

ARK VICTORIA

Safeguarding Policy- Appendix A

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Definitions and Indicators of Abuse

1. NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

2. 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.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. SEXUAL ABUSE

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 following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;

- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by un known adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Going missing for periods of time or regularly returning home late
- Skipping school or being disruptive in class
- Wearing age inappropriate clothing
- Becoming defensive/ secretive when asked about their personal life
- Displaying inappropriate sexualised behaviours such as over familiarity with strangers, dressing in a sexualised manner, sending sexualised images by phone “sexting”
- Getting into trouble with the police, bruises, marks on the body, STIs, pregnancy, drug and alcohol abuse and self harm

Violence, coercion and intimidation are common, involvement in exploitive 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.

Models of Sexual Exploitation

Three models of Sexual Exploitation have been identified:

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

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

5. EMOTIONAL ABUSE

Emotional abuse is 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 children 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 the 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 also involve seeing or hearing the ill-treatment of another person. 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. RESPONSES FROM PARENTS

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

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

7. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

8. Peer on peer abuse

Staff must be aware that children can abuse other pupils, including through:

- Bullying (including cyber-bullying)
- Physical abuse
- Sexual violence and sexual harassment
- Upskirting
- Sexting
- Initiation/hazing type violence and rituals

Student Attendance and Children Missing from Education

Ark Victoria Academy has an attendance policy which is shared with staff, parents and students as part of induction via the school website and the Passport to Success. The attendance policy recognises that all schools have safeguarding duties under section 175 of the Education Act 2002 in respect of their students, and as part of this should investigate any unexplained absences and give due regard to this responsibility and the attendance policy is written in accordance with "Children Missing Education: Statutory Guidance for Local Authorities" (DfE, 2015)

Ark Victoria Academy collaborates closely with the local authority, other schools and local social services to ensure that children do not go missing from education: no child of compulsory school age is removed from the school roll at Ark Victoria Academy without the authorisation of the DSL/ Deputy DSL and/or confirmation from the school the student is joining; the local authority is always notified of any student that is removed from school roll, the reasons for removal and the details of where the student has moved to.

Nationally, students with school attendance average of 90% or less are considered persistently absent and therefore at risk of becoming NEET or being the victim of abuse or exploitation. As such, Ark Victoria Academy may refer students with an average attendance of less than 90% for support and works with families who have children who are at risk of becoming persistently absent in order to improve the child's attendance.

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil/student goes missing for an extended period, or on repeat occasions.

The school must notify the local authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 5 days or more. The school (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register

because s/he –

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance

- of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
 - Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
 - Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

What we do when we are concerned:

Where unmet needs have been identified for a child/ young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will add the child/young person to the school's vulnerable child list and support school staff to deliver an appropriate Early Help response.

In the first instance the child/young person will be enabled through the Signs of Safety and Wellbeing practice framework to express their lived experience. This will be documented in the '3 houses format' and added to the child's file. At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review the child/young person may then be removed from the vulnerable children list.

Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL will develop a school focused action plan with the child/young person and parent/carer as appropriate utilising the Signs of Safety and Wellbeing practice framework, the 3 columns of the Early Help Assessment or Early Help conversation log. This school focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed the child can then be removed from the vulnerable children list.

Should the professional opinion of the DSL indicate that a multiagency Early Help response is required in order to meet the unmet safeguarding need the DSL will initiate an Early Help Assessment and an Our Family Plan and register these documents with the Early Help support team. This multi-agency plan, with support from the Early Help panels as appropriate, will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

Should the DSL feel that a Think Family or Social care response is needed to meet the unmet safeguarding need; the DSL will initiate a Request for Support, seeking advice from Children's Advice and Support Service (CASS) as required. The DSL will then oversee the agreed intervention from school as part of the multiagency safeguarding response and ongoing school focused support.

Dealing with Disclosures

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards:

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher/Principal or the Designated Safeguarding Lead.

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

All staff should know who the Designated Safeguarding Lead (DSL) is and who to approach if the DSL is unavailable. The DSL should be approached first to raise any concerns or safeguarding issues. Ultimately, all staff have the right to contact Ark Head of Safeguarding directly or make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol,

e.g. they are the only adult on the school premises at the time and have concerns about sending a child home or an aggressive/violent parent on the premises.

What happens next?

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out. The DSL may only be able to share information on a need to know basis to staff which will not cover everything but will be enough to provide support to the child.

If staff 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.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher/Principal. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional support/counselling might be needed and a staff member can be directed to should be encouraged to recognise that disclosures can have an impact on their own emotions.

Female Genital Mutilation and Mandatory Reporting Duty

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.

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

Information sharing in relation to FGM:

Given the need to potentially safeguard over a number of years, it is appropriate to recognise here that there are a number of different responses to safeguard against FGM, and appropriate courses of action should be decided on a case by case basis, with expert input from all agencies involved. Sharing information in line with agreed policies and procedures is critical to safeguarding effectively. This is often sharing information to support safeguarding across organisational boundaries. Staff should follow the FGM Mandatory reporting duty to report when a girl under 18 discloses she has FGM; report is to be made to the police via the 101 non-emergency number and be raised with the DSL as an immediate risk.

