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# Safeguarding and Child Protection Policy-2023-2024

**A safeguarding policy is a statement which clearly states how the provision will keep pupils safe and how it will respond to any safeguarding concerns. It is a statutory requirement for all schools to have a safeguarding policy and this should be reviewed annually to reflect changes in government policy and recommended practice.**

Introduction

* School vision and ethos

At ARK Alternative Provision Safeguarding Children, Staff and Visitors is at the centre of all we do

The Vision and Values of the provision aim to ensure safe, positive and healthy relationships, interactions and learning at all times. Safeguarding is at the heart of our provision and underpins all we do.

We aim to promote the safeguarding of children, staff and visitors in every way and ensure this by safe recruitment, admission, recording and reporting and sharing information with the relevant services where appropriate at all times.

We aim to promote the safeguarding of our pupils at all times during remote and face to face sessions

* Key principles

Safeguarding is the responsibility of all staff, volunteers, governors and anyone else who works with a child or children in school;

Local and national child protection procedures will be used to protect children;

Anyone who works with a child within school must understand their responsibility to identify, respond to and report any abuse or neglect;

The provision respects the views and voices of all children in the school;

All pupils have an equal right to be safe, irrespective of disability, sex, sexual orientation, gender reassignment and race.

* Relevant legislation and guidance

Key documents include:

[**Keeping Children Safe in Education**](https://www.twinkl.co.uk/r/azul8) (please note that this document is updated regularly so schools should ensure that they are referring to the most recent version and that their policy reflects any changes);

[**The Children Act 1989**](https://www.twinkl.co.uk/r/a4tmy) and [**2004 amendment**](https://www.twinkl.co.uk/r/k8w9p);

[**Working Together to Safeguard Children (2018)**](https://www.twinkl.co.uk/r/11efd8);

Section 175 of the [**Education Act 2002**](https://www.twinkl.co.uk/r/1dl27s);

[**What to do if you’re worried a child is being abused: advice for practitioners**](https://www.twinkl.co.uk/r/fgs0j).

**Early Help**

All staff, volunteers and governors should be alert and be aware of the need for early help, including for children who are more vulnerable. All staff should be aware of any vulnerable children that they work with, in order to be aware of signs for early help.

* Sharing information

Staff should never promise confidentiality to a pupil as it might be necessary to share information with others to keep them safe.

Staff should note that:

​the Data Protection Act (DPA) 2018 and UK GDPR does not prevent the sharing of information if this is necessary to keep children safe;

concerns about sharing information should not compromise the process of protecting pupils from harm;

if anyone has concerns or questions about sharing information, they should contact the school’s designated safeguarding lead (DSL)-Kay Walton.

General information about DPA and GDPR can be found here:

[**The Data Protection Act - GOV.UK**](https://www.twinkl.co.uk/r/74gb7)

[**Guide to the General Data Protection Regulation - GOV.UK**](https://www.twinkl.co.uk/r/8j4db)

The Department for Education has provided additional guidance on information sharing for safeguarding practitioners. This can be found here:

​​[**Information sharing advice for safeguarding practitioners**](https://www.twinkl.co.uk/r/1k3ekc)

Processes at ARK include-

Reporting immediate concerns via 999 or appropriate Safeguarding Hubs (Hull/East Riding)

Hull Safeguarding Hub

<https://www.hullcollaborativepartnership.org.uk/hull-safeguarding-children-partnership>

HULL EHASH - 01482 448 879 option 4 · Emergency Duty Team - 01482 300 304 (Out of hours)

East riding Safeguarding Hub

<https://www.erscp.co.uk/>

EAST RIDING EHASH-01482 395500 Emergency Duty Team-01482 393939

# Types and Signs of Abuse

This section explains the different types of child abuse that pupils could experience, along with a definition of each. This includes neglect, sexual abuse, physical abuse and emotional abuse.

It should be noted that the signs of abuse within this policy are intended as examples; the lists are not exhaustive. Equally, just because a pupil is demonstrating one or more of the signs indicated, it does not necessarily mean that they are being abused.

