

**ARK ACADEMY**

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**Safeguarding Policies & Procedures**

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**2013 - 2014**

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*A Mathematics and Citizenship Rich Academy*



TDA January 2015

[www.arkacademy.org](http://www.arkacademy.org)

Academy: Ark Academy

**Principal: Delia Smith**

**Designated Child Protection Officers: Tim Dainty (Secondary) Ciara O'Malley (Primary)**

**Named personnel with designated responsibility for Safeguarding**

Academic year	Designated Senior person	Designated Senior person	Nominated Governor	Chair of Governors
2013.14	Tim Dainty, Senior Vice Principal	Ciara O'Carroll, Assistant Principal	Karin Barrett	Patrick Wall

**Policy review dates**

Review Date	Changes made	By whom	Date Shared
November 2013	Ciara O' Carroll's promotion and appointment as DSP Training update E-Safety update	Tim Dainty	January 2014

**Dates of staff training and details of course title and training provider**

Name	Course Title	Training Provider and Date
Teaching and support staff	Child Protection	Brent Local Authority Independent Social Work Consultant and Trainer September 23 <sup>rd</sup> 2013
Teaching and support staff	Child Protection	NSPCC, 4 <sup>th</sup> November 2013
Seamus McKeon	Health and Safety	British Safety Council September 2009
Stephen O'Carroll	First Aid at work	ABC Aid, 15 <sup>th</sup> November, 2012
Jo Morton, attendance officer	First Aid at work	St John's ambulance, February 2011
Maria Collins, Primary receptionist	First Aid at work	St John's ambulance, March 2013
Clodagh Stephens	Emergency First Aid At Work	Brent council, November 2012
Catherine Butler Lloyd, nursery LSA	Paediatric First Aid	Brent, February 2011
Stephen O'Carroll	Emergency First Aid At Work	Brent council, November 2012
Matthew Foster	Emergency First Aid At Work	Brent council, November 2012

Mary Okoli (Academy nurse)	Resuscitation	St John's ambulance Service, 2009
Tim Dainty	Safeguarding for designated teachers and senior leaders	NSPCC, November 2013
Ciara O'Carroll	Safeguarding for designated teachers and senior leaders	NSPCC, November 2013
Louise Shotton, Inclusion coordinator	Safeguarding for designated teachers and senior leaders	NSPCC, November 2013
Delia Smith	Safeguarding and Safer recruitment	Kensington and Chelsea LA/Ark January 2010
Joanne Stuart	Safeguarding and Safer recruitment	Kensington and Chelsea LA/Ark January 2010
Suneeta Nathan, PA to Primary Head teacher	First Aid at Work and Paediatric	
Victoria Longdon, Catering manager	First Aid at Work	Expires June 2014
Katie James, Girls PE Teacher	Emergency First Aid at Work	ABC Aid, 15 <sup>th</sup> November, 2012
Jacqui Pompilis, LSA	Basic Life Support	15.09.12
Irisha Smith, LSA	First Aid at Work	Globe Academy – expires 29.6.15
Mathew Foster, Head of Year 8, Boys' PE teacher	Early Years First Aid	ABC Aid, 15 <sup>th</sup> November, 2012
Nicola Addison, Lead Teacher Girls' PE	Early Years First Aid	ABC Aid, 15 <sup>th</sup> November, 2012
Andy Donaldson, Facility Personnel	Early Years First Aid	St John's Ambulance, Marylebone
Ban Kubba, maths teacher	First Aid at Work	Safetech First Aid training, 9 <sup>th</sup> June 2011

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## INTRODUCTION

This safeguarding policy is consistent with the Child Protection Procedures outlined in the following publications: DFE's *'Safeguarding children and safe recruitment in education'*, published in 2006, and effective 1 Jan 2007, *'Working Together to Safeguard Children'* (2013) and *'What to do if you are worried a child is being abused'* (2006). It reflects the current advice of the DFE and of the London Safeguarding Children Board.

**This policy applies to all staff, governors and volunteers working in or on behalf of Ark Academy.**

Ark Academy, its staff and governors, are committed to safeguarding the welfare of our pupils and to providing a safe environment with robust systems to ensure the safety and healthy development of all our pupils within the academy and on related Academy trips and other activities.