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

Each NHS organisation will have local safeguarding protocols and procedures for helping children and young people who are at risk of or facing abuse. These should include multi-agency policies and procedures, consistent with those developed by their Local Safeguarding Children Board. If organisations have not already done so, these should be reviewed to include handling cases where FGM is alleged or known about or where there is a potential risk of FGM identified. These policies and procedures should consider the characteristics around FGM, ensuring that the response to FGM

includes the sharing of information with multi-agency partners throughout the girl's childhood, and that if, or when, the risk facing the girl changes (which may mean it escalates or even becomes less immediate), this is identified and consideration is given as to whether or not a change in subsequent safeguarding actions are required. It must always be remembered that fears of being branded 'racist' or 'discriminatory' must never weaken the protection that professionals are obliged to provide to protect vulnerable girls and women.

As FGM is a form of child abuse, professionals have a statutory obligation under national safeguarding protocols (e.g. Working Together to Safeguard Children 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. At Ark Victoria Academy, all staff have a responsibility to report to the DSL any suspicion that a student may be at risk of FGM being performed or may have experienced this already. Staff should be particularly vigilant when students discuss trips abroad during school holidays. 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.

Signs and Indicators

Some indications that FGM may have taken place include:

- The family comes from a community that is known to practice FGM, especially if there are elderly women present in the extended family
- A girl/young woman may spend time out of the classroom or from other activities, with bladder or menstrual problems
- A long absence from school or in the school holidays could be an indication that a girl/young woman has recently undergone an FGM procedure, particularly if there are behavioural changes on her return - this may also be due to a forced marriage
- A girl/young woman requiring to be excused from physical exercise lessons without the support of her GP
- A girl/young woman may ask for help, either directly or indirectly
- A girl/young woman who is suffering emotional and/or psychological effects of undergoing FGM, for example, withdrawal or depression

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

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

The Prevent duty (Counter Terrorism & Security Act 2015)

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

It is important that the Prevent Duty is dealt with through a whole school approach and that staff

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

However, staff should also be aware and have an understanding of how vulnerable young people can be at risk of being drawn into extremism and should be vigilant at all times with regard to this. Any member of staff who is concerned about a young person's vulnerability should discuss this with the SPOC.

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

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

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

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

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

Personal Circumstances – migration; local community tensions; and events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;

 - Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;
 - Family members convicted of a terrorism act or subject to a Channel intervention;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis

and/or personal crisis.

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

Risk Reduction

The trust Regional Director, Head of Safeguarding, the Principles, and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end open source due diligence checks will be undertaken on all external speakers invited to our school. An example of this can be found at:

https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty

This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

Response

With effect from 1 July 2015 all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26 Counter Terrorism and Security Act 2015) This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for our school is Karen Curtis. The responsibilities of the SPOC are as follows:

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

additional information in a timely manner.

Staff of Ark Victoria Academy will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

Ark Victoria Academy will monitor online activity with the school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done by the use of specialist online monitoring software, which in this school is called *Policy Central*.

When any member of staff has concerns that a pupil/student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

Medicine and First Aid

Ark Victoria Academy ensures that:

- First aid is available at all times on site and at offsite trips.
- There is adequate provision of first aid provision:
- We have a School Health Officer on site and First Aid trained staff, both teaching and non-teaching staff.
- First aid boxes are in school office and some classrooms, and at least one per floor
- All staff know the named first aiders and where their nearest first aid box is kept. Signage around the building also indicated the location of these.

The School Health Officer and 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 Student suffers a knock to the head, any bruising or swelling is treated with an ice pack and their parents are informed
- The administration of medicine policy is adhered to

Health and Safety

Ark Schools are responsible for providing a safe and healthy environment for all the staff it employs, for all students in its schools and for other people on Ark Schools' premises. The Board will ensure that all reasonable steps are taken to fulfil these responsibilities within the framework of the Health and Safety at Work Act 1974, the Management of Health and Safety Regulations 2003 and other Regulations made under the Act.

To this end, the Board has made each the Principal responsible for strategic oversight of each Academy's Health and Safety organisation and arrangements on its behalf. The Principal is expected to reinforce the Board's intentions on Health and Safety and accepts his or her responsibility for health and safety in their school.

The Principal has noted the implications of the Corporate Manslaughter and Homicide Act 2007 and the Health and Safety (Offences) Act 2008 and believes that Health and Safety Management systems in their school are in place and adequately rigorous. They will monitor those systems diligently.

The Principal will ensure that their school budgets provide adequate resources to cover planned maintenance of grounds, buildings, plant and equipment in a safe condition and also, so far as reasonably practicable, any emergency action needed to ensure the health and safety of the school occupants.