* General signs of abuse

Some of the signs of abuse are the same, regardless of the type of abuse that the child is experiencing. Examples include (but are not limited to):

changes in behaviour, such as angry outbursts, aggressive behaviour or becoming withdrawn or anxious;

changes in eating habits;

sleep problems or experiencing nightmares;

continence problems, such as bed-wetting or soiling themselves;

appearing afraid of particular individuals or making excuses to avoid people;

self-harming;

suicidal thoughts;

knowing about topics and issues that are not appropriate for their age;

not receiving adequate or timely medical care or treatment for injuries;

frequent absences from school;

lacking social skills and/or having few friends;

running away from home or going missing.

* Neglect

Neglect is the failure to meet a child’s basic needs. Neglect is the most common form of child abuse and often takes place at the same time as other types of abuse.

Neglect can be difficult to recognise but it is important to be aware of and act on any indicators of neglect. Examples include a failure to:

provide adequate food, clothing and shelter;

receive appropriate medical and dental care;

ensure that a child is accessing regular education;

provide supervision that is appropriate to their age and stage of development;

meet their emotional needs – for example, to feel safe and loved.

The potential signs of neglect include (but are not limited to):

being unclean or ‘smelly’;

being hungry frequently;

losing weight or being underweight;

wearing inappropriate clothing;

reports of a child being left alone or unsupervised for a period of time that is unsuitable for their age or stage of development;

untreated injuries, medical conditions or dental issues;

poor language, communication or social skills;

not having many friends;

regularly complaining of tiredness;

not asking for medical help, e.g. when they have fallen over on the playground.

* Physical abuse

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

Bruising and cuts are common on children, but it is important to view all injuries in a wider context and to be aware that some injuries may have been inflicted, rather than being accidental.

The indicators of physical abuse include (but are not limited to):

unexplained marks or bruising, or an explanation which is inconsistent with the injury;

multiple bruises;

burns, e.g. from a cigarette or mirroring the shape of an object;

scalds;

bite marks;

broken skin;

physically flinching from physical contact or touch;

not wanting to get changed.

* Emotional abuse

Emotional abuse is the emotional maltreatment of a child which causes adverse effects on the child’s emotional development. It may involve telling a child that they are worthless or unloved, inadequate, or making them feel that they are not valued.

Emotional abuse may also include:

not giving the child opportunities to express their views, deliberately silencing them, or belittling what they say or how they communicate;

age or developmentally inappropriate expectations being imposed on children that are inappropriate for their age of stage of development;

serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Emotional abuse can be hard to identify due to there being no physical signs. It should be recognised that a child who appears well looked after could still be suffering from emotional abuse.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The indicators of emotional abuse may include (but are not limited to):

rocking;

sulking;

hair twisting;

being unable to play;

experiencing sudden speech disorders;

being fearful of making a mistake;

being withdrawn, anxious or depressed;

self-harm;

being fearful of a parent being spoken to about their changes in behaviour.

* Sexual abuse

Sexual abuse involves forcing or enticing a child to take part in sexual activities. It can take the form of physical contact and/or non-contact activities.

**Physical contact** includes assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing.

**Non-contact activities** includes children looking at, or being involved 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.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be perpetrated by men, women or other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) and there is a separate section about this later in this policy.

Upskirting The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force in 2019. Upskirting is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Pupils of any gender can be victims of sexual abuse. Any child reporting sexual abuse needs to be taken seriously and listened to.

Signs of sexual abuse include (but are not limited to):

pain or itching in the genital area;

stomach pains;

discomfort sitting down or walking;

sexually transmitted diseases;

bruising or bleeding in the genital area;

vaginal discharge or infection;

pregnancy;

having inappropriate sexual knowledge for their age;

sexual drawings or language;

bed-wetting;

having secrets which they say they cannot tell anyone;

having unexplained money suddenly;

not being allowed to have friends.

# Specific Safeguarding Issues

* Child Sexual Exploitation (CSE)

Child Sexual Exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity. An abuser will gain the trust of a child or control them through blackmail or violence.

