **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'.

Please click here for the following: [Ark Equality and Diversity Policy](#)

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

King Solomon Academy follows the guidance set out by Ark Schools on managing harmful behaviour of vulnerable children. This policy can be viewed [here](#).

### **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 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 to themselves or others.

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

#### 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.

In any instance, reasonable force will be used as a last resort in extreme cases.

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 (where they have refused to follow an instruction to leave when told to do so)
- 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.
- Committing a criminal offence
- Damaging property

In these instances, the use of physical intervention will be ended as soon as safety and order has been re-established. The member(s) of staff present will continue to talk to the pupil: explaining calmly why physical intervention is being used and re-iterating what needs to happen for the use of physical intervention to be ended.

Physical Intervention may also be used to search a pupil without their consent where staff have reasonable grounds for suspecting that pupil to be carrying a weapon. At least two staff members are required to be present at the search.

Physical force will never be used as a punishment – it is unlawful.

#### Power to search pupils 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

To read the full policy, please see the guidance provided by the Department of Education: [Use of Reasonable Force – guidance for headteachers, staff and governing bodies](#).

### **Images/ photography of pupils**

#### Images and Video

Upon joining to King Solomon Academy, all parents and pupils are required to sign the GDPR permission forms indicating authorisation of photography use within school and the school's website/ social media page. These records are held centrally on BromCom and are referred to in order to ensure all individual decisions made are respected and adhered to. Any image or video taken of a student should be for a clear educational reason and should be stored in the staff shared area. Staff should refrain from taking and storing images of students on their own electronic equipment. Images or video taken by staff remains the property of King Solomon Academy and permission must be granted by the Academy to use or share a photo or image of a student.

Filming or photographing of school events by parents is discouraged. The academy will photograph (and sometimes will record) all events and make images available to pupils and parents where appropriate.

Staff will monitor and review any photographing pupils do during on-school or off-site activities.

As outlined in earlier sections of this policy, smart phones with cameras can be used to bully or take inappropriate images. This is one of the reasons why pupils are not allowed to use mobile phones on premises at King Solomon Academy or keep them on their person during the school day. Where pupils are found to have used their phone on the Academy premises, their phone will be immediately confiscated. If it is believed

that pupils have used their phone in order to make inappropriate recordings or photos, the confiscated phone will not be returned until senior teachers are confident such recordings have been removed and deleted and in line with the behaviour policy. The Academy may seek support from our Safer Schools Police Officer during this process.

### **Managing allegations against other pupils**

The DfE guidance 'Keeping Children Safe in Education (2022)' says that 'All staff should recognise that children are capable of abusing other children (including online). All staff should be clear about their school's or college's policy and procedures with regard to child-on-child abuse.' (paragraph 156).

### 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 King Solomon 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 King Solomon Academy'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

## **PSHE & Citizenship / Relationship & Sex education (RSE) / Spiritual, moral, social & cultural (SMSC)**

### 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 Assistant Principal - Ethos currently coordinates PSHE for all year groups. Schemes of work, lesson plans and resources are shared with staff at the beginning of each term. 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 King Solomon 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 King Solomon Academy we recognise the need to set in place arrangements so pupils can be protected from inappropriate teaching and materials.

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)

## **Safety**

### **School site security**

King Solomon Academy uses CCTV in some areas of the school property to ensure the safety and security of pupils, staff, parents and the safety and security of academy buildings and equipment. CCTV footage is only reviewed by senior teachers and members of senior site-staff to review matters of safety and security including, but not limited to: pupils and adults entering and exiting the building, incidents of theft, violence or vandalism and incidents of trespassing.

#### **Intruder policy**

An intruder is a person who is on the premises without any authorisation or attachment to the school (eg parent, helper).