The Principal will take reasonable steps to bring to the attention of every member of staff that:

Under the Act, they have a personal responsibility for their own safety as well as for the safety of anyone who may be affected by their acts or omissions at work

They must co-operate with Ark Schools in fulfilling their duties under the Act and supporting legislation as well as under the Academy's Health and Safety Policy. They must each read the Academy's Health and Safety Policy, including the statements about the Organisation and Arrangements through which the requirements will be fulfilled, and sign to confirm that they have done so.

Please refer to separate Health and Safety Policy for further details.

Education Visits and Transporting Children on School Activities

ARK academies follow the DfE guidance regarding health and safety on off-site (or educational) visits. The guidance takes the form of a main guide entitled 'Health & Safety of Students on Educational Visits' (1998), Health and Safety Advice for Schools (2013) and three supplements published in 2002: "Standards for LEAs in overseeing educational visits" "Standards for adventure" "Handbook for group leaders".

The Principal has designated a member of staff to act as the educational visits co-ordinator. It is the responsibility of this person to ensure that staff are advised of their responsibilities within the guidance. Once a trip has been approved (after submission of a completed Trip Approval form), a letter is sent to the Parent (s)/ Guardian(s) by the Admin Team stating the details of the trip which also include authorisation forms and financial details such as the cost of the trip and snacks/lunch, etc.

The ratio of adults to children must be as follows: Groups of up to 10 children must be accompanied by at least 1 adult. Groups of between 11 and 20 children must be accompanied by at least 2 adults.

Intimate Care

At Ark Victoria we follow the guidance for good practice set out by Ark Schools. We will treat every child with dignity and respect and ensure privacy appropriate to the child's age and the situation.

Please refer to the Intimate Care Policy.

CHILDREN IN SPECIFIC CIRCUMSTANCES

Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include –

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform the local authority of a private fostering arrangement - this is done by contacting the CASS (0121 303 1888). The local authority then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

SEND

This policy complies with all statutory requirements, especially those relating to the legislation contained in the Equality Act 2010 and the Children and Families Act 2014, as set out in the SEND Code of Practice 0 – 25, September 2015.

Our vision for all pupils, including those who may have SEND, is that they will develop the necessary skills, knowledge and attributes to be able to lead happy and successful lives.

As a learning community we aim to grow together in understanding and cooperation, respecting each other's needs, beliefs and background, working ever more closely to fulfil individual potential for the greater good. Together with families and the local community, Ark Victoria Academy is dedicated to helping our young people to develop a lifelong love of learning, a sense of personal and civic pride and the confidence to not just navigate the modern world, but to shape it.

In achieving our aims, we will:

- Work side-by-side with teaching staff, supporting them with training and development so that they can deliver well differentiated lessons with the needs of those pupils who have SEND in mind
- Set exceptionally high expectations for all our pupils, and do whatever it takes to meet them. Our aspirations are no lower for pupils with SEND
- Teach, recognise and reinforce good behaviour

- Organise our academy so that every child knows, and is known well by, every adult in the academy
- Prioritise depth in English and mathematics, giving our pupils with SEND the best chance of success
- Make sure pupils have enough time both for core subjects and for extra-curricular activities

Please refer to separate SEND Policy for further details.

Whistleblowing

Please refer to the Whistleblowing policy.

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

There will be occasions when children are temporarily unable to attend school on a full time basis because of their medical needs. These children and young people are likely to be:

- children and young people suffering from long-term illnesses
- children and young people with long-term post-operative or post-injury recovery periods children and young people with long-term mental health problems (emotionally vulnerable) The phrase “long-term” defines any period exceeding 15 continuous school days of absence from school because of medical needs.

Roles and Responsibilities

The Named Person responsible for children with medical conditions is Shamaela Khan. This person is responsible for:

Informing relevant staff of medical conditions

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

The Governing Body is responsible for:

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

The Principal is responsible for:

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

Teachers and Support Staff are responsible for:

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

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

The school health officer is responsible for:

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

Procedure when notification is received that a student has a medical condition

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

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.
- Where a child has SEND 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
- Pupils who are competent to manage their own health needs and medicines, after discussion with parents/carers will be allowed to carry their own medicines and relevant devices or will be allowed to access their medicines for self-medication

Action in Emergencies

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

- Request an ambulance – dial 999 and be ready with the information below. Speak slowly and clearly and be ready to repeat information if asked.
 1. The school's telephone number: 0121 289 3535
 2. Your name: Ark Victoria Academy
 3. Your location: Talbot Way, Small Heath, B10 0HJ
 4. Provide the exact location of the patient within the school
 5. Provide the name of the child and a brief description of their symptoms
 6. Inform ambulance control of the best entrance to use and state that the crew will be met and taken to the patient
- Ask office staff to contact site staff to open relevant gates for entry
- Contact the parents to inform them of the situation
- A member of staff should stay with the pupil until the parent/carer arrives. If a parent/carer does not arrive before the pupil is transported to hospital, a member of staff should accompany the child in the ambulance.