CSE can happen in person or online. A child exploited online may be forced to:

distribute sexual images of themselves;

film or livestream sexual activities;

engage in sexual conversations.

The indicators of potential CSE can include (but are not limited to):

going missing;

not attending school;

having sexual knowledge that is inappropriate for their age;

using drugs or alcohol;

having unexpected gifts or money that they will not explain the source of;

concerns regarding sexual health;

becoming isolated from family and friendship groups;

struggling with trust;

declining emotional wellbeing.

* Child Criminal Exploitation (CCE)

Child Criminal Exploitation is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into criminal activity.

This can include children being involved in transporting drugs or money (county lines), working in cannabis factories, shoplifting or pickpocketing, as well as being forced or manipulated into committing crime, such as vehicle crime or threatening/committing serious violence to others. Children can be trapped in this kind of exploitation by being threatened with violence or coerced into debt. Children may also be coerced into carrying weapons, or may begin carrying a knife for protection from others.

The indicators of potential CCE can include (but are not limited to):

going missing or travelling for unexplained reasons;

not attending school;

using drugs or alcohol;

being involved with gang activity or exhibiting signs of this, such as wearing clothing/accessories or using slang associated with gangs;

having unexpected gifts or money that they will not explain the source of;

committing ‘petty’ crime, such as shoplifting;

carrying a weapon;

becoming isolated from family and friendship groups;

unexplained injuries and refusal to seek medical help;

declining emotional wellbeing.

* Serious violence

Children and young people can be involved with, and be at risk from, serious violent crime. This can be linked to Child Criminal Exploitation but can also occur separately.

The indicators of potential serious violent crime can include (but are not limited to):

regular or increased absence from school;

decline in academic performance or behaviour;

change in friendships or relationships, often involving older individuals or groups;

signs of self-harm;

being involved with gang activity;

signs of assault or unexplained injuries;

significant change in wellbeing;

any potential indicators of CCE.

Staff at ARK are pro active and will not tolerate any acts of violence, sexual violence or any of the related threats of violence on site. Should staff be aware of any of the indicators prevalent on or offsite, the appropriate sharing and reporting would take place.

* Domestic abuse

Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional abuse. It can be an isolated incident or a series of incidents and children can be victims. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

The indicators of potential domestic abuse can include (but are not limited to):

becoming anxious, withdrawn or depressed;

sleep difficulties;

bed-wetting;

complaining of physical symptoms, such as tummy aches;

behavioural issues, such as aggression or behaving in a much younger manner than their actual age;

low sense of self-worth or self-esteem;

self-harm;

alcohol or drug abuse.

* Female Genital Mutilation (FGM)

Female Genital Mutilation involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

The school understands that staff have a mandatory duty to report to the police if they believe an act of FGM has been carried out on a girl under the age of 18. Failure to do this could result in disciplinary action for staff.

The signs of FGM include (but are not limited to):

being absent from school;

not taking part in PE lessons;

appearing to be in pain or have restricted movements;

regularly going to the toilet for prolonged amounts of time;

unauthorised absence from school, especially holidays planned to countries which are known to practise FGM.

Section 5B(11) of the Female Genital Mutilation Act 2003, inserted under section 74 of the [**Serious Crime Act 2015**](https://www.twinkl.co.uk/r/13t2sz), specifies that if staff suspect that FGM has been carried out on a pupil under 18 years of age, they have a statutory duty to report this to the police.

Statutory guidance on Female Genital Mutilation can be found here:

[**Multi-agency statutory guidance on female genital mutilation - GOV.UK**](https://www.twinkl.co.uk/r/1kmb7w)

* Forced marriage

It is a criminal offence to force a person to marry in England and Wales. Young men and women can be at risk in affected ethnic groups. Forced marriage is distinct from arranged marriages.

Evidence shows that the issue of forced marriage affects certain sectors of communities. It typically affects girls in the age range of 14-16 years old. However, it can affect boys. One sign of forced marriage is a lengthy absence which is often unexplained.