If an intruder is suspected they should be approached by a member of staff to ascertain why they are on the premises. If they are genuine they should be invited to sign in and collect a visitor's badge. If not, they should be asked to leave and the Principal, Primary Headteacher or available member of SLT informed immediately. A description should be noted down and the police called if felt necessary. A decision as to whether other schools should be informed will be taken by the Principal or Primary Headteacher or available member of SLT

Each case must be judged on its own merits. When approaching a suspected intruder you should be polite and avoid aggressive questioning or body language. If the intruder gives any cause, whatsoever, for concern then the Principal or Primary Headteacher must be informed immediately and the police phoned.

If you feel vulnerable approaching a suspected intruder, call for another member of staff and contact the Principal or Primary Headteacher as soon as possible.

### **Visitor Management**

King Solomon 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 require 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;
- As an allocated social worker;
- As a health care professional
- 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 will 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.
- Visitors will be asked to sign in using our InVentry system.
- Visitors will be allocated with a lanyard, the colour of which designates whether they’re DBS checked or not.
- Visitors will be provided with a leaflet that outlines our safeguarding procedures, our named DSLs and evacuation procedures.

### Visitor Procedures for pre-arranged visits

All visitors must sign in using the InVentry system. The visitor will be given a lanyard which they must wear at all times whilst on the premises. The colour of this lanyard will denote whether the visitor has been DBS checked. The time of arrival and departure of the visitor will be noted by the system. 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, visitors should follow the procedures on their visitors leaflet which differ depending on whether they're on the Younger Years or Older Years site;
- 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 YYS main playground and OYS MUGA (multi-use games area) who will be wearing a high-visibility vest.

### 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 Academy policies, and follow the guidance of Keeping Children Safe in Education (2022). 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 (e.g. 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. e.g. classroom or workshop;
- What the teacher/s role/s will be, e.g. 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 InVentry 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 Principal, 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 email the staff member. 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 eyesight 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 Principal. 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 Principal or a member of the SLT. 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 will be called. The incident should be recorded and given to SLT.

## Accidents and Incidents

In the event of a critical incident at any time, the Principal, the FRD and the Health and Safety Officer should be notified immediately. Should an accident occur, staff should assess the situation, call for first aid if necessary and complete a [Serious Incident form](#) and return to the Admin Team.

## Major Incidents

The Academy has a [School Emergency Plan](#) to help staff respond effectively to an emergency at school or on an educational visit. The Senior Leadership team will invoke the School Emergency 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. 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 loudspeaker system.
- 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:**

- 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 playground
- 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 Principal (or a member of the SLT if they are absent) of any students who are missing.
- Principal 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 Principal
- Receptionist: Print out log from Entry Sign, check visitors' presence and report anyone missing to Evacuation Controller immediately.

#### **Managing Violence Code of Practice**

King Solomon Academy follows the Policy for Managing Violence devised by Ark Schools. This policy can be viewed on our school website under the tab Policies, or by clicking [here](#)

#### **Alternative Provision & Managed Move Protocol**

Under normal circumstances, there is an arrangement between local schools to facilitate managed moves and alternative provision when it is the right fit/ appropriate for the child concerned.

All alternative provisions and managed moves are arranged after close consultation with the potential receiving school and with the support of the Westminster inclusion team. The alternative provision or managed move only takes place after consultation with the parents/ guardians of the pupil. The pupil is supported through the transition by both schools, ensuring that all safety measures and policies are shared and followed.

Managed moves are a chance for the pupil concerned to have a fresh start and avoid permanent exclusion.

Alternative provision is an opportunity for pupils to reflect upon their behaviour and return back to the Academy after the agreed period of time. It is agreed that the pupil received or attending an alternative provision is supervised at all times. Any Health, SEN, CP & welfare information, as well as contact details will also be shared.

Further information can be found in the Academy's behaviour policy. This policy can be viewed on our school website under the tab Policies, or by clicking [here](#).