Everyone working in or for Ark Academy shares the objective of helping to keep children and young people safe by contributing to:

- ensuring that Ark Academy provides a safe environment in which children and young people can learn and develop, and
- identifying children and young people who are suffering or likely to suffer abuse and taking appropriate action with the aim of making sure they are kept safe both at home and in Academy.

We recognise that some children *may* be especially vulnerable to abuse. We are committed to doing our best to identify such children and to working with the appropriate authorities to support and safeguard them.

We are committed to providing all our pupils with a safe learning environment, free of bullying and other forms of harassment, and to teaching pupils to act safely in and outside Academy and on the internet.

We will always take a considered and sensitive approach in order to support all our pupils.

## **1. CHILD PROTECTION**

Ark Academy staff have a professional duty to take action on suspicions of abuse, or reported allegations of abuse, following the procedures set out below.

Staff should be aware that abuse can take many forms and guidance is set out below on the possible warning signs, appropriate procedures and the definition of abuse used by Ark Academy, informed by the current guidance from DFE and the London Safeguarding Children's Board.

This section comprises the following information:

- 1. Aims of the policy**
- 2. Identifying children who are suffering or likely to suffer abuse**
- 3. Procedures to ensure that children are safe at Academy and at home**
  - Immediate reporting requirements
  - Responding to disclosure
  - Action by Designated Senior Person
  - Action following a Child Protection referral
  - Recording and monitoring
  - Supporting the child and partnership with parents

### **1. AIMS OF THE POLICY (based on the model policy set out by the Brent Safeguarding Children Board):**

1. To support the child's or young person's development in ways that will foster security, confidence and independence;
2. To raise the awareness of staff of the need to safeguard pupils and of their responsibilities in identifying and reporting possible cases of abuse;
3. To provide a systematic means to monitor pupils known or thought to be at risk of harm;
4. To emphasise the need for good levels of communication between all members of staff;
5. To develop a structured procedure that will be followed by all staff in cases of suspected abuse;
6. To develop and promote effective working relationships with other agencies, especially the Police and Brent Social Care; and
7. To ensure that all staff, governors and volunteers at Ark Academy who have access to pupils, have current CRB checks, their identity verified by original documentation and that references are checked in line with safe recruitment policies.

## 2. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING ABUSE

### Definitions

The Children Acts 1989 and 2004 define a **child** as anyone who has not yet reached his/her 18<sup>th</sup> birthday.

Ark Academy uses the definition of 'abuse' as described in The Children Act 1989 under the term '**Significant Harm**'. This definition is wide-ranging and covers a number of areas as outlined below: **Harm** is ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical, such as neglect, emotional abuse or bullying.

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

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

### Signs of possible abuse

The following list is not prescriptive and many signs listed will not necessarily indicate abuse. They can only act as a guide:

- Unexplained injuries, bruising etc,
- Absences from Academy that do not have a reasonable explanation or exhibit a suspicious pattern,
- Significant change of behaviour,
- Watchful cautious response to adults,
- Inability to be spontaneous,
- Aggressive or abusive,
- Bullying other children or being bullied,
- Underachieving, unable to concentrate,
- Avoiding the removal of clothing in PE, etc.
- Truancy, lying or stealing,
- Inability to trust others and make friends.

Potential indicators of sexual abuse:

- Loss of self esteem,
- Significant lack of self-care i.e. dirty clothing,
- Inappropriate use of sexual talk or sexualised behaviour,
- Wetting/soiling,

- Fearful of physical contact,
- Eating disorders, substance/drug use, cutting, etc.

### **3. PROCEDURES**

All staff follow the Child Protection Procedures which are consistent with ‘*Working Together to Safeguard Children*’ and ‘What to do if you are worried a child is being abused’.

It is **not** the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff have a duty, however, to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection prior to discussion with parents.

#### **Issues that require immediate reporting by staff**

- any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play,
- any explanation given which appears inconsistent or suspicious,
- any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play),
- any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment,
- any concerns that a child is presenting signs or symptoms of abuse or neglect,
- any significant changes in a child’s presentation, including non-attendance,
- any hint or disclosure of abuse from any person,
- any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

#### **Responding to disclosure**

Disclosures or information may be received from pupils, parents or others. Ark Academy recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated senior person and make a contemporaneous record.