Any member of staff with concerns regarding forced marriage should report this immediately to the DSL, who should raise the concern with the police.

* Child-on-child abuse

The school understands that abuse can take place from one child to another child. Child-on-child abuse can take a number of forms including (but not limited to):

bullying, including discriminatory bullying and cyberbullying;

physical abuse;

sexual harassment, including online sexual harassment;

causing someone to engage in sexual activity without consent;

upskirting;

consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery).

Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can be both physical and verbal and can occur online and/or face to face.

Staff should take a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and should not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and encourage people to falsely believe that it is acceptable.

Staff should also challenge physical behaviour, such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. They should recognise, acknowledge and understand the scale of harassment and abuse, and understand that even if there are no reports, it does not mean it is not happening.

* Staff use close observations, safe challenging and educational interactions to reduce the risk of child on child abuse
* Staff follow government guidance regarding reporting and sharing any incidents of child on child abuse
* ARK promotes where and how and who to report concerns and advise this on
* Staff will support all involved in incidents of Child on Child abuse utilising expert services such as Youth Workers, Counsellors and Social Care Teams where appropriate
* Staff at ARK are aware it is more likely that girls will be victims, but that child-on-child abuse can happen to pupils of any gender, is unacceptable and will be taken seriously by the school.
* Radicalisation and extremism

The Department for Education defines extremism, radicalisation and terrorism as follows:

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

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

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.  
  
There is no single way of identifying an individual who is likely to be susceptible to a radical ideology. All school staff must be aware of changes in pupils’ behaviour which could indicate that they may be at risk. Staff should use their professional judgement in identifying students who might be at risk of radicalisation and always act proportionately and seek support if they are concerned.

The requirement for all staff, volunteers and governors to adhere to and understand their duties to prevent radicalisation is set out in the Prevent guidance which was published in 2015 and is updated regularly:

[**Statutory guidance on the Prevent duty**](https://www.twinkl.co.uk/r/1lwstm)

Schools should use mechanisms to establish the risk of radicalisation for the children in the school, ensure that staff understand the risk and understand how to deal with these issues. The importance and implementation of the Prevent duty needs to be communicated to and understood by all staff, volunteers and governors.

Signs of radicalisation include (but are not limited to):

being unwilling to listen to different points of view;

becoming obsessive about conspiracy theories;

changes in appearance and clothing;

converting to a new religion;

changes in hobbies or pastimes;

becoming secretive;

spending a lot of time online or on the phone;

changing friends or becoming isolated;

showing an interest in extremist organisations;

accessing extremist content online;

expressing unusual views;

making discriminatory comments;

becoming unwilling to engage with people from different groups, religions, etc.

* ALL staff are trained in PRVENT awareness and are aware of how to report any concerns
* Online safety and the use of mobile and smart technology

Staff should only use work mobiles on site unless advised other wise

Staff are not permitted to use their phones around young people

Children are asked to sign a Mobile Phone Pledge set out and in accordance with the ‘never seen, never heard’ guidance around Mobile Phone use in schools-Feb 2024

* Pupils with SEND or medical needs

Children with special educational needs and/or disabilities (SEND) are three times more likely to be abused by their peers. Therefore, it is important that schools ensure that measures are taken to keep these pupils safe from harm.

Staff at ARK are aware of the vulnerabilities around pupils with SEN and or medical needs and work closely with families and expert professionals around how to keep this cohort of children safe whilst attending ARK AEP.

**Safeguarding Roles and Responsibilities**

All staff and volunteers who work directly with children must read Part one of the most recent version of [**Keeping Children Safe in Education**](https://www.twinkl.co.uk/r/azul8). Staff and volunteers who do not work directly with children can read Annex A (a summary of Part one), where this is considered to be appropriate. All staff and volunteers are permitted to sign the KCSIE Staff Register to state they have read and understand the guidance.