Activities Beyond the Usual Curriculum

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

Unacceptable Practice

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

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

Complaints

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

procedure as set out on the school website

Equality Impact Statement

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

Responding to Self-harm, Suicide and Mental Health Difficulties

Ark Victoria Academy recognises that in order for students to be successful, the academy and all academy staff have a role to play in supporting them to be resilient and mentally healthy. In addition, it is understood that mental health problems can themselves be a sign or symptom of 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 or self-harm.

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

Staff will also challenge the expression of views from students, 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.

We recognise that students 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, eating disorders or self-harming behaviours.

Where concerns are raised that a young person may be experiencing mental health problems, the concerns will be shared with the DSL and then with the student and with the family before deciding together the best approach. This might involve making a referral to local healthcare professionals such as the Community School Nurse, Forward Thinking Birmingham or the local GP.

Staff acknowledge that significant life events can lead to mental health problems for some children regardless of the number of 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 DSL.

Despite the best efforts of all staff, 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 must inform the DSL immediately. It may be necessary in such circumstances for the student to be taken to the local accident and emergency centre, to receive first aid at school or to have an emergency GP appointment arranged by the family. All such decisions would be taken by the DSL in collaboration with the student and the family where appropriate to do so.

Risk and Protective Factors for Child and Adolescent Mental Health

(Mental health and behaviour in schools - Departmental Guidance for Schools March 2016)

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

Transition

Schools need to be in receipt of student records by the start of the academic year. Ideally this transfer would take place during the last week of the summer term for students starting Year 7. 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. Safeguarding records and information regarding any SEND issue should be hand delivered wherever possible. Electronic documents that relate to the student file also need to be transferred.

Internet and E-Safety

Ark Victoria Academy aims to provide a learning environment with the highest opportunities for young people 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 the academy and other agencies.

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, the academy filters lists of inappropriate sites to which access is barred when using the schools' lines. The academy will advise parents that students 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 student 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. Ark Victoria Academy will monitor online activity with the school to ensure that inappropriate sites are not accessed by pupils or staff. This is best done by the use of specialist online monitoring software, which in this school is called *Policy Central*.

If any staff member at the 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 Support Manager. The IT Manager will immediately block the site.

Online activities which are encouraged and those which are not permitted are outlined in the school's Acceptable Use Policy.

Staff Code of Conduct

Please refer to separate Code of Conduct Policy

Behaviour Policy

Ark Victoria Academy is committed to ensuring that all students make excellent progress and develop outstanding character. We believe that anyone who is successful must develop self-discipline and be given

autonomy to make the right choices. We also want our students to understand their role in developing a common purpose in our Academy, our community and the wider world.

This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to learn in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an academic environment and is safe, respected and valued.

Please see separate Behaviour Policy for further details.

Anti-Bullying and Harassment

Ark Victoria Academy takes a proactive approach to dealing with bullying and harassment and this aims to prevent it from taking place. Through the PSHE Programme, Assembly themes, Form Time Directed Learning, the development of positive relationships between peers and the valuing of diversity is encouraged. We define 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).

Students 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.

Bullying within Ark Victoria will not be tolerated. 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. We aim to establish a culture of trust with students, parents and staff. All are encouraged to share concerns about any aspects of school-life with senior staff.

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 support
- 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 mediation between students with a relevant member of 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 sanction which involves an aspect of isolating them from their victim(s). This may or may not include fixed-term exclusion, internal seclusion or detentions
- A parent meeting will be arranged which directs parents to take action to address and improve the behaviour of their child

Anti Discrimination

The Ark Network 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.

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

Ark Victoria Academy aims to support all young people who may be vulnerable and this includes those who may be at risk of involvement in offending behaviour. In order to maintain a safe environment for all of our students, risk assessments will be carried out if there is a danger of harm and action will be taken to minimise risks involved. This may include a high level of student supervision and/or individual support.

We will work in partnership with other agencies, with parents and the student(s) involved when evaluating risk and we will consider advice from partners when deciding on action to be taken. As a result of the risk assessment, staff will be informed, on a need-to-know basis, of any risk there may be and will be advised of safeguards that should be put in place and adhered to. We will aim to keep students and parents fully informed of decisions taken to manage harmful behaviour of young people in our academy.

Use of Reasonable Force

Definition:

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

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

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

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

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

When can reasonable force be used?

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

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

Schools can use reasonable force to:

- Remove a disruptive student from the classroom if they have refused to follow an instruction to do so;

- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight; restrain a student at risk of harming themselves through physical outbursts.

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

Power to search students 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 and any other psych stimulant that may affect brain functioning and cognition.
- Any item banned in the Academy Behaviour Policy and Home School Agreement

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Use of Photography and Video

Ark Victoria Academy takes seriously its responsibility to protect and promote the safety and welfare of our students. We recognise that this responsibility extends to how we manage the use of still and video images of students and have put in place appropriate safeguards.