#### **Action by the Designated Senior Person**

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

- any urgent medical needs of the child,
- discussing the matter with other agencies involved with the family,
- consulting with appropriate persons e.g. Safeguarding Officer, Brent Children’s Social Care,
- the child’s wishes.

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

- where possible to talk to parents, **unless** to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
  - whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
- OR:**
- not to make a referral at this stage;
  - if further monitoring is necessary; or
  - if it would be appropriate to undertake an assessment and/or make a referral for other services.

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

### **Action following a child protection referral**

The Designated Senior Person will:

- make regular contact with the social worker involved to stay informed;
- wherever possible, attend strategy discussion meetings;
- provide a report for, attend and contribute to any subsequent Child Protection Conference;
- if the child or children are placed on the Child Protection Register, contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- where a child on the child protection register moves from the Academy or goes missing, immediately inform the key worker in the social care department.

### **Recording and monitoring**

Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will be dated.

All Child Protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be only accessible to the Principal /Senior Designated Person. Anonymised records of all referrals will be made available to governors every half term.

### **Supporting the child and partnership with parents**

- Ark Academy recognises that the child's welfare is paramount and that good child protection practice and outcome rely on a positive, open and honest working partnership with parents.
- While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the local children's safeguarding board as appropriate.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Senior Person will determine which members of staff need to know personal information and what they need to know to support and protect the child

## 2. SAFE RECRUITMENT

The Academy fully observes current DFE guidance 'Safeguarding Children and Safer Recruitment in Education' (DFE, Jan 2007). We ensure that all appropriate measures are applied in relation to everyone who works in the Academy who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau checks.

In line with statutory changes, underpinned by regulations, the following apply:

- A DBS Enhanced Disclosure is obtained for **all** new appointments to Ark Academy's workforce through staffing, personnel and payroll.
- *Ark Academy keeps an up to date Single Central Record* detailing the checks carried out on its staff. All new appointments to the Ark Academy workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Ark Academy checks that all agencies or third party organisations that send staff or volunteers to Ark Academy have systems that ensure that the same standards are applied to regularly visiting non staff as apply for Ark Academy staff.
- Ark Academy ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks must be carried out on all appointees to Ark Academy before the appointment is confirmed.

## 3. BULLYING

Pupils, staff and visitors to the Academy must be treated with respect, courtesy and consideration at all times. Physical or other forms of bullying, including cyber bullying, are not tolerated in or outside the academy and are dealt with in the academy's Behaviour and Ethos Policy.

To prevent instances of bullying the academy will:

- seek to identify bullies,
- address the needs of individual children, both bullies and victims,
- provide a consistent response to bullies and their victims,
- implement a system to deal with different degrees of bullying,
- secure clear agreement among all the adults involved on the steps forward,
- provide time during the academy's in-service training programme to discuss issues associated with children's physical, social and educational well-being, and
- disseminate the academy's anti-bullying policies and procedures throughout the Academy.

New pupils are at particular risk of bullying. New pupils should be introduced properly to Academy life and routines. In order to ensure that pupils feel safe and secure in different areas of the

Academy, there are duty rotas for times before Academy, after Academy, during breaks and between lessons. Nonetheless teachers should consider the needs of new pupils in the following areas:

- Introductions and welcomes
- Playtimes and Breaks
- Tours of the Academy
- Toilets
- Meal times

### **How the Academy aims inform the policy**

The whole-Academy behaviour and ethos policy is based on the Academy aims, as follows:

- To create a positive learning environment which promotes the development of children in the fullest sense and their learning and success in Academy;
- To empower children, by encouraging them to develop:
  - enthusiastic, enquiring minds,
  - the ability to question and present rational arguments,
  - independent, positive and engaged approaches to working.
- To help children realise their full potential through the highest quality of learning, teaching and experiences across the whole-Academy curriculum (intellectual, social, physical, ethical, moral and spiritual);
- To prepare children for the future, and the world of work. To help children make good use of recreational time. To help children become valued members of society;
- To develop every child's sense of civitas and contribution to the wider community

### **Ethos:**

- Ark Academy aims to treat people with dignity, fairness, respect, sensitivity, care, generosity, kindness, courtesy and friendliness.
- At Ark Academy, we value the constructive and positive contribution that each individual brings to Academy and each person's role in the Academy.
- Ark Academy offers support, encouragement and enthusiasm. We have high expectations of children's work and behaviour and through this teach motivation.