* School staff

The safeguarding responsibilities of staff within the school include:

understanding their role in and duty to safeguard children;

providing a safe environment in which children can learn and thrive;

listening to the views, feelings and opinions of children within the school;

having knowledge of and being alert to the signs of abuse;

being knowledgeable about child protection and have the skills and understanding to identify any child in need of early help;

understanding that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful;

being aware of what to do if a child tells them about being abused, neglected, or exploited and have the skills and knowledge to respond to this swiftly;

reassuring victims that they are being taken seriously, and will be supported and kept safe;

being aware of the role of the school’s designated safeguarding lead (DSL), who this person is and how and when they should be contacted;

being aware who the nominated governor is for child protection and safeguarding;

following the school’s policies and procedures for recording and reporting safeguarding concerns;

being aware of whistle-blowing procedures and knowing where to seek further advice and support;

being able and prepared to deal with any safeguarding concern, including knowing who to speak to and understanding how to deal with sharing information and confidentiality issues;

being aware of all of the school’s policies and know how these relate to safeguarding;

being aware of national and local guidance and legislation that related to safeguarding;

receiving appropriate training about safeguarding and child protection (including online safety), and receive updates at least annually or as required;

being able to recognise physical abuse, emotional abuse, sexual abuse, and neglect, as well as specific safeguarding issues including (but not limited to):

alcohol and substance misuse

bullying

Child Criminal Exploitation

child-on-child abuse

Child Sexual Exploitation

county lines

gang involvement

gender-based violence

hate crimes

domestic abuse

fabricated or induced illness

faith abuse

Female Genital Mutilation

forced marriage

mental health issues

missing children

modern slavery and human trafficking

poor parenting

private fostering

online abuse/cyberbullying

radicalisation and extremism

serious violence

teenage relationship abuse

upskirting

seeking advice when they feel they need support or guidance to recognise the signs or understand the issues set out about above;

being aware that safeguarding concerns can be linked to or caused by factors in a child’s wider environment outside of the family, such as sexual and criminal exploitation, and serious youth violence, which is sometimes referred to as contextual safeguarding;

being aware of extremism and radicalisation and their Prevent duties;

knowing that if a child is missing from education, this poses a safeguarding risk;

knowing what to do if they suspect a child is missing from education or about to leave the country and following the correct procedures;

recognising that children can abuse children;

understanding the impact that trauma and adverse childhood experiences can have on children, including the impact it can have on behaviour, educational outcomes and mental health;

understanding and being alert to the specific vulnerable groups, such as those with SEND, or with other health conditions;

being aware that looked-after children and young carers are more vulnerable, and being alert to their safety, wellbeing and welfare;

being aware of the relationship between mental health issues and abuse;

understanding the barriers that prevent children from reporting safeguarding issues;

understanding that often safeguarding issues overlap and that a child might experience multiple forms of abuse.

ensuring local authority procedures will be followed to report suspected radicalisation or extremism;

being aware of their duties under the Human Rights Act 1988, The Equality Act 2010 (including the Public Sector Equality Duty) and their local multi-agency safeguarding arrangements;

ensuring that the safeguarding policy is reviewed at least annually and is updated to reflect any local or national changes in arrangements;

where the school is a registered charity, governors must ensure compliance with Charity Commission requirements around child protection and safeguarding;

ensuring that this policy is available to parents online or as a hard copy to those who request it.

All governors must read Part one of the most recent version of [**Keeping Children Safe in Education**](https://www.twinkl.co.uk/r/azul8).

* The Leadership Team

The safeguarding responsibilities of the Leadership Team include:

being responsible for the implementation of this policy and all related policies and procedures;

ensuring the school offers a safe environment by ensuring that it has a health and safety policy and procedures which meet statutory responsibilities for the safety of the school community;

liaising with the DSL and report to the governing body regularly regarding the effectiveness of safeguarding and related policies and their implementation;

ensuring that the DSL is allocated appropriate time, training and resources to fulfil all of their functions;

ensuring that contingency arrangements are in place in the event that the DSL isn’t available;

ensuring that everyone within the school community is aware of this policy and that it is implemented effectively;

ensuring that everyone has appropriate training to enable them to protect children and that they receive regular updates (at least annually);