All parents are asked to consent to the use of these images when completing the application form and during the Induction process.

Use of Biometric Data

Ark Victoria Academy also recognise the importance of data protection in regards to the use of Biometric information which is used with our cashless dining system.

All parents are asked to consent to the use of Biometric Data during the Induction Process. A letter is sent out to all parents, an excerpt of this letter states

“We would like to make it clear that Ark Victoria Academy will comply at all times with Data Protection Act and with the provisions of the Protection of Freedoms Act 2012 (enforced in September 2013) regarding the use of biometric data. In order for your child to use the biometric system, one parent or guardian will need to read, consent by email, or sign and return the attached form. We will also offer an opportunity to opt out for those pupils who, upon consideration, would prefer to use alternative forms of identification.”

Managing Allegations against other students

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

abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. According to law, no child under the age of 13 can consent to sexual activity. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

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

- The age, maturity and understanding of the children
- Any disability or special needs of the children
- Their social and family circumstance
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed
- Any evidence of pressure to engage in sexual activity
- Any indication of sexual exploitation

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. It is important to understand that a sexual predator may sometimes be a woman or girl and the victim a boy.

Procedure

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

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

Prevention

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

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

Allegations against other Students which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a Student, some of the following features will be found.

If the allegation:

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

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 Student 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 confidential safeguarding files for both Students.

It may be appropriate to issue sanctions to the perpetrator, according to the school's behaviour policy and procedures. Any such decision will be made by a member of the Senior Leadership Team.

Where neither social services nor the police accept the complaint, a thorough school investigation should still take place into the matter using the school's usual disciplinary procedures. In situations where the

school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. This should be monitored and a date set for a follow-up evaluation with everyone concerned. As part of this plan, staff should be informed of the risk assessment and any measures that have been built in to safeguard the students in the academy.

Personal, Social, Health Education (PSHE); Sex and Relationship Education (SRE); Spiritual, Moral, Social and Cultural Education (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. We also enlist the help of outside agencies to deliver specific parts of the programme. Discreet PSHE is delivered during Form Time Directed Learning which occurs with students daily and through individual events that take place in the academy throughout the year. This may include visiting performances delivering subjects such as the Prevent Agenda or Democracy and the British Parliament System.

Our PD 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. Students will develop a knowledge of how to keep themselves healthy, both emotionally and physically is also integral to the programme. Careers education is also delivered and students are supported through our University and Careers Success programme.

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

SRE

At Ark Victoria 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 and other areas of the curriculum.

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 understand how to respect themselves and others for the purpose also of preventing and removing prejudice. Secondary Students 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 Students at school and of society and preparing Students 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 Ark Victoria Academy we recognise the need to set in place arrangements so Students can be protected from inappropriate teaching and materials.

The academy will work in partnership with organisations such as Birmingham Umbrella Service, Brooke Advisory and Birmingham and Solihull Women's Aid, who have significant expertise and experience in working with young people in this important area.

For further guidance see also:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf

SMSC

Each year group meets together once a week for an assembly which considers social, moral and cultural issues and which encourages active student involvement and participation. Religious Studies provide a multi-faith curriculum and encourages students to explore the beliefs of others and to learn about different cultures and traditions. Students are encouraged to value diversity and appreciate the contributions of all faiths and beliefs in our communities and society. Our Creative Arts curriculum encourages appreciation of the arts in all forms (visual, music, drama, etc.) and fosters the development of imagination and creativity.

Our Student Council provides a conduit for student voice to be heard and acted upon.

When dealing with interpersonal difficulties between students, they are given the time and space to reflect upon the issues. When provided with a Seclusion Placement, students are supported in reflecting upon their relationships with others, consequences for behaviour (positive and negative) in the short-, medium- and long-term and how to make reparation for mistakes so that they can move forward positively. Through this process, students are encouraged to develop empathy for others, to understand different perspectives and explore new ways of handling difficult situations.

Students are actively involved in extra-curriculum activities through our extensive sports and enrichment programmes. Off-site activities are many and varied.

Site security

Ark Victoria Academy ensures that a high level of security is applied on site. Staff are well conversed in all safeguarding measures and those responsible for site security have specific training to enable the highest standards to be met. The physical environment has been adapted to ensure that members of the public can only enter the site via the Reception, where their identities are checked and validated prior to them being allowed access (see Visitor Management below). All other exits and entrances remain locked as soon as students have entered the site in the morning and are not unlocked until either the end of the academy day or in case of emergency. All areas are well lit and advanced CCTV throughout the building supports these measures.

Visitor management

Ark Victoria 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 Students and staff. This duty of care incorporates the duty to “safeguard” all Students 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 Students and staff safe there is a protocol to follow for visitors:

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

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

- As a parent visiting a teacher or other school staff;

- To take a club or activity;
- To speak to a class or assembly group;
- As a contract worker;
- As an Ofsted Inspector.