## **HR & Governance**

### **Safer Recruitment**

King Solomon Academy follows the guidance set out by Ark Schools on Recruitment and Appointment. This policy can be viewed on our school website under the tab Policies, or by clicking [here](#). The link is also available in Appendix D of the Safeguarding Policy

### **Complaints Policy**

To view our complaints policy, please visit our school website under the tab Policies, or click [here](#)

### **Allegations of Abuse made against Teachers, other Staff, including Supply Teachers and Volunteers. 2019-2021**

#### 1. Introduction

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

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

#### 2. Aims

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

#### 3. Purpose

##### 3.1 The framework for managing cases of allegations of abuse against teachers and other staff is set out in the statutory guidance 'Keeping Children Safe in Education' (September 2022) (KCSIE). The guidance can be found here.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

##### 3.2 This procedure should be read alongside the statutory guidance KCSIE September 2022 Part 4 and Ark Schools Safeguarding & Child Protection Policy s.18. This guidance should be followed where it is alleged that anyone working in the school or college that provides education for children 18 years of age and under, including supply teachers and volunteers has:

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

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

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

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



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

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

### 3.4 Supply Staff

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

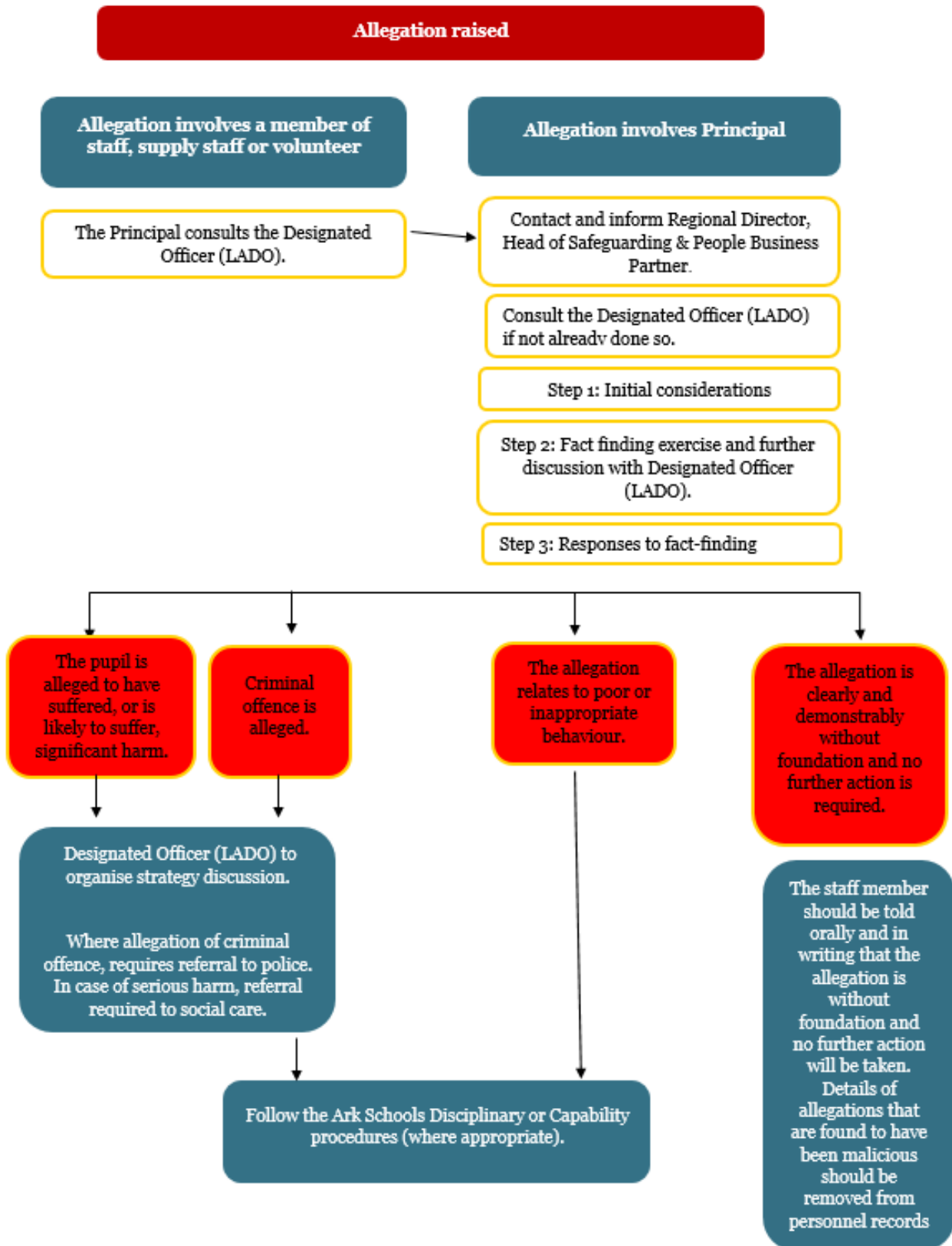
When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

