



Arbour House School

Safeguarding and Child Protection Policy and Procedures

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1 Safeguarding statement

We at Arbour House School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

2 Key school personnel

The Designated Safeguarding Lead (DSL) is: Julie Perks

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3 Terminology and acronyms

Terminology

Safeguarding and promoting the welfare of children used in the Children's Act 2004, Working Together to Safeguard Children guidance and in Keeping Children Safe in Education (September 2021) is defined as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

Child/children includes everyone under the age of 18.

Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Acronyms

DBS	Disclosure and Barring Service
Deputy DSL	Arbour House School Deputy Designated Safeguarding Lead
DfE	Department for Education
DSL	Arbour House School Designated Safeguarding Lead
KCSiE	Keeping Children Safe in Education, September 2021
LADO	Local Authority Designated Officer (coordinates all allegations and concerns made against a person who works with children)
LSCB	Local Authority Safeguarding Children's Board
MASH	Multi-Agency Safeguarding Hub
PDSL	Proprietors (Potens) Board Designated Safeguarding Lead
PSHEE	Personal, Social, Health and Economic Education
SRE	Sex and Relationship Education
SMSC	Spiritual, moral, social and cultural education

4 Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy (including any updates to the original Government Acts):

- [Bournemouth, Poole, and Dorset LSCB](#) safeguarding procedures, online
- Keeping Children Safe in Education, Department of Education, Sept 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf
- [The United Nations Convention on the Rights of the Child \(UNCRC\)](#) online
- [Pan-Dorset, Multi-Agency Safeguarding Policies and Procedures](#), online
- [UK Council for Child Internet Safety \(UKCCIS\)](#), online
- [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children](#), February 2019
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/836144/Keeping_children_safe_in_education_part_1_2021.pdf
- [Teacher misconduct: regulating the teaching profession, September 2018 \(and related guidance\)](#)
- [Disqualification under the Childcare Act, August 2018](#)
- [Data Protection Act, May 2018](#)
- [Information Sharing: advice for practitioners providing safeguarding services, July 2018](#)
- [Preventing and Tackling Bullying, July 2017](#)
- [Children and Social Work Act 2017](#)
- [Children Missing Education: statutory guidance for local authorities, September, 2016](#)
- [Information Commissioner's Office Data Sharing Code of Practice, 2016](#)
- [Prevent Duty Guidance, Channel Guidance, and Prevent Departmental Advice, March 2016](#)
- [Counter-Terrorism and Security Act 2015](#)
- [The Use of Social Media for Radicalisation, July 2015](#)
- ['What to do if you are Worried a Child is Being Abused', March 2015](#)
- [The Education \(Independent School Standards\) Regulations, January 2015 \(Non-maintained Special Schools\)](#)
- [The Children and Families Act, 2014](#)
- [Improving the spiritual, moral, social and cultural \(SMSC\) development of pupils: supplementary information, November 2014](#)
- [The Anti-Social Behaviour, Crime and Policing Act 2014](#)
- [Use of Reasonable Force in Schools, July 2013](#)
- [The Protection of Freedoms Act, 2012](#)
- [The Teacher Standards, July 2011](#)
- [The Equality Act 2010](#)
- [Safeguarding Vulnerable Groups Act, November 2006](#)
- [Section 157 of The Education Act 2002: The Independent School Standards](#)

5 Policy principles

We at Arbour House School recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a caring and safe environment in which all children can develop socially, emotionally, physically and educationally and in which all children and staff feel safe, secure and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Arbour House School, the governing body, and the proprietors fully recognise that their primary responsibilities are to protect and safeguard the welfare of children. The school recognises its legal duties and takes seriously its responsibilities to protect and safeguard the interests of all pupils. We recognise our collective responsibility to take all reasonable steps to promote safe practice and to protect and prevent children from harm, abuse and exploitation.

Arbour House School recognises and accepts that the school and their staff form part of a wider safeguarding system for children, and that promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Staff do not always have a full picture of a child's needs and circumstances, therefore they have a role in identifying concerns, sharing information and taking prompt action to provide support and help to children and families at the right time.

In order to fulfil this responsibility effectively, staff must make sure their approach is child-centred. This means that they must consider, at all times, what is in the BEST INTERESTS of the child.

We recognise that:

- the welfare of the child or young person is paramount
- all pupils regardless of age, disability, gender, racial heritage, religious belief (or no belief), sexual orientation or identity have the right to equal protection from all types of harm or abuse
- working in partnership with children, their parents, carers and other agencies is essential in promoting pupils' welfare.

Parents and carers are made aware through the admission process that this Safeguarding Policy is referenced in the school prospectus and is on the school's website. It is also available to parents and carers in hard copy on request.