For whatever reason a visitor comes to the Academy, procedures are in place and parameters are clear to all.

Please see the “Safeguarding and Security Guidelines” for further information.

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 Students
- Other Education related personnel (County Advisors, Inspectors)
- Building & Maintenance and all other Independent contractors visiting the school premises
- Independent contractors who may transport students on minibuses or in taxis

Protocol and Procedures Visitors to the School

All visitors to the school may be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors list as set out below). The following procedure then applies: All visitors must stop at the Reception entrance and press the call button to gain access to the Academy, explaining who they are and the purpose of their visit. Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.

Visitor procedures for pre-arranged visits

- All visitors must sign in at reception where they are asked for photograph identification and DBS where appropriate.
- The visitor will be given a lanyard and identification which they must wear at all times whilst on the premises. Lanyards are colour coded. Any visitor issued with a red lanyard must be accompanied by a member of staff at all times. The time of arrival and departure of the visitor will be noted and their details added to the SCR as appropriate. If the office staff have gone home then the teacher organising the visit should note the time of arrival/departure down. The visitor should be made aware that:
 - Your safety and wellbeing during your visit are important to us;
 - As a visitor you have a legal responsibility to care for the Health and Safety of yourself and others;
 - The fire alarm is a continuous siren. If this should sound, leave the building by the nearest exit and proceed to the Academy playground;
 - Should you discover a fire, operate the nearest alarm, and follow the exit procedure above;
 - Visitors are not permitted in classrooms unless escorted by a member of staff;
 - We operate a no smoking policy.

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

Visitors should be handed the Safeguarding for Visitors leaflet.

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 the Principal before inviting visitors into the Academy. Sufficient notice of the visit should be given to allow for the appropriate procedure to be followed.

Visitors offering counselling/support to Students should be vetted, work within the Trust policies, and follow the Child Protection Act 1999. The agencies should provide copies of their own guidance and procedures where relevant. Consultation with parents is also a consideration as well as keeping them informed of visits. There may be incidences where parents might like their child to be withdrawn. Regular visitors to the academy will be subject to the same vetting procedures as staff. They will be required to undergo an enhanced check through the Disclosure and Barring Service and may be asked to supply details of two referees. If the visitor is employed by a different organisation, that agency will be asked to supply details of an Enhanced DBS Disclosure (disclosure number and assurance that no concerns were raised) and assurance that safer recruitment procedures have been followed. Again, information will be added to the SCR as appropriate.

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 system and procedures. 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 Regional Director, Principle, 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.

Visitors Departure from Academy

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

Return the identification badge to reception and sign out

If s/he has a car on the premises, 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 appropriate staff member if they are not available to take the call. 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 Reception Office know.

Contractors

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

It is important that good lines of communication between the Academy and contractor are established before work commences to ensure that health and safety issues and supervision are appropriately managed. Appropriate supervision is deemed to be where the work is either in an area which is constantly supervised or within eye sight of a member of the Academy's workforce, or where the work being carried out is physically cut off from the children by means of closed doors, fencing or gates. There should be no opportunity for children/young people to engage in conversation with a Contractor without being observed by another member of staff.

If the Academy is concerned with inappropriate activities being undertaken these should be raised immediately with the Contractor, Site Manager 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 Academy will refer to the Lockdown and Evacuation procedures. Staff have received training and guidance in relation to evacuation and lockdown. 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 Vice Principal. The visitor may leave appointment times with the office staff that will pass these times onto relevant staff member.

Visitors who display inappropriate behaviour

While we understand that people can become upset and aggravated when dealing with sensitive matters, the academy will not tolerate abuse of any kind aimed at staff or students. If this occurs, a member of the Senior Leadership Team should be alerted and the visitor should be asked to leave. If the incident involves any sort of criminal activity (e.g. threats, violence, abuse) the SLT will contact police and report the matter immediately.

Coping with a School Emergency

First Aid

First Aid is administered to a sick or injured person until medical help can be sought. It should not be viewed as a medical intervention for everyday illnesses, e.g. colds, headache, etc., which should be dealt with sympathetically and advice given to go to see a pharmacist or doctor after school, as appropriate. Staff will therefore need to make a decision as to whether they feel a student genuinely needs immediate medical attention. If it is required, a competent and uninjured student should be sent to Reception to request First

Aid support in the classroom. The Administration team are unable to give non prescribed medication and do not keep headache tablets etc. at reception or in sick bay.

Accidents and Incidents

In the event of a critical incident at any time, the Principal should be notified immediately. Should an accident occur, please assess the situation, call for first aid if necessary and complete an Accident Report form and return to the School Health Officer.

Major Incidents

The Academy has a Lockdown and Evacuation Policy to help staff respond effectively to an emergency at school or on an educational visit. The Senior Leadership team will invoke the policy if required and communicate a response to all staff.