#### 4. Defining an allegation

- 4.1. In the first instance whenever an allegation is made against a member of staff, supply staff or volunteer that meets any of the above criteria, the Principal must be informed immediately. It is the Principal's responsibility to immediately consult the Designated Officer (LADO) and inform the Regional Director and Head of Safeguarding as necessary (Please refer to Appendix A for contact details).
- 4.2. If the allegation is made against a Principal, the person receiving the information must contact the Regional Director and inform the Head of Safeguarding. If the allegation is against an Executive Principal or Regional Director, the person receiving the information must contact the Director of Primary or Secondary Education and inform the Head of Safeguarding.
- 4.3. The People Business Partner should also be informed as soon as possible on any allegations against staff so that they can provide advice.

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

- could result in, or has resulted in, a strategic case meeting being called by a Designated Officer (LADO);
  - relates to a member of staff and, without prejudice to the case, the Principal judges that it may result in disciplinary action being taken.
- 4.4. Where a safeguarding concern or allegation triggers another procedure such as a grievance or disciplinary, the academy should refer to the appropriate policy and contact the Regional People Business Partner who will provide HR advice in these circumstances
  - 4.5. If an allegation requires immediate attention, but is received outside of normal office hours, the Principal should consult the Social Care Emergency Duty Team or the Child Abuse Investigation Team (CAIT) via local Police. The Principal should also inform relevant people (see section 9.3) as soon as possible following this action.
  - 4.6. Please refer to the following flow chart which sets out a summary of the overall procedure to be followed.



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

#### Step 2: Conducting a fact-finding exercise

- 4.7. After a discussion with the Designated Officer (LADO), the Principal should not conduct an investigative process on the matter. S/he should undertake a fact-finding exercise and:
- obtain written details of the concern/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
  - make a record of any discussion about the child and/or member of staff, any decisions made, and the reasons for those decisions onto the safeguarding recording system – Impero EdAware
  - if more information is required than the initial disclosure, the principal may 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.
- 4.8. In cases of an allegation against the Principal, Regional Director or Executive Principal, s/he should not be asked to gather the above information themselves. (Refer to point 4.2)
- 4.9. The following definitions should be used when determining the outcome of allegation investigations:
- 4.9.1. Substantiated: there is sufficient evidence to prove the allegation;
  - 4.9.2. Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
  - 4.9.3. False: there is sufficient evidence to disprove the allegation;
  - 4.9.4. Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
  - 4.9.5. Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.
- 4.10. After the fact-finding exercise and further discussion with the Designated Officer (LADO), and determined outcome one or more of the following may be applicable:
- a) The pupil is alleged to have suffered, or is likely to suffer, significant harm - this requires an immediate referral to social care.
  - b) A criminal offence is alleged - this requires referral to the police.
  - c) The allegation relates to poor or inappropriate behaviour and requires an investigation to be completed. The People Business Partner should be notified. In addition, the Head of Safeguarding should be informed to ensure staff/pupil support/external referral (as necessary)
  - d) The allegation is clearly and demonstrably without foundation and no further action is required.
- 4.11. 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, in those circumstances the options open to the school are dependent on the nature and circumstances of the allegation and the evidence and information available. The school should refer to the Ark Schools Disciplinary or Capability Policy as appropriate.
- 4.12. The Principal will continue to update the Regional Director as well as the Head of Safeguarding and HR Business partner during the initial consideration process.