6 Policy aims

The purpose of this policy is to:

- provide protection for the children who receive Arbour House School's services
- provide an environment in which children and young people feel safe, secure, valued and respected, which embraces difference and diversity and respects

the rights of children in its care. That this then enables children to be confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to

- develop a structured procedure within the school which will be followed by all members of the school community in the event that they suspect a child may be experiencing, or be at risk of, harm
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children
- develop and promote effective working relationships with other agencies, especially the police and MASH.

To fulfil our commitment we ensure that:

- the rights, wishes and feelings of children and their families will be valued, listened to and respected. Seeking their views in ways that are appropriate to their age and understanding, and taking account of those views in individual decisions and in the establishment or development of services
- there are clear priorities for safeguarding and promoting the welfare of children and their families. That these policies and procedures comply with statutory and mandatory requirements, and locally agreed inter-agency procedures
- staff are recruited safely, ensuring appropriate checks are made
- staff will receive a comprehensive induction programme with safeguarding at its heart. Following this, they will be effectively managed through supervision, support and training to ensure safe practice
- the school effectively implements the Prevent Strategy and Duty
- there is a clear line of accountability within the organisation for work on safeguarding and promoting the welfare of children
- there are effective procedures for dealing with allegations of abuse against members of staff
- the school works effectively with other organisations to safeguard and promote the welfare of children, including arrangements for sharing information
- children are able to identify how to keep safe including how to use online and mobile technology safely and reduce the risks of potentially harmful behaviours
- there are effective ways to identify and respond to any peer-on-peer safeguarding issues
- those people in positions of responsibility within Potens and Arbour House School will work in accordance with the best interests of children and follow the policy outlined below.

7 Underpinning values and the one chance rule

Where there is a safeguarding issue, Arbour House School will work in accordance with the principles set out in this policy and those outlined in the Pan-Dorset Local Authority Safeguarding Children's Board (LSCB).

We recognise and accept that:

- the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection
- a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth
- school may provide the only stability in the lives of children who have been abused or who are at risk of harm
- research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying
- promoting a caring, safe and positive environment within the school
- responding sympathetically to any requests for time out to deal with distress and anxiety
- offering details of helplines, counselling or other avenues of external support
- liaising and working together with all other support services and those agencies involved in the safeguarding of children
- notifying the Pan-Dorset Multi-agency Safeguarding Hub (MASH) as soon as there is a significant concern
- providing continuing support to a child about whom there have been concerns who leaves the school, by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

At Arbour House School children are taught to understand and manage risk through our Personal, Social, Health and Economic education (PSHE) and the Sex and Relationship Education (SRE) curriculum, and through all aspects of school life, including online safety. We ensure that a broad and balanced PSHE curriculum is taught. This includes enabling children to develop self-awareness, positive self-esteem and confidence, by encouraging them to:

- keep themselves and others safe
- stay as healthy as possible
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way, including towards authority and each other
- become involved in the life of their community

- know about democracy and how to be an active citizen and have a full and fundamental understanding of British Values
- know about economic wellbeing.

Arbour House School recognises and understands that effective safeguarding systems are child centred. Children in our school are clear what they want from an effective safeguarding system; we know this via our regular children's questionnaire feedback.

All our children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support to be provided for their individual needs. This guides the behaviour of our staff. Anyone working with children must see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.

All staff are aware of the 'One Chance Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have 'one chance' to speak to a pupil who is a potential victim and have just 'one chance' to save a life.

We are aware that if the victim is not offered support following disclosure then the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

8 Roles and responsibilities

All staff working at Arbour House School have a statutory duty and shared responsibility to safeguard and protect the welfare of children.

The Proprietors (Potens), along with the Governing Body, have responsibility for ensuring:

- Arbour House School operates and practises in line with the school's safeguarding policies and procedures and that they comply with Pan-Dorset LSCB arrangements
- child protection, safeguarding, recruitment and managing allegations policies and procedures, including the Staff Behaviour Policy (Code of Conduct), are consistent with Dorset Children and Families Partnership, and procedures comply with the Independent School Standards and other statutory legislation and Government guidance
- that the Safeguarding and Child Protection Policy is reviewed annually (or earlier when new DfE guidance is issued) and that the Policy is publicly available on the school website
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children or disqualification by association regulations, also by ensuring that there is at least one person on

every recruitment panel who has completed safer recruitment training. This includes any contractor, or any employee of a contractor