## **4. HARASSMENT, DISCRIMINATION AND VICTIMISATION**

ARK has due regard for 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 Academy permits any limitation, or where any other statutory exception applies);
- Ensure that all statutory obligations are met.

This section should be read in conjunction with the ARK Academies' Human Resources Policies on 'Equal Opportunities' and 'Dignity at Work'.

### **Monitoring and review**

The principal is responsible for implementation of this policy, for the provision of monitoring and reporting information to ARK and for consultation within Academics.

## **5. USE OF REASONABLE FORCE**

### **“What is reasonable force?”**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, Academics generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. Academy 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 pupil.”

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

- All members of Academy staff have a legal power to use reasonable force
- This power applies to any member of staff at the Academy. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an Academy organised visit.

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

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In an Academy, force is used for two main purposes – to control pupils or to restrain them.

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

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Academys can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a Academy event or a Academy trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Academys cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”<sup>3</sup>:

knives and weapons

- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

*'Use of reasonable force' DFE- July 2013*

**Reference:** DFE (July 2013) 'Use of reasonable force', available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_-\\_advice\\_for\\_headteachers\\_staff\\_and\\_governing\\_bodies\\_-\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf)

## 6. FIRST AID AND CRITICAL INCIDENTS

The Principal is responsible for ensuring that:

- First aid is available at all times on site and at offsite trips.
- There is adequate provision of first aid provision:
  - There will be a minimum of one member of staff who is First Aid trained, per 100 secondary Academy pupils;
  - There will always be one member of the primary staff who is First Aid trained and on site;
  - First aid boxes are in Academy office and playgrounds, and at least one per floor;
  - All staff know the named first aid supervisors and where their nearest first aid box is kept.
- The Academy nurse is 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 Academy is sent home immediately. Children with these conditions should not be accepted back in to Academy until 24 hours after the last symptom has disappeared;
  - When a pupil suffers a knock to the head, any bruising or swelling is treated with an ice pack and their parents are informed.

A **critical incident** is a physical incident or psychological trauma that has a severe immediate impact and likely long term effect on pupils, staff or parents.

Examples include:

- a death or serious injury on or off-site,
- a serious threat to the premises,
- an immediate threat to persons on site.

#### **Responsibilities:**

- The Principal is responsible for organising the response to a critical incident.
- The Principal will ensure that an emergency plan is in place.
- In her absence, the Senior Vice Principal or Primary Head Teacher will take responsibility for this.

#### **Communication with pupils and parents:**

- In the event of a critical incident, staff will be given guidance on what pupils should be told and how.
- Families will be informed of information shared with pupils.

#### **Reporting**

All critical incidents should be promptly reported to ARK senior management and to the chair of governors or nominated governor as set out in the ARK emergency procedures protocol.

## **7. EDUCATIONAL VISITS**

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

- 'Standards for LEAs in overseeing educational visits';
- 'Standards for adventure';
- 'Handbook for group leaders'.

Template forms for Academy trip are provided by ARK.

The Primary Head Teacher and Vice Principal in charge of citizenship and ethos charge of shall act as the educational visits co-ordinators. It is the responsibility of these people to ensure that staff are advised of their responsibilities within the guidance.

## 8. ROLES AND RESPONSIBILITIES

The ARK Academies Board retains statutory responsibility for ensuring that all legal responsibilities are discharged.

Responsibility is delegated to the **Designated Senior staff** to act on their behalf and ensure that policies are also compliant with local authority guidance and locally agreed inter-agency procedures, and that procedures for dealing with allegations of abuse against staff and volunteers comply with local authority guidance and locally agreed inter-agency procedures.

The ARK Academies Board is responsible for ensuring compliance with DFE guidance and all legal responsibilities in relation to safe recruitment. Responsibility for ensuring that compliance is maintained is passed to the central HR team who provide policy guidelines to all ARK academies to ensure compliance.

Responsibility to ensure that ARK Academy complies with these set policies is delegated to the **Designated Senior staff**. Training on these responsibilities and the changes required to comply with the Independent Safeguarding Authority (ISA)'s vetting and barring scheme is provided by ARK.