## 5. Responding to fact finding outcomes

### Step 3: Responding to the fact finding outcomes

Following the fact-finding exercise, one or more of the outcomes set out in section 4.10 (a) to (e) below may be applicable.

#### 5.1. Outcome where either 4.11 (a) the pupil is alleged to have suffered, or is likely to suffer, significant harm or 4.11 (b) a criminal offence is alleged.

##### 5.1.1 Strategy discussion

If the conclusion relates to either 4.10 (a) or 4.10 (b) above, the Designated Officer (LADO) will arrange a strategy discussion. The Principal, police, social care, Regional People Business Partner must be invited and Head of Safeguarding should be invited (if matter relates to SLT/Principal). The staff member should not attend. The discussion will:

- focus on the needs of the pupil(s) who may be at risk; and
- determine what action should be taken regarding further investigation
- decide on who will inform the parents/carers of the child or young person

##### 5.1.2 Strategy meeting

Following the outcome of the strategy discussion, a strategy meeting will be convened. The Designated Officer (LADO) will convene the meeting with any other relevant people, such as the Principal, social care, police, and Regional People Business Partner. The staff member against whom the allegations is made against should not attend. The general purpose of the meeting is to consider evidence and discuss next steps.

The LADO will send out a letter inviting attendees to the meeting, detailing what will be discussed. At the end of the strategy meeting, it will be agreed how and who will inform the staff member of the outcome.

Subsequent strategy meetings will be held fortnightly, or at a minimum, monthly, to review progress. Each strategy discussion outcome will depend on the facts of the matter and the particular agencies which may be involved.

Important note: where there is an allegation of harm or a crime has been committed, please also refer to sections 8 and 9 below.

#### 5.2. Outcome where 4.11 (c) the allegation relates to poor or inappropriate behaviour

##### 5.2.1 In the course of an investigation, several elements may be followed:

the Principal to liaise with the Regional People Business Partner to arrange for an investigation to be conducted. Guidance on who should undertake an investigation and how one must be completed can be found in The Ark Schools Disciplinary Policy point 5.

##### 5.2.2 Enquires and assessment by social care about whether a child is in need of protection or in need of services.

##### 5.2.3 Suspension during an investigation

Refer to Ark Schools Disciplinary Policy Pt 9.

Discuss suspension with your Regional People Business Partner prior to taking action. If your Regional People Business Partner is unavailable, please ensure you contact the AskHR team for advice. You must ensure the Regional Director and Head of Safeguarding are informed.

At the conclusion of the investigation the possible outcomes are as follows:

- No further action
- Refer the matter to Informal management guidance and/or training
- Refer to a disciplinary hearing and whether the case is potentially one of gross Misconduct
- Refer to the Ark Schools Capability Policy and Procedure

5.3. Outcome where 4.10 (e) the allegation is clearly and demonstrably without foundation: If the conclusion relates to 4.10 (e), the staff member should be told orally and in writing that the allegation is without foundation and no further action will be taken. Details of allegations that are found to have been malicious should be removed from personnel records

## 6. Informing the individual and others

6.1. The Principal should inform the member of staff against whom the allegation has been made against, about the allegation as soon as possible after consulting the Designated Officer (LADO), Head of Safeguarding and People Business Partner.

6.2. The Principal will discuss with the Designated Officer (LADO) at the initial consideration stage on how to inform parents or carers of the allegation. Thereafter, parents/carers 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.

## 7. If a referral to children's social care is required

7.1. As set out in section 4.10 (a), a referral is required:

- if a pupil has suffered, is suffering, or is likely to suffer significant or serious harm
- a pupil alleges a criminal offence has been committed
- where there is an allegation of a sexual nature

These referrals are managed in accordance with referral processes and thresholds established by the local safeguarding partners.