- the school has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned
- that the PDSL liaises with the local authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher
- on appointment, the DSL and deputy undertake appropriate identified training offered by Dorset or another provider every two years
- all staff and governors have regular Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of child protection and safeguarding
- at least one member of the governing body has completed safer recruitment training to be repeated every five years
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and through relationship and sex education (RSE)
- appropriate online filtering and monitoring systems are in place
- that the necessary support and resources are provided so that the school keeps children safe, through high standards of care and education
- a termly report provides an overview of safeguarding concerns and issues, actions taken and any potential implications for future practice
- an annual safeguarding audit with the DSL is conducted and that any recommendations have been effectively implemented
- support and resources are provided to the staff involved in managing safeguarding issues e.g. providing additional staffing or therapy if required
- the DSL in Arbour House School is a member of the Senior Leadership Team and a Deputy DSL is available when the DSL is not
- that within the Governance process, there are efficient procedures that monitor the school's systems to safeguard children who go missing from school on a repeated basis and those at risk of abuse and sexual exploitation.
- all staff read Keeping Children Safe in Education (KCSiE) Part 1 annually and Annex A signing to say they have read and understood them
- all staff working within Arbour House School who have access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory [Disclosures and Barring Service](#) (DBS) check (according to guidance), and a single central record is kept for audit. All parents are made aware of the responsibilities of staff members with regard to child protection procedures. We will do this by ensuring that this policy is made available via the school website or other means and that parents are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website
- the name of the designated members of staff for child protection, the DSL and Deputy DSL are clearly advertised in the school with a statement

explaining the school's role in referring and monitoring cases of suspected abuse.

The Designated Safeguarding Lead (DSL) is responsible for:

- ensuring that they, or their Deputy, are always available to staff during school hours in term time
- ensuring that the Deputy DSL is trained to the same high standard as the DSL (Level 3 or above)
- ensuring that they retain overall responsibility for safeguarding even when the activities associated with the role are delegated to the Deputy DSL
- ensuring that the Dorset Local Authority Designated Officer (LADO) is informed of any allegations about staff members or other persons in a professional role at the earliest opportunity
- ensuring that children who are at risk of harm or who have been potentially abused are immediately protected and kept safe from harm or abuse
- reinforce with all staff the difference between a concern and immediate danger or risk of harm
- keeping detailed, accurate records, either written or using appropriate online software, of all concerns about a child, even if there is no need to make an immediate referral
- ensuring that an indication of the existence of the additional file is marked on the pupil records
- ensuring that when a pupil leaves the school, relevant child protection information is passed to the new school (separately from the main pupil file) as soon as possible, ensuring secure transit and that confirmation of receipt is obtained. In addition to the child protection file, the DSL must also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives
- referring cases of suspected abuse if there are grounds for concern to the relevant local Children's Services Team, initially by telephone
- refer cases where a crime may have been committed to the police
- contacting the relevant local Children's Services team if any concerns or alleged abuse relates to the child's home life
- ensuring that at the initial point of referring concerns or allegations the school does not take any further action without first consulting the relevant Children's Services team and seek advice from them with regards to contacting parents/carers
- referring cases to the Channel or Prevent programme (PMAP_ where there is a radicalisation concern
- referring cases where a person is dismissed or left due to risk/harm to a child to the DBS, as required
- providing a full written record of the referral and accurate chronology outlining communication and actions taken to the local area Children's Services team within 24 hours
- ensuring that any pupil currently with a child protection plan who is absent from school without explanation for two days is referred to their social worker

- ensuring they have details of the child's social worker and the name of the Virtual School Head in the authority that looks after the child
- ensuring that all staff sign to say they have read, understood and agree to work within the School's Child Protection Policy, Behaviour Policy, Staff Code of Conduct and Keeping Children Safe in Education Part 1 and Annex A and ensure that the policies are used appropriately
- organising child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences
- contributing to and providing, with the Headteacher and Chair of Governors, the 'Audit of Statutory Duties and Associated Responsibilities' (S157 audit) to be submitted annually to the Education Safeguarding Team working on behalf of Dorset Council
- ensuring the school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to Early Help arrangements and inter-agency working and plans
- ensuring that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse
- ensuring that all records are maintained confidentially, securely and separately from pupils' records, until the child's 25th birthday
- ensuring all access to the confidential records is restricted to themselves and the deputy DSL
- providing support and guidance to staff on safeguarding issues
- ensuring that they or the Deputy DSL attends case conferences, CORE groups or other multi agency planning meetings, contributes to assessments and provides a report that has been shared with the parents
- liaising with other agencies and professionals (e.g. contact details of the local Children's Services team).

The Deputy Designated Safeguarding Lead

Is trained to the same high standard as the DSL. In the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the Deputy DSL will assume all of the functions above.

The Headteacher has responsibility for ensuring:

- the Child Protection and Safeguarding Policy and procedures are implemented, are effectively embedded in the culture of the school and followed by all staff
- the school delivers a curriculum which promotes the prevention of and protection from child abuse or harm, for example ensuring children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE and through SRE
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide
- systems are in place for children to express their views and give feedback which operate with the best interests of the child at heart
- That peer on peer abuse is investigated fully and recognised as having the potential to be as harmful as adult to child abuse
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis where an allegation is made against a member of staff or volunteer
- the staff are aware of the Pan-Dorset safeguarding team, and who the DSL and Deputy DSL are and PDSL through, policy, induction, training, briefings and displays on notice boards. Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service
- confidentiality protocols are respected and that information is shared with the relevant agencies and personnel.