appointing a designated teacher to promote the educational achievement and welfare of students who are looked-after and previously looked-after, and ensure that this person has appropriate training;

ensuring that the school has a robust system for gathering all appropriate checks in relation to all staff, volunteers, and visitors, including Section 128 checks for school governors;

ensuring that safer recruitment practices are followed when recruiting for posts, and act as a case manager when an allegation is made against a member of staff or volunteer;

ensuring that visitors to the school are given relevant safeguarding information;

ensuring that all visitors follow a signing in and out procedure within school;

ensuring that pupils receive adequate supervision, including making sure that relevant staffing ratios are met where relevant;

being aware of the need to learn from serious case reviews and thematic learning reviews.

* The Designated Safeguarding Lead (DSL)- Kay Walton
* The Deputy Designated Safeguarding Lead (DDSL)-Allison Midlemas

The DSL, who should be a member of the senior leadership team (SLT), is the lead for child protection and safeguarding in the school. The safeguarding responsibilities of the DSL include:

undertaking the training required to fulfil their role effectively, in line with statutory requirements;

ensuring that all staff are aware of key policies regarding safeguarding and that relevant policies are available on the school website;

ensuring that all staff are aware of the role that they have to play in safeguarding and child protection and are supported and adequately trained to fulfil this role;

being available in term time, including being contactable online if they are not physically in school during term time, to provide advice and support on child welfare, safeguarding and child protection matters;

being the point of contact for staff who have a concern about a child’s welfare, safeguarding, or a child protection issue;

acting as a point of contact for local safeguarding partners;

taking part in and contributing to strategic discussions and multi-agency meetings, and supporting other staff to do so where relevant;

liaising with other staff to ensure that pupils are safeguarded effectively;

ensuring that account is taken of the risk to children outside of their families and considering whether children are at risk of exploitation and/or serious violence;

managing referrals to the children’s services or other agencies (such as the police if a crime has been committed), or to the Channel programme, or the Disclosure and Barring Service (where someone has been dismissed or has left because of the harm they have caused or the risk of harm they pose);

liaising with other agencies and partners in cases where early help is considered the most appropriate response, and contributing to any ongoing support and further assessments;

working in close partnership with social care and social workers;

being aware of which pupils have or have previously had a social worker and promoting their academic progress and attainment;

ensuring that actions the school takes (or proposes to take) do not jeopardise an ongoing investigation;

where there has been an allegation/report of sexual violence, the DSL will advise the school how to proceed, including undertaking an immediate risk assessment of need;

where there has been an allegation against a member of staff which is judged to meet the threshold for referral to the Local Authority Designated Officer (LADO), ensuring the child is not at risk and determining whether or not the case should be referred to children’s social care as a suspected abuse case;

being aware of local protocols and arrangements in respect of the Prevent duty;

being aware of local arrangements for early help;

responding to any safeguarding concerns in line with local and national requirements;

keeping accurate, detailed and secure written records of safeguarding issues, including any actions that have been taken and how these have been followed up;

ensuring that child protection records are kept up to date, stored securely and only shared with those who need to know in line with data protection legislation;

ensuring that staff are aware of national and local safeguarding protocols and procedures;

supporting staff to complete accurate and detailed records of any concerns that they have;

providing support for staff so that they are confident about safeguarding, child protection and welfare issues;

supporting staff to implement any reasonable adjustments or extra support needed to assist pupils who have been affected by abuse, recognising that, even where statutory services support has ended, the child can suffer long-term consequences;

helping staff to understand the links between safeguarding and academic/pastoral support;

fostering a culture of listening and making sure the wishes and feelings of the children are considered;

ensuring that effective links are built with parents and carers to foster a culture of engagement and open and honest communication;

working with partner agencies and building links to promote the safety and welfare of pupils at the school;

supporting the school with fulfilling its Prevent duty and keeping up to date with the latest guidance in relation to Prevent;

considering how safeguarding issues can impact on other issues within the school, e.g. attendance, attainment, pupil wellbeing etc.;

where at-risk pupils transfer schools, ensuring that the new school is given the information needed to keep the child and others safe, including both victims and perpetrators;

ensuring that the school’s child protection policy and procedures are reviewed annually and always remains up to date and monitoring the implementation and effectiveness of said policies and procedures.