Examples of Major Incidents include:

- Serious injury to a Student 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 in front of the main entrance on the Boulevard.
- Upon hearing the fire alarm, all persons should evacuate the building immediately.
- The fire alarm is a continuous bell.
- On discovering a fire or evidence of a fire activate the nearest fire alarm callpoint.
- 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. It does not need to be locked.

- A Personal Emergency Evacuation Plan will be created for those who have mobility impairment or other need.
- 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 and those with PEEPs will accompany and supervise them
- Upon hearing the alarm, everybody should leave the building at the nearest exit, following the procedure outlined below and make their way to the Evacuation Point located at Coventry Road Main Entrance (Boulevard)
- 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 Form 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 form tutor groups in register order with the teacher in front of the class in their designated line up area.
- 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 Fire Marshall of any students who are missing.
- Designated Fire Marshals: Carry out the duties of a Fire Marshal as per your training.
- Receptionist: Print out log Fire Drill registers, check visitors' presence and report anyone missing to Fire Marshalls immediately.

Safer Recruitment

Ark Schools exists to give every young person, regardless of their background, a great education and real choices in life. This may only be achieved through the appointment of high quality staff (teaching and operational). This policy and associated procedures take into account relevant legislation and guidance, and make particular reference to the statutory guidance 'Keeping Children Safe in Education' (Department for Education, (September 2020 and subsequent versions), as well as the Equality Act 2010 Employment Statutory Code of Practice and the Data Protection Act (DPA) 1998.

Ark Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and apprentices to share this commitment. In order to meet this responsibility, it follows a rigorous selection process to discourage and screen out unsuitable applicants.

Purpose

The use of the Safer recruitment policy and procedure is to ensure that Ark Schools employ the best candidate for the job, assist Ark Schools to deter, identify and reject people who are unsuitable to work with children, help promote equality of opportunity and ensure that Ark Schools meets its statutory obligations.

Scope

This policy covers the recruitment of all Academy and non-school based staff. It is also strongly

recommended for use by external agencies/contractors appointing workers who will have access to Ark Schools academies as part of their role. It is the principal's responsibility within an academy to ensure that relevant agencies are made aware of these standards.

Equal Opportunities

Ark Schools is committed to eliminating discrimination and encouraging diversity amongst our employees. We endeavour to build a workforce that will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination. The appointment and recruitment procedure must always be applied fairly and in accordance with employment law and the Ark Schools Equal Opportunities Policy.

Responsibilities

Ark Schools is responsible for maintaining fair, consistent and objective procedures for matters relating to recruitment and appointments. The principal has overall responsibility for the internal organisation, control and management in their academy and the implementation of this policy in their academy.

General principles

When recruiting and selecting workers and staff, each Ark Schools academy will:

- Ensure its practices and systems are transparent, objective, thorough and consistent.
- Ensure those involved in the recruitment & selection process receive appropriate training.
- Take account of issues relating to safeguarding children at every stage of the procedure.
- Avoid over-reliance on criminal background checks as a means of 'sifting' out candidates unsuited to working with children (NB: only a small proportion of individuals unsuited to working with children actually have a criminal conviction).

Please refer to separate Safer Recruitment Policy for further information regarding procedures to follow.

Complaints

Ark Victoria Academy aims to provide an inclusive ethos which takes into account the views of all stakeholders. We have procedures in place which provide the opportunity for discussion and we aim to listen carefully to concerns raised by parents and carers. This approach often negates the need for a formal complaint to be made but we respect the right of concerned parties to take such action if they believe it necessary and we will take all such communication seriously. Our formal Complaints Procedure exists to provide parents/carers with a formal structure to complain about academy issues. We seek to ensure all concerns and complaints are dealt with efficiently, sensitively and where possible in confidence, at the appropriate level. All complaints are handled in a balanced, neutral way, and assuming nothing until all of the facts are established.