The staff at Arbour House School are responsible for:

- supporting and delivering a curriculum which promotes the prevention of and protection from child abuse or harm
- supporting the school in providing an atmosphere and ethos in which pupils feel secure and are encouraged to talk and be listened to
- listening to any child who approaches them wishing to share worries and concerns and to act in their best interests
- being prepared to identify children who may benefit from Early Help; this means providing support as soon as a problem emerges
- being able to support other professionals in an Early Help assessment and interventions

- being supportive of children while helping them understand that they cannot guarantee absolute confidentiality
- being alert to any signs of abuse or harm in the children they have contact with. Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a child is being abused'
- immediately reporting any safeguarding or child protection concerns both orally and in writing to the DSL or in their absence the Deputy DSL. And, if necessary where the child is at immediate risk to the police or MASH. School staff must use the Arbour House School **Record of concern form** and initiate a **Chronology and record of events form**
- understanding that individual staff with concerns may refer to the local children's services directly
- taking part in safeguarding training provided by the school on child protection and specific safeguarding issues identified in Keeping Children Safe In Education, September 2018
- understanding and practising the school's safeguarding procedures, providing a safe environment in which children can learn
- having an awareness of safeguarding issues- some of which are listed below.

9 Confidentiality

We recognise that all matters relating to child protection are confidential. Professionals can only work together to safeguard children if there is an exchange of relevant information between them.

Normally, personal information must only be disclosed to third parties (including other agencies) with the consent of the subject of that information. Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Therefore, if the police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation.

The Headteacher or DSL will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being, or that of another; and we will always undertake to share our intention to refer a child to the local children's services and with their parents, unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the relevant LSCB.

10 Information sharing and recording

Based upon Government guidance Arbour House School will ensure that data regarding children is correctly stored and managed. We will take all appropriate action regarding the sharing of information as follows:

- recognise that current Data Protection legislation is not a barrier to sharing information about concerns
- be honest and open with the person (be they a child or an adult) about why, what, how and with whom information will be shared
- seek advice when we are in doubt, without disclosing the identity of the person (be they a child or an adult) where possible
- share information with consent where appropriate and respect the wishes of those who do not consent to share confidential information where possible
- base our information sharing decisions on considerations of safety and well being
- ensure the information we share is necessary, proportionate, relevant, accurate, timely and secure
- keep a record of our actions, decisions, and reasons.

Records about child protection or pertaining to welfare concerns or issues, including any paperwork, will be retained securely and separately to the curriculum records of the child. A clear 'sign post' will indicate in a young person's main file that a confidential report is held in a separate Child Protection file. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the Designated Safeguarding Lead of the receiving school or college.

Record of Concern Forms

School staff must use the Arbour House School **Record of concern form** and initiate a **Chronology and record of events form** to record clear safeguarding related concerns. When completed these forms must then be given to the DSL (or Deputy DSL if the DSL is unavailable) who will then make the decision whether a referral is needed to the MASH team (or equivalent other Local Children's Services Care team) or the child's existing social worker.

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. Records must:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder.

Attendance at Child Protection Conferences

The DSL or Deputy DSL will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report.

Parents must be informed of what is in the report as there should be no surprises about the information shared at the Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or Headteacher to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the DSL.

If a child is made subject to a Child Protection Plan this will be clearly signposted in his/her main file but confidential records will not be kept in the main file, these will be securely stored separately.

11 Child protection procedures for Arbour House School

It is **not** the responsibility or role of Arbour House staff to decide whether or not child abuse has taken place. Staff have a responsibility to act if there is cause for concern, in order that the appropriate agencies can investigate and take any necessary action to protect a child.

CONSULT
REPORT
RECORD
DO NOT INVESTIGATE

Any suspicions, allegation or incident of abuse must be reported to within 24 hours (or where there is a risk to a child or a likelihood of serious harm, concerns must be reported without delay).

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in [Appendix 1](#).

Any child in any family in any school could become a victim of abuse. Staff must always maintain an attitude of **'It could happen here'**.

There are also a number of specific safeguarding concerns that we recognise our pupils may experience:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying, including cyberbullying
- domestic abuse
- drugs, including county lines
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- so called 'honour based violence (HBV)
- trafficking
- peer on peer abuse
- self-harm.

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely stand alone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

If staff are concerned about a child's welfare

The person who first encounters a case of alleged or suspected abuse is not responsible for deciding whether or not abuse has occurred and must not conduct an investigation to establish whether the child is telling the truth.