7.2. The Principal will liaise with the DSL when a referral to social care and or external body is required.

## 8. If a crime has been committed

8.1. As set out in section 4.10 (b), if a crime has been committed, and there is no reason to suspect significant harm, the Designated Officer (LADO) will immediately inform the police and organise a strategy discussion to decide if a police investigation is needed.

8.2. If it is not necessary to work with social care, but a police investigation is required, the Designated Officer (LADO) will then agree with the police, the school and any other agencies the nature of the allegation and how it should be addressed. The discussion will take place within one working day of the referral. The police will continue to monitor the case.

8.3. If the member of staff is not charged, the Principal and Designated Officer (LADO) will decide how to handle the case. If a charge is necessary, the police will inform the member of staff.

## 9. Suspension

In cases where suspension is a consideration refer to Ark Schools Disciplinary Policy Pt 9.

You must discuss suspension with your Regional People Business Partner prior to taking action.

## 10. Record keeping and information sharing

### Records

- 10.1. The Principal will record any allegation, concern and discussions on a permission only part of Impero EdAware the safeguarding all-in-one online recording tool. Records should be completed as soon as possible after the allegation. This includes:
- incident details
  - follow up action
  - how it was resolved
  - action taken
  - any sanctions
- 10.2. Even if no police or disciplinary action is taken, a record will be kept of the allegation on the Impero EdAware online tool.
- 10.3. 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.
- 10.4. Any information or referral forms submitted to the Designated Officer (LADO) or investigation agencies should be scanned into the file.

### Information sharing: need to know

- 10.5. Other staff will only be informed on a 'need to know' basis. Notification may be delayed if the police believe it could prejudice an investigation. Those who will be told are likely to include:
- staff member;
  - pupil concerned and their parent(s)/carers;
  - individual making the allegation;
  - principal and regional director;
  - head of safeguarding and People Business Partner;
  - head of communications;
  - designated officer (LADO) and investigating agencies
- 10.6. If a staff member's suspension results in disciplinary action, the investigating officer and members on the disciplinary chair (if appropriate) will be given all information with redactions to protect the identity of pupils.
- 10.7. The individuals outlined above will be informed of the outcome/actions of any meeting, as well as Ark's Education Directors, the Chair of the governing body and Safeguarding link governor (as necessary).

## 11. False allegations

- 11.1. If an allegation is found to be false, action will be taken to see if the person making the allegation is in need of services. If it is a deliberately malicious allegation made by:
- a pupil, the Principal will take action in line with the Behavioural Policy.
  - a staff member, it will be handled in accordance with the Disciplinary Policy – the police may also consider taking action in this situation.
- 11.2. If it is clear an allegation is false and /or unfounded, the accused staff member will be informed orally and in writing that no further action will be taken. Details of allegations that are found to have been malicious should be removed from personnel records.

## 12. Supporting those involved

- 12.1. Ark has a duty of care to staff, supply staff and volunteers. The school aims to support the individual throughout the allegation process and will do all it can to manage and minimise stress. If the individual is external to the school, contact will be made with the relevant agency or service provider.
- 12.2. Information will be provided to the individual as soon as possible in line with the guidance set out in this procedure and throughout the allegation process. A named representative will be appointed to keep the individual informed of the progress of the allegation.
- 12.3. The member of staff or supply staff may wish to contact their Trade Union Representative, if they have one, or a colleague for support. Staff should also be reminded about the confidential counselling support, which is available through the Employee Assistance Programme (section 13).
- 12.4. 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. The staff member should be advised not to discuss the case with any staff members.

## 13. Employee Assistance Programme

- 13.1. The service is available 24 hours a day, 7 days a week, and 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. EAP can be accessed, in the following ways:

Freephone: 0800 243 458  
Email: assistance@workplaceoptions.com  
Website: www.workplaceoptions.com (Username: Ark Schools, Password: employee)  
SMS (for call back): 07909 341 229

- 13.2. Should medical advice and guidance be required this can be arranged through the member of staff responsible for HR within the academy, who will arrange for a referral to Ark's Occupational Health providers.