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

### ***The Local Governing Body will ensure that:***

- the Academy has a child protection/safeguarding policy and procedures in place that are consistent with DFE and London Safeguarding Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- Ark Academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the Academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from DFE and locally agreed inter-agency procedures;
- a senior member of the Academy's leadership team is designated to take lead responsibility for child protection (one in Primary and one in secondary);
- a governor is nominated to be responsible for liaising with the Ark Academies Board, through the ARK Academies senior management team, in the event of allegations of abuse being made against the head teacher or of the local governing body having any concerns as to the academy's compliance with DFE or other guidance;
- where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- they review their policies and procedures annually.

***The Designated Senior staff with Responsibility for Child Protection will ensure that:***

- the policies and procedures adopted by the Local Governing Body are fully implemented, understood and followed by all staff;
- the nominated governor with responsibility for child protection is made known to all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

***The Designated Senior staff with Responsibility for Child Protection will:***

**Referrals**

- refer cases of suspected abuse or allegations to the relevant investigating agencies;
- act as a source of support , advice and expertise within the academy;
- inform the Principal of any issues and ongoing investigations and ensure there is always cover for this role.

**Training**

- recognise how to identify signs of abuse and when it is appropriate to make a referral;
- ensure that all staff have access to and understand the Academy's child protection policy;
- ensure that all staff have received training (with refresher courses at a minimum of once every three years);
- keep detailed accurate secure written records and/or concerns;
- obtain access to resources and attend any relevant or refresher training courses at least every two years.

**Raising Awareness**

- ensure that the child protection policy is updated and reviewed annually;
- ensure that parents are made aware of the child protection policy;
- where a child leaves the academy, ensure that the child protection file is copied for the new Academy as soon as possible and transferred to the new Academy separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.

**Reporting**

The Designated Senior Persons will report every half term to the Local Governing Body on child protection issues in the academy.

***All staff and volunteers will:***

- fully comply with the Academy's policies and procedures;
- attend appropriate training;
- inform the designated senior person of any concerns

## 9. E-Safety

### Principles

*“Swimming pools can be dangerous for children. To protect them, one can install locks, put up fences and deploy pool alarms. All of these measures are helpful, but by far the most important thing that one can do for one’s children is teach them to swim.”*

*‘Youth, Pornography and the Internet’ - National Research Council USA 2002*

“We teach our children to swim not just to prevent them from drowning but also for the pleasure they may get from it and the benefits it brings to their health. Similarly, Brent Local Safeguarding Children Board believes that we must teach children to ‘swim’ in the online world not only to ensure their safety but also to enable them to improve their emotional health and their enjoyment of the world. Esafety is always about balancing opportunities with risks and we believe as firmly in maximizing opportunities as in minimizing risks. Brent LSCB believes that in order to maximize the opportunities within this environment, whilst concurrently minimizing the risks, we must encourage children and young people to develop as responsible online citizens. Such citizens will recognise their responsibility to keep themselves and their peers safe online, but they will also recognise the responsibility they have to present themselves as positive role models. It is only through the development of a sense of online responsibility that we can ensure the safety and well being of today’s children and young people.”

*Brent Local Safeguarding Children Board - Esafety strategy 2008 - 2011*

All of the ‘staying safe’ aims apply equally to the ‘virtual world’ that children and young people will encounter whenever they use ICT in its various forms. For example, we know that the internet has been used for grooming children and young people with the ultimate aim of exploiting them sexually; we know that ICT can offer new weapons for bullies, who may torment their victims via websites or text messages; and we know that children and young people have been exposed to inappropriate content when online, which can sometimes lead to their involvement in crime and anti-social behaviour.

It is the duty of the Academy to ensure that every child in their care is safe, and the same principles should apply to the ‘virtual’ or digital world as would be applied to the Academy’s physical buildings. This Policy document is drawn up to protect all parties – the students, the staff and the Academy and aims to provide clear advice and guidance on how to minimise risks and how to deal with any infringements. It also outlines how we will educate pupils, parents and staff in the safe use of the internet and information technologies.