The first steps to be taken should a member of staff have reasonable cause to suspect that a child or young person is suffering or is likely to suffer significant harm is **to ensure the immediate safety of that child or young person and others who may be judged to be at risk of abuse.**

Concerns about a child or a disclosure must be immediately raised with the DSL or Deputy DSL who will be the most appropriate person to initiate any referral. School staff must use the Arbour House School **Record of concern form** and initiate a **Chronology and record of events form** and give them as a priority to the DSL or Deputy DSL (if the DSL is unavailable) who will then make the decision whether a referral is needed to the Local Children's Services Care team, the child's existing social

worker or other support is appropriate in accordance with the relevant local authorities Children and Families Partnership Threshold Tool.

If a pupil makes a disclosure or allegation

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared; their abuser may have threatened that something will happen if they tell; they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During the conversation with the pupil staff will need to remember:

- to remain calm and not over-react or act shock or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- you do not need a 'witness'
- to carefully explain that the information will need to be shared with others - do not promise to keep secrets
- to allow the child to continue at her/his own pace. Do not interrupt if they are freely recalling events and do not be afraid of silences
- to ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer. Questions must be framed in an open manner and not 'lead' the child in any way. For example, say, 'Tell me what has happened', rather than, 'Did s/he do...'
- to reassure the child that they have done the right thing in telling you.
- to not ask the child to repeat the disclosure to anyone else in school or ask him/her to write a 'statement'
- to explain what you will do next and with whom the information will be shared
- to contact your DSL as soon as you can or, where such contact is not possible, ensure a referral is made without delay to the local children's services team
- to record in writing what was said, including the child's own words, as soon as possible – note the date, time, any names mentioned, to whom the information was given, where it was given, name any others present and ensure that the record is signed and dated by the member of staff that received the disclosure
- to not discuss with parents.

Making a referral

Anybody can make a referral to the LADO. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If a referral is needed then the DSL must make this rapidly and systems to be in place to enable this to happen. If for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and must consider making a referral themselves (including concerns about someone who is not involved with the school).

If a child is in immediate danger or is at risk of harm a referral must be made to children's MASH and/or the police immediately.

If it is not possible to speak to the DSL or Deputy DSL, or if there would be an unwarranted delay by doing so, the member of staff must contact the Dorset LADO to discuss concerns. In these circumstances, the DSL must be informed about the referral as soon as possible.

For a Dorset pupil refer to the Dorset Children's Services Team. The phone call must be followed up with written confirmation using the Pan-Dorset Multi-Agency referral form within 48 hours. The child (subject to their age and understanding) and the parents will be told that a referral is being made, **unless to do so would increase the risk to the child.**

In Dorset, the reporting of concerns to the LADO (for any concerns to a child from an adult) should be made within 24hrs of the concerns being raised using this electronic form: [LADO Dorset Referral Form](#)

If after a referral the child's situation does not appear to be improving, the DSL (or the person that made the referral) must press for re-consideration to ensure their concerns have been addressed, and most importantly that the child's situation improves.

If the child lives in an authority outside Dorset the matter will be referred by the DSL to the relevant Children's Social Care team in that area. The Dorset LADO will also be informed.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Notifying Parents

Normally the DSL will seek to discuss any concerns about a pupil with their parent in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's MASH.

Restrictive physical intervention and referrals

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimum force necessary to prevent injury. Such events must be recorded and signed by a witness following the School's Physical Intervention Policy and procedures.

Staff who are likely to need to use physical intervention will be appropriately trained.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

A **referral must always be made** (following the procedures for Managing allegations against staff in this document) **if** any of the following criteria applies:

- a child or young person is injured or makes an allegation that they have been harmed by an adult – medical attention must also be sought
- the child or young person wishes to complain about the manner that they have been restrained
- the parent of the child or young person makes a complaint on behalf of the child or young person about the use of the restrictive physical intervention.

12 Vulnerable children – including Looked After Children

As a school for children with special educational needs (SEN) we are aware that the potential exists for children with SEN to have additional barriers when it comes to safeguarding. The school recognises that this group can be more vulnerable to abuse and neglect.

Disabled children may be especially vulnerable to abuse, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which could make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child.

Parental behaviours may also indicate child abuse or neglect, so staff must also be alert to parent-child interactions which are concerning and other parental

behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Heightened vulnerability maybe linked to:

- communication skills
- maturity (lower cognitive ability)
- perceptions of intent from others
- lower self-esteem/confidence
- potential to trust unreservedly
- a need to have "friends" or find a partner
- differing boundaries
- online safety – digital technology understanding.

A combination of these factors can make children more susceptible to risks. All children, including disabled children and children with impairments and additional needs, deserve the opportunity to achieve their potential.

The role of the Designated Teacher within the school

The Designated Teacher plays a crucial role leading the responsibility for helping school staff understand the things which affect how looked after children learn and achieve.

The Designated Teacher will:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the child has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that Looked After Children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- has the lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) within the school
- any incidents or concerns involving these children will be reported immediately to the allocated Social Worker.