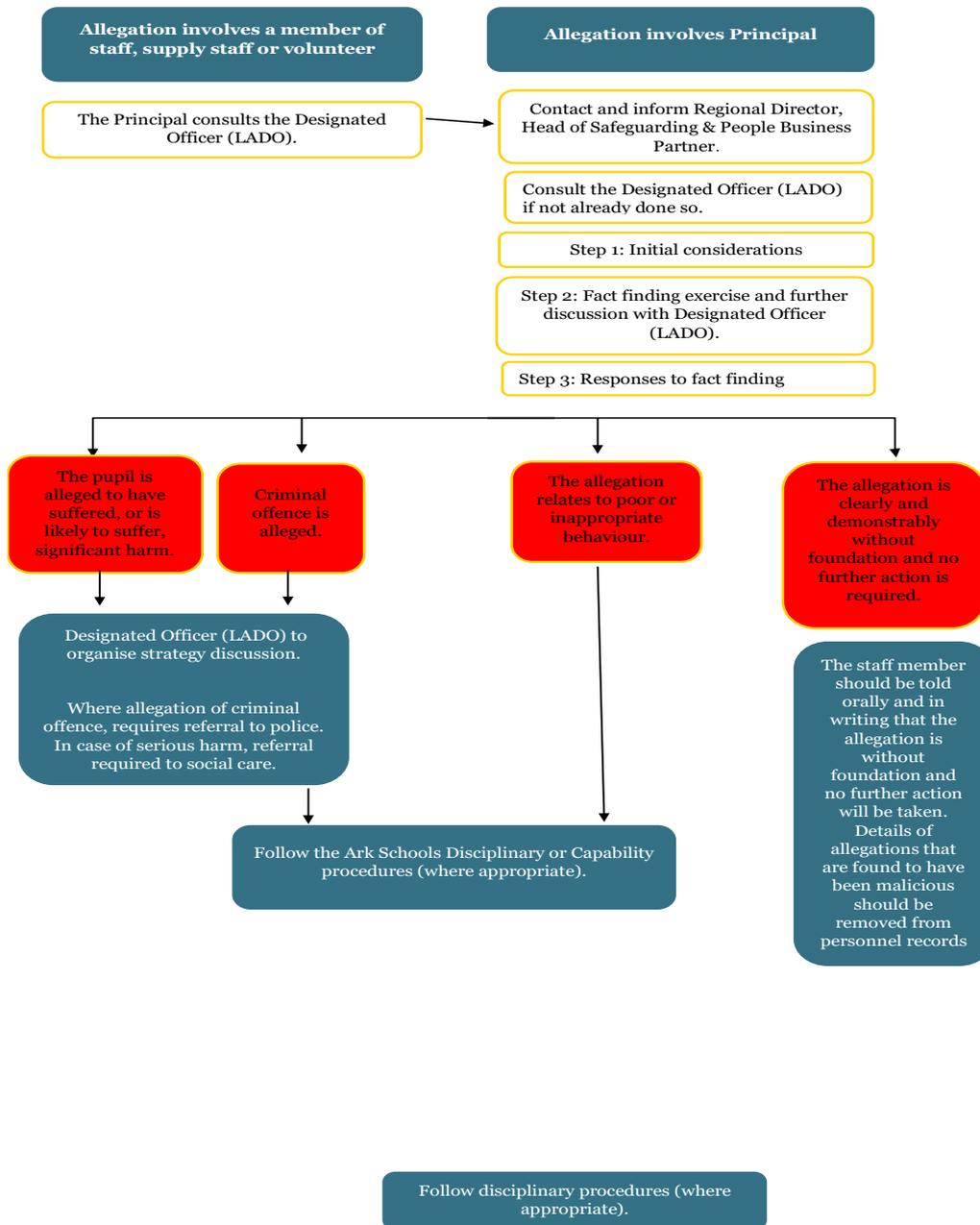
Please refer to separate Complaints Policy which provides further information on the procedure that should be followed.

Responding to an allegation about professionals

Ark Victoria Academy recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. We understand that on occasions pupils may make allegations against a member of staff however, staff should also take care not to place themselves in a vulnerable position with a pupil where an allegation can be made. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal or Regional Director where there is an allegation against the Principal. If the Principal/Head of school is not present, the most senior teacher present must then ensure that the Regional Director and Head of Safeguarding are informed as a matter of urgency.

In the event of allegations of abuse, the Local Authority Designated Officer (LADO) must be informed of all

allegations that come to the school’s attention and appear to meet the criteria to discuss the content of the allegation. The school will follow DfE guidance for managing allegations against staff as outlined in Part 4 “Keeping Children Safe in Education (Sept 2020)”. This is to be read in conjunction with Ark procedure on managing allegations against teachers, volunteers, staff and professionals.



For more information that surrounds responding to an allegation about a professional, there is a managing allegations policy.

Disqualification under the Children Act 2006

Removal of disqualification by association

By amendment of regulation 9 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (“the 2018 Regulations”), disqualification by association for individuals working in childcare in non-domestic settings has been removed (e.g. schools and nurseries). The arrangements continue to disqualify individuals working in domestic and nondomestic settings if they themselves have been found to have committed a relevant offence.

Ark Victoria Academy ensures that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2018. Further information on the staff to whom these regulations apply, the checks that should be carried out, and the recording of those checks can be found in

Disqualification under the Childcare Act 2006 statutory guidance.

Safeguarding Requirements for Governors

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

COVID19 Safeguarding Addendum

Context

From 20 March 2020 parents/carers were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response and for children who are regarded as vulnerable.

On Friday 27 March 2020, the government published safeguarding guidance for schools, colleges and other providers. Whilst Keeping Children Safe in Schools 2020 remains the key statutory document for schools, the DfE have issued interim guidance during the coronavirus outbreak.

Government guidance can be found here: <http://safeguarding.info/covid19safeguarding>

Within this addendum, Ark Victoria Academy will reflect any updated advice from the 3 safeguarding partners (Social care, Police, Health).

For more information surrounding COVID19 addendum, please see Ark Victoria COVID 19 Addendum on the schools' website.