### Purposes

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

*We believe that access to the internet:*

- *Enriches the quality of curriculum provision and extend learning activities,*
- *Helps us raise children’s attainment,*

- *Supports teachers' planning and resourcing of lessons,*
- *Enhances the Academy'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 Academics, support centres, the LEA and DFE*

However, it is also the case that the use of such technology may sometimes expose children to the risk of harm.

Apart from the risk of children accessing internet sites which contain unsuitable material, risks to the well being of children may also exist in a variety of other ways.

This policy therefore details strategies and guidance for addressing the issues of:

- Publishing digital images of students and staff.
- Keeping children safe from grooming via the internet or other digital communication devices
- Keeping children safe from Cyber Bullying
- Keeping children safe from inappropriate digital content.
- Keeping teaching staff and other adults safe.

General principles for dealing with e-Safety issues

- An environment should be encouraged where students feel confident when it comes to reporting inappropriate incidents involving the internet, mobile technology or email.
- Ark Academy makes use of an effective range of technological tools to maintain a safe ICT learning environment. (Refer to Appendix 3).
- Roles and responsibilities of staff involved are clearly designated and monitored. The network manager and the designated teachers will investigate and take appropriate action where there are safeguarding concerns.
- The Academy will deliver an ongoing education programme for students, staff and parents.

**Acceptable Use Policy** - Publishing digital images of students and staff.

This policy covers the publishing of digital images of students and staff in paper based documents, on the Academy's website, on Fronter, via email or using removable storage devices. It includes both still and moving images, video and audio files. The Academy does not allow images of its students and staff to be published on third party websites (i.e. YouTube) unless written permission has been granted. If a pupil or a member of staff uses third party websites to undermine or bully other members of the Academy, they will be sanctioned accordingly.

The Academy will use digital images of students and staff where it feels it is appropriate to do so. Examples of where they might be used are:

- To celebrate achievement.
- To promote the Academy and its work.
- To improve the quality of the learning experience.

When using any digital image the Academy will ensure that the person's privacy is protected. It will do this by:

- Having the student's permission to publish. This is done through the signing of the home Academy agreement.
- Not publishing (print or digital) the student's name in a way that could link the name to the image except where parental permission is obtained.
- Not publishing any personal/sensitive details.

When storing digital media (images, video or audio files) of students or staff within the Academy they will be stored safely on a staff area on the Academy's network.

### **Keeping children safe from Internet Grooming**

If there is concern that a child's safety is at risk because there is a suspicion that someone is using communication technologies (such as social networking sites) to make inappropriate contact with a child the concern should be reported to and discussed with one of the named Child Protection Officers in Academy.

If appropriate the following could be actioned:

- A decision made as to whether parents should be contacted.
- Advise the child on how to terminate the communication and save all evidence
- Contact Child Exploitation & Online Protection <http://www.ceop.gov.uk/>
- Consider the involvement of police and social services

To safeguard students the Academy:

- Blocks all Chat rooms and social networking sites (that we are aware of or made aware of) except those that are part of an educational network or approved Learning Platform;
- Only uses approved and appropriate blogging or discussion sites, such as those posted on Fronter by staff.
- Only uses approved or checked webcam sites;

### **Keeping children safe from cyber bullying**

**Ark Academy will not tolerate bullying, whatever form it takes.** Bullying is when a person is deliberately hurt or made to feel unhappy. It is sustained and involves an imbalance of power. Cyber bullying is bullying through the use of communication technology like mobile phone text messages, e-mails or websites. This can take many forms for example:

- Sending threatening or abusive text messages or emails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (e.g.: Facebook, MySpace), web log (blog) or messaging system.
- Making or sharing derogatory or embarrassing images, videos or audio of someone via mobile phone, email or website (such as 'Happy Slapping' videos or 'sexting').

Using ICT to bully could be against the law. Abusive language or images, used to bully, harass or threaten another, whether spoken or written (through electronic means) may be libellous, may contravene the *Harassment Act 1997* or the *Telecommunications Act 1984*.