13 Child Exploitation – sexual (CSE), trafficking, county lines - also see [Appendix 2](#)

Child Sexual exploitation is a form of sexual abuse in which a young person is manipulated or forced into taking part in a sexual act. It does not always involve physical contact, it can also occur through the use of technology. Sexual exploitation can take many forms, ranging from the seemingly consensual relationship where sex is exchanged for attention, affection, money, drugs,

alcohol, food, somewhere to stay or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites and mobile devices. This form of abuse usually occurs in private, or in semi-public places such as parks, cinemas, cafes and hotels.

The DSL will use the local authority CSE Screening Tool on all occasions when there is a concern (or indicators consistent) that a child is being, or is at risk of being sexually exploited. In all cases where the tool identified any level of concern the DSL must contact their local Multi-Agency Child Sexual Exploitation team and email the completed CSE Screening Tool along with a MASH enquiry form.

Trafficking of children is a form of modern slavery, which means the recruitment, transportation, transfer, harbouring, and/or receipt of a child by means of a threat or use of force or other forms of coercion for the purposes of exploitation.

It is possible that unaccompanied asylum-seeking children may have been trafficked into the UK and are likely to remain under the influence of their traffickers, even whilst they are looked after.

Any child who has been a victim of trafficking will have a risk assessment setting out how the child will be protected from any trafficker, to minimise any risk of traffickers being able to re-involve a child in exploitative activities. This plan must include contingency plans to be followed if the child goes missing.

'County Lines' is a term used when drug gangs from big cities expand their operations to smaller towns supplying drugs to other parts of the UK using dedicated mobile phone lines. The gangs exploit children and vulnerable adults in order to move and store drugs and money. To do this they will often use coercion, intimidation, violence and weapons. It is closely linked with CSE as the gangs might also offer something in return for the young person's cooperation, but as with CSE this will usually be manipulated so that the child feels they are in debt to their exploiter.

An operating base is an essential feature of county lines gangs. They will regularly exploit vulnerable people, by building up a debt or using threats and violence in order to take over a person's home. This practice is commonly referred to as 'cuckooing'.

If staff are concerned that a child or young person is involved or likely to be involved in CSE, trafficking, gangs and /or County Lines they must immediately refer to the DSL who will make a Referral to Children's Social Care. If a child is in immediate danger the police must be called on 999.

We are aware that a child is often unable to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

In relation to confidentiality, where there are concerns that a child or young person is subject to exploitation/trafficking, all agencies have a responsibility to report their concerns and share information. The need for a child or young person to be safeguarded overrides their right to confidentiality. Data Protection must not prevent the sharing of information but ensure that relevant information is shared appropriately.

Arbour House School includes the risks of exploitation in the PHSE and SRE curriculum. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to exploitation, including online, and knowing how and where to get help.

14 Anti-Bullying/Cyberbullying

We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with the Safeguarding Governor and with the wider governing body, where appropriate. All staff are aware that children with SEN and/or differences/perceived differences are potentially more susceptible to being bullied/victims of child abuse. The subject of bullying is addressed at regular intervals through the curriculum and PHSE education.

Staff raise awareness of bullying through developing a culture in which respect and consideration for others is fundamental. We encourage children to report bullying in the knowledge that it will be taken seriously.

Staff are trained in conflict management techniques to help them boost a young person's self-esteem and create a positive environment, both of which we recognise as important factors in preventing children from being bullied or becoming bullies.

School staff should apply intervention or disciplinary measures to children to show clearly that their behaviour is wrong. Any intervention or disciplinary measures must be applied fairly, consistently and reasonably, taking into account any special educational needs or disabilities that the children may have and taking into account the needs of vulnerable children. It is important that the school considers the motivations behind the bullying and whether it reveals any concerns for the safety of the perpetrator.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

15 Online safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and ooVoo. Pupils are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

If a member of staff becomes aware of an incident involving online safety they must follow the child protection procedures in this document and refer to the DSL as soon as possible. Arbour House School has an online safety policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents.

Protection is Prevention

Software is in place to minimise access and to highlight anyone accessing inappropriate sites or information.

Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the DSL must be informed immediately).

Pupils must not reveal their personal details, telephone numbers, school, home address, computer passwords etc.

Pupils must adhere to the Arbour House School policy on mobile telephones and online safety policy.

The police will be involved if there is any criminal element to misuse of the internet, telephones or any other form of electronic media.

16. Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and must be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they must follow the child protection procedures in this document and refer to the DSL as soon as possible. The member of staff must confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff must not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process, unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process, if there is concern a young person has been harmed or is at risk of harm a referral must be made to MASH or the police as appropriate.