# Processes and Procedures

* Reporting concerns

DSL/DDSL Must report all concerns to appropriate individuals such as placement/school with safeguarding responsibilities, social care teams, multi agency teams, emergency duty teams or the police if appropriate. Please see links to Local Authority websites to report concerns to LA.

When reporting concerns to the DSL please follow reporting guidelines as per safe reporting procedures

Social Care Referrals will be made as per Local Authority guidance, such as, Request For Service or Social Worker Consultations

All learners will have individual Safeguarding Chronologies and Electronic Files

Allegations against staff will be managed as per Managing Allegations Against Staff Policy

* Recruitment

This section of the policy needs focuses on the checks that the school administers when recruiting new staff to the school.

As well as mentioning the checks and procedures, it is important to highlight that the DSL or DDSL will be part of the interviewing panel and has received safer recruitment training.

Arrangements for recruiting volunteers means we ensure that volunteers are appropriately supervised.

Details of all staff and volunteer information is recorded on the Single Central Record (SCR) that can be found in [**The School Staffing (England) Regulations 2009**](https://www.twinkl.co.uk/r/1a4jdp).

Other documents to be aware of are:

[**The Rehabilitation of Offenders Act 1974**](https://www.twinkl.co.uk/r/gd3yr)

Schedule 4 of the [**Safeguarding Vulnerable Groups Act 2006**](https://www.twinkl.co.uk/r/9naah), which defines what ‘regulated activity’ is in relation to children.

* Training and induction

All staff are aware of the school’s child protection procedures and safeguarding policy.

All members of staff receive safeguarding training as part of their induction.

All staff have regular safeguarding updates and training on both general safeguarding and specific safeguarding issues.

The DSL and any deputies undergo in-depth safeguarding training at least every two years.

Governors receive safeguarding training as part of their induction and regularly thereafter.

Parents are supported to understand safeguarding issues and how the school can help.

Pupils are offered appropriate education and support to help keep them safe from harm.

* Volunteers and visitors to school

On arrival all volunteers and visitors are handed an Induction Pack will all relevant safeguarding and important policies and guidance to ensure a clear understanding of safeguarding reporting and expectations at ARK.

* Links to related policies

Other relevant policies include:

anti-bullying policy

attendance policy

behaviour policy

complaints policy

data protection and GDPR policy

information about the designated teacher for looked-after and previously looked-after children

intimate care policy

first aid policy

health and safety policy

online safety policy

relationships and sex education policy

safer recruitment policy

SEND policy

staff code of conduct

whistleblowing policy

* Key Contacts

This section of the policy lists key roles within school, along with the telephone numbers and email addresses required when making a referral to the local authority. In some schools, there may be additional pastoral roles and these can be added to the contact details if this would be useful.

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **Telephone number** | **Email** |
| Designated safeguarding lead (DSL) | Kay Walton | 07398544603 | kay.walton@arkaep.co.uk |
| Deputy DSL (DDSL) | Allison Middlemas |  | allison.middlemas@arkaep.co.uk |
| The Hub School  Oakfield School | Sarah Hales  Claire Platten | 01482 304200  01482 854588 |  |
| Local Authority Designated Officer (LADO) | Hull-  East Riding- | 01482 379090  01482 335205 |  |
| Local authority safeguarding team (during office hours) | Hull-  East Riding- | 01482 379090  01482 395500 |  |

* Policy management and review

The DSL/DDSL should report on safeguarding actions, issues and progress to the governing body on a regular basis (at least annually).

The policy should be reviewed at least annually and should be updated at any time when there are relevant government announcements, changes in legislation or changes in the local approach.

The policy should be made available on the school website, with paper copies provided by the school upon request.

The policy should be approved, signed and dated and the date for review noted.

The policy should be provided to and followed by all staff and volunteers.