1. If a bullying incident directed at a child occurs using email, website, blog or mobile phone technology and is in any way connected to the Academy.
  - Advise the child not to respond to the message
  - Refer to relevant policies including e-safety and Behaviour and Ethos, and apply appropriate sanctions
  - Secure and preserve any evidence
  - Inform the sender's e-mail service provider
  - Notify parents of the children involved
  - Consider delivering a parent workshop for the Academy community
  - Consider informing the police depending on the severity or repetitious nature of offence
  
2. If malicious or threatening comments are posted on an Internet site about a pupil or member of staff inform a member of SLT who will:
  - Request the comments be removed if the site is administered externally
  - Secure and preserve any evidence
  - Internally investigate the incident and inform the Principal.

The Academy should then consider:

- Sending all the evidence to CEOP at [ww.ceop.gov.uk/contact\\_us.html](http://ww.ceop.gov.uk/contact_us.html).
- Endeavouring to trace the origin and inform police as appropriate.
- Informing the Brent LSCB.

### **Keeping children safe from Inappropriate Internet content**

This Academy:

1. Supervises pupils' use at all times, as far as is reasonable, and is vigilant in learning resource areas where older pupils have more flexible access;
2. We use the pan-London LGfL / Synetrix filtering system which blocks sites that fall into categories such as pornography, race hatred, gaming, sites of an illegal nature;
3. Encourages staff to preview all sites before use [where not previously viewed and cached] or only use sites accessed from managed 'safe' environments such as the Learning Platform;
4. Plans the curriculum context for Internet use to match pupils' ability, using LGfL's filtering system to minimise the risk to users when searching the internet.;
5. Informs users that Internet use is monitored;
6. Informs staff and students that that they must report any failure of the filtering systems directly to the ICT Technical Manager who will report to LA / LGfL where necessary;

7. Will block pupil access to music download or shopping sites as we become aware of them – except those approved for educational purposes such as LGfL’s Audio Network;
8. Requires all staff to sign an e-safety agreement form and keeps a copy on file;
9. Makes clear all users know and understand what the ‘rules of appropriate use’ are and what sanctions result from misuse – through staff meetings and teaching programme;
10. Keeps a record, e.g. print-out, of any bullying or inappropriate behaviour for as long as is reasonable in-line with the Academy behaviour management system;
11. Ensures parents provide consent for pupils to use the Internet, as well as other ICT technologies, as part of the e-safety acceptable use agreement form at time of their daughter’s / son’s entry to the Academy;
12. Will refer any material we suspect is illegal to the appropriate authorities (LA / Police) once a thorough internal investigation has taken place.
13. Staff will use Impero software to monitor appropriate pupil use of ICT

### **Keeping teachers and other adults safe**

Infringements of E-Safety Policy do not only involve students. There are increasing incidents of teachers and other adults working in Academy being the victims of ‘cyber bullying’.

In order to minimise the risk the Academy **strongly recommends** that you:

- **Only use** the Academy email and Academy telephone system to communicate with students, staff and parents.
- **Do not share** (with students or parents) any personal contact details such as home addresses, personal phone numbers or email accounts. For Academy trips always borrow a Academy mobile phone.
- **Consider carefully** how you use social networking sites including privacy settings and accessibility, ensuring that students or parents cannot access personal information, including photographs.
- **Do not** invite students or parents to be ‘friends’ on social networking sites.
- **Do not** accept invitations to become members of students’ or parents’ networking sites.

**If colleagues choose to disregard the above advice the Academy may not be able to protect them from the consequences.**

### **Data Protection**

Sensitive information about pupils and staff should only be viewed by staff whilst on site and only kept on record for the required period of time in accordance with the Data Protection Act. If a member of staff needs to view this information offsite, other than via remote access of ePortal, staff should use

an encrypted/password protected device or software, which will be provided by the IT Network manager. They should also clear this with their line manager.

## **Education and training**

### Students

- Regular assemblies
- Education through ICT lessons
- Posters and reminders.
- Distributing any appropriate leaflets or promotional material provided by external organisations such as CEOP, Safe, Digital Me.

### Staff

- Regular reminders and guidance using staff meetings, email, website and Fronter.
- Annual requirement to read and sign off ICT policy.

### Parents and other adults

- Policy and guidance included in Home–Academy Partnership agreement' signed by all parents in Y7.
- Articles in Academy newsletter.
- Flagging of policies and procedures on Academy website.
- Information evenings

## **Guidance - What do we do if?**

**N. B. Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear. An inappropriate website is accessed unintentionally in Academy by a teacher or child.**

1. Play the situation down; don't make it into a drama.
2. Report to the Academy's E-safety Officer (Tim Dainty) and decide whether to inform parents of any children who viewed the site.
3. Inform the Academy's ICT Technical Manager (Daniel Daramola). LGfL Academies report to: synetrix, where appropriate.