Immediate referral at the initial review stage must be made to MASH/police if:

- the incident involves an adult
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs)
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent
- the imagery involves sexual acts
- the imagery involves anyone aged 12 or under
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to MASH or the police.

In applying judgement the DSL will consider if:

- there is a significant age difference between the sender/receiver
- there is any coercion or encouragement beyond the sender/receiver
- the imagery was shared and received with the knowledge of the child in the imagery
- the child is more vulnerable than usual i.e. at risk
- there is a significant impact on the children involved
- the image is of a severe or extreme nature
- the child involved understands consent

- the situation is isolated or if the image been more widely distributed
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

17 Child on child sexual violence, harassment and/or abuse - also see [Appendix 3](#)

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Arbour House School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Arbour House School aims to reduce the likelihood of peer on peer abuse through:

- the established ethos of respect, friendship, courtesy and kindness
- high expectations of behaviour
- clear consequences for unacceptable behaviour
- providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that children rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, we will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form must be referred to the DSL using the child protection procedures as set out in this document. Where a concern regarding peer on peer abuse has been disclosed to the DSL, advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the police will be contacted.

Working with external agencies the school will respond to unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

18 Racist Incidents

Racist incidents are set out separately in the Arbour House Behaviour and Policy and Code of Conduct. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. The Headteacher keeps a record of all racist incidents and reports them to the local authority.

19 Radicalisation and Extremism - also see [Appendix 4](#)

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined 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.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation children.

We are clear that exploitation of vulnerable children and radicalisation must be viewed as a safeguarding concern and follow the DfE guidance for schools and childcare providers on preventing children from being drawn into terrorism.

Arbour House School seeks to protect children 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, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

School staff receive regular training (at least annual) to help identify early signs of radicalisation and extremism.

Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools.

The school governors, the Head Teacher and the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They must then follow normal safeguarding procedures. If the matter is urgent or further advice is needed then the police must be contacted.

Vulnerable to Extremism and Radicalisation

As with managing other safeguarding risks, staff must be alert to changes in children's behaviours which could indicate that they may be in need of help or protection. Staff must use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel & Prevent Multi-agency panel (PMAP) programme.

Prevent Lead and Staff Training at Arbour House School

All senior staff will complete the WRAP training (Workshop to Raise Awareness of Prevent) or equivalent. In addition all staff members including the governing body and PDSL, will complete an online training module 'Channel General Awareness'. The Prevent Lead oversees key areas of responsibility as set out in the Prevent Duty Guidance for England and Wales.

20 Domestic violence and abuse - also see [Appendix 5](#)

Domestic violence and abuse is a term used to describe a wide range of intentional behaviours used by one to control and dominate another with whom they have had, wished to have, or are currently in a close intimate, family or other type relationship. It does not only relate to marriage or cohabiting couples and frequently continues after a relationship has ended.

It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

If a member of staff becomes aware of a child at risk of witnessing or being party to domestic violence or abuse they must follow the child protection procedures in this document and refer to the DSL as soon as possible.

21 So called 'Honour based' violence (HBV)

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. This includes Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

All forms of so-called HBV are abuse (regardless of the motivation) and must be handled and escalated as such. Staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If a member of staff becomes aware of a child at risk of witnessing or being party to honour based violence they must follow the child protection procedures in this document and refer to the DSL as soon as possible.

22 Forced marriage

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

If a member of staff becomes aware of a child at risk of witnessing or being party to a forced marriage they must follow the child protection procedures and refer to the DSL as soon as possible. School staff must never attempt to intervene directly as a school or through a third party. Contact must be made with MASH.

23 Female Genital Mutilation (FGM) - also see [Appendix 6](#)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. It's also known as female circumcision, cutting or sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and is a criminal offence in the UK. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have FGM. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM is usually performed by someone with no medical training. Girls are given no anaesthetic, no antiseptic treatment and are often forcibly restrained. The cutting is made using instruments such as a knife, pair of scissors, scalpel, glass or razor blade.

Girls are more at risk if FGM has been carried out on their mother, sister or a member of their extended family. A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.

She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

If a member of staff is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 they must personally make a report to the police force in which the girl resides by calling 101. The report must be made by the close of the next working day. **The duty applies to the individual who becomes aware of the case to make a report**, It must not be transferred to the DSL, however the DSL must be informed. The case will still be referred to social care even if it is against the pupil's wishes. Those failing to report such cases will face disciplinary and legal sanctions.

Where there is a risk to life or likelihood of serious immediate harm the teacher must report the case immediately to the police, including dialling 999 if appropriate.

There are **no** circumstances in which a member of staff should examine a girl.

24 Faith abuse – also see [Appendix 7](#)

Faith abuse is abuse of a child, linked to faith or belief. It is not about challenging people's beliefs, but where these beliefs lead to abuse. Common factors that put a child at risk of harm include:

- belief in evil spirits
- scapegoating because of a difference
- rationalising misfortune by attributing it to spiritual forces
- disability
- changes and/or complexity in family structure or dynamics
- change of family circumstances for the worse
- parent's mental ill health.

Staff need to consider a child at risk or suffering from faith abuse who might talk about:

- that they are having the devil beaten out of them or evil spirits taken out
- reporting that they are or have been accused of being evil/devil/possessed
- saying they attend a place of worship for long periods of time which is why they are tired during the day.

Staff must also consider evidence that the child is treated differently to other children in the family.

If a member of staff becomes aware of a child at risk of witnessing or being party to a faith abuse they must follow the child protection procedures in this document and refer to the DSL as soon as possible.

25 Children missing education

Attendance, absence and exclusions are closely monitored at Arbour House School. A child going missing from education is a potential indicator of abuse and neglect. The DSL will monitor unauthorised absence and take appropriate action, including referrals to, and attendance at the Missing and Child Exploitation Forum.

All staff must be alert to signs of children at risk of travelling to conflict zones, FGM and forced marriage.

Arbour House School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Arbour House School will inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school systems e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school
- have 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 he or she nor his or her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- have been permanently excluded.

26 Private fostering

A privately fostered child, being under the age of 16 (18 if disabled), is cared for and provided with accommodation by someone other than a parent, person with parental responsibility or a close relative, such as a grandparent, brother, sister, aunt or uncle (whether of full blood or half blood or by marriage) or by a step parent. The intention should be that the placement lasts for 28 days or more, with the agreement of the child's parents. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

We recognise that most privately fostered children remain safe and well, but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other person involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be

in a private fostering arrangement they will raise this with the DSL and the DSL will notify MASH of the circumstances.

27 Self-harm – also see [Appendix 8](#)

Self-harm is when somebody intentionally damages or injures their body. It's usually a way of coping with or expressing overwhelming emotional distress.

Types of self-harm

There are many different ways people can intentionally harm themselves, such as:

- cutting or burning their skin
- punching or hitting themselves
- poisoning themselves with tablets or liquids, or similar.

People often try to keep self-harm a secret because of shame or fear of discovery. For example, if they're cutting themselves, they may cover up their skin and avoid discussing the problem. It's often up to close family and friends to notice when somebody is self-harming, and to approach the subject with care and understanding.

If a member of staff suspects that a child, or another member of staff, is self-harming then they must raise their concerns with the DSL or PDSL.

28 Allegations against staff

We are aware of the possibility of allegations being made against members of staff that are working with or may come into contact with children at Arbour House. Such allegations are usually that some kind of abuse has taken place. They can be made by children, parents, staff or other concerned adults.

Allegations might indicate a person who would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. If such an allegation is made, or information is received which suggests that a person has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicates they would pose a risk of harm if they work regularly or closely with children.

Those encountering allegations are reminded not to:

- investigate or ask leading questions
- make assumptions or offer alternative explanations for action

- promise confidentiality to the victim – but do offer assurance that information will only be shared on a need-to-know basis.

If an allegation made concerns a member of staff, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will follow the procedures of the LSCB Protection Procedures, and will inform the LADO, The Headteacher will also inform the Board of Proprietors.

If the allegation made concerns the Headteacher or a member of the governing body other than the PDSL, the person receiving the allegation will immediately inform the PDSL who will consult the LADO as above, without notifying the Headteacher or governor first.

If the allegation made concerns a proprietor, the person receiving the allegation will immediately inform the LADO.

If for any reason a person who has a concern about a member of staff at the school is not comfortable about approaching the school they must inform the LADO directly.

In an emergency or if a staff member has a genuine concern that appropriate action has not been taken, staff must speak directly about their concerns to the LADO.

The PDSL and Headteacher will also:

- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser
- contact the parents or carers of the child/young person if advised to do so by the LADO
- consider the rights of the staff member for a fair and equal process of investigation and provide support
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary, i.e. where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal
- act on any decision made in any Section 47 strategy meeting
- inform the DBS where a member of staff has been disciplined or dismissed as a result of the allegations or would have been had they not resigned. The DBS will consider whether to bar the person. Referrals must be made as soon as possible after the resignation or removal of the individual
- ensure that a clear comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personal file of the accused and a copy provided to the person concerned.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a person who is the subject of an allegation is

prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Protecting staff against allegations of abuse

All school staff must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Guidance about the School's Code of Conduct, and Safe Practice, including safe use of mobile phones by staff, will be given at induction and in regular reminders (at least annually). Staff should seek to keep their personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguards
- never give out personal mobile phone numbers or private email addresses
- do not give pupils lifts home in own car (unless this has been specifically agreed by the Headteacher)
- do not arrange to meet pupils outside school activities
- never 'befriend' or chat to pupils/students on social network sites.

29 Whistle Blowing - also see [Appendix 9](