## 14. Confidentiality

- 14.1. 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.

## 15. On conclusion of a case and exit arrangements: possible referrals required

If an allegation is founded, the KCSIE guidance should be consulted in conjunction with this procedure as to which referrals to professional bodies may be required.

### 15.1. Referral to Disclosure and Barring Service (DBS)

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual. To satisfy the harm test there needs to be credible evidence of a risk of harm to children or vulnerable adults such as statements made by an individual regarding conduct/behaviour, etc.
- For a case to be considered as a risk of harm, relevant conduct would not have occurred but there must be tangible evidence rather than a “feeling” that a person represents a risk to children and / or vulnerable adults. For example, a teacher who confides in their head teacher that they are sexually attracted to children (but who had not engaged in ‘relevant conduct’) would satisfy the harm test.
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has ceased working in a regulated activity or would have been removed had they not left.

#### 15.2. Referral to Teaching Regulation Agency (TRA) for consideration

Where an allegation is substantiated and the member of staff is dismissed or resigns, school should consider referring the matter to the TRA for consideration for a prohibition order.

#### 16. Lessons learnt

If there is a substantiated allegation against a member of staff, the Principal, Regional Director, Head of Safeguarding, People Business Partner, DSL and Director of External Relations will work with the Designated Officer (LADO) to identify any changes, lessons learnt and improvements which could be made to help prevent similar events in the future.

#### **Disqualification under the Childcare Act 2006 (DfE 2018)**

The Department for Education (DfE) has issued supplementary advice to their “Keeping Children Safe in Education” statutory guidance (2022), detailing a new requirement for childcare disqualification checks to be carried out on relevant staff working in schools and academies. The supplementary advice may be found at: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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

#### **The Governors Handbook – (requirement for Governors)**

##### The Local Governing Body (LGB)

The Local Governing Body will require Safeguarding Link Governor and the Designated Safeguarding Lead to report on the measures they are taking to ensure compliance. Statutory responsibility does not pass to the Local Governing Body or any of its members; however, the Local Governing Body performs a vital role in monitoring compliance and challenging the academy to ensure that best practice is followed.

All governors must recognise their safeguarding duties towards children in the academy. LGB governors are required to sign a Code of Conduct confirming this upon joining the LGB and this is renewed annually.

A safeguarding link governor will be appointed to discharge the responsibilities listed below. The link governor will work with the Head of Safeguarding and the Designated Safeguarding Lead to monitor and report back to the LGB in accordance with the Safeguarding Link Governor Role Description, which the Head of Safeguarding will own and review from time to time.

The Local Governing Body will monitor that the following are delivered by the school:



- the academy has the Ark Safeguarding Policy and procedures in place that are consistent with DfE and Local Safeguarding Children Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the Academy has procedures for dealing with allegations of abuse against teachers and other staff that comply with guidance from Ark, DfE and locally agreed inter-agency procedures;
- a senior member of the Academy's leadership team is designated to take lead responsibility for child protection (the Designated Safeguarding Lead) and that this person is not the Principal unless there are particular reasons for the Principal to be the Designated Safeguarding Lead for a fixed time period;
- the Designated Safeguarding Lead undertakes training in child protection and inter-agency working to Local Safeguarding Children Board (LSCB) standards at appropriate intervals, as and when required but at least annually;
- all staff who work with children undertake training in their Safeguarding responsibilities on a regular refresher basis, at appropriate intervals, as and when required, but at least annually;
- a nominated governor is responsible for liaising with the senior management team to immediately remedy any deficiencies or weaknesses in the Academy's safeguarding arrangements that come to the local governing body's attention;
- where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- that policies, procedures and the discharge of Safeguarding duties are reviewed annually.

To support LGBs in their responsibilities, it is required that the Safeguarding Link Governor undertake safeguarding training provided by Ark. The Chair and other LGB members will have safeguarding refresher at appropriate intervals, as and when required, but at least annually.

Please also refer to part 2 of KCSIE document

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>