**An inappropriate website is accessed intentionally by a child.**

1. Refer to the ICT policy (student guidance) and apply sanctions in line with the Academy's behaviour policy.

2. Report to the Academy's E-safety Officer (Tim Dainty) who will inform the parents.
3. Inform the Academy's ICT Technical Manager. LGfL Academics report to: synetrix, where appropriate.

**An adult uses Academy IT equipment inappropriately.**

1. Where possible, ensure you have a colleague with you; do not view the misuse alone.
2. Investigate the problem thoroughly and report any serious misuse immediately to the Principal and ensure that there is no further access to the PC or laptop.
3. If the material is offensive but not illegal, the Principal should then:
  - Remove the PC to a secure place.
  - Instigate an audit of all ICT equipment by the Academics ICT managed service providers to ensure there is no risk of pupils accessing inappropriate materials in the Academy.
  - Identify the precise details of the material.
  - Take appropriate disciplinary action.
  - Inform governors of the incident.
4. In an extreme case where the material is of an illegal nature:
  - Remove the PC to a secure place.
  - Document all action taken.
  - Contact the appropriate authorities.

**A bullying incident directed at a child occurs through email, website, messaging system or mobile phone technology and is in any way connected to the Academy.**

1. Advise the child not to respond to the message.
2. Secure and preserve any evidence.
3. Report to the Academy's E-safety Officer (Tim Dainty) who will inform the service provider and notify parents of the children involved.
4. Apply sanctions in line with the Academy's behaviour policy.
5. Inform the Principal who will, depending on the severity of the incident consider informing the police and/or Brent LSCB

**Malicious or threatening comments are posted on an Internet site (e.g. blogs or social networking sites) about a pupil or member of staff.**

1. Inform and request the comments be removed if the site is administered externally.

2. Secure and preserve any evidence.
3. Investigate thoroughly and apply sanctions as appropriate.
4. Inform the Principal who will, depending on the severity of the incident consider informing the police and/or Brent LSCB

**You are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites, email or mobile devices) to make inappropriate contact with the child.**

1. Report to and discuss with the named child protection officers in the Academy and contact parents.
2. Advise the child on how to terminate the communication and save all evidence.
3. Contact CEOP <http://www.ceop.gov.uk/>
4. Consider the involvement of police and social services. Inform LA e-safety officer.

### **Appendix 3 - Technical safeguarding**

This Academy:

- **Maintains broadband connectivity through the LGfL and so connects to the National Education Network;**
- Works in partnership with the LA to ensure any concerns about the system are communicated to LGfL so that systems remain robust and protect students;
- Ensures network health through appropriate anti-virus software etc and network set-up.
- Ensures the network is 'healthy' at all times.
- Ensures the Systems Administrator / network manager is up-to-date with LGfL services and policies;
- Ensures the Systems Administrator / network manager checks to ensure that the filtering methods are effective in practice and that they remove access to any website considered inappropriate by staff immediately;
- Never allows pupils access to Internet logs;
- Uses individual log-ins for pupils and all other users;
- Uses teacher 'remote' management control tools for controlling workstations / viewing users / setting-up applications and Internet web sites, where useful.
- Never sends personal data over the Internet unless it is encrypted or otherwise secured;

## **10. REFERENCES**

**Primary guidance** is in DfES' 'Safeguarding children and safe recruitment in education', published in 2006, into force 1 Jan 2007.

**Further guidance in:**

DFE's 'Safeguarding children and safe recruitment in education', (Jan 2007),

DFE (July 2013) 'Use of reasonable force', '*Working Together to Safeguard Children*' (2013) and HM Gov't (2006) 'What to do if you're worried a child is being abused'.

**Information specific to London:**

London Safeguarding Children Board, 'London Child Protection Procedures' (3rd ed., 2007) and subsequent revisions (latest revision February 2010).

## **11.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 race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

**APPROVED BY LOCAL GOVERNING BODY:**

**Review Date: January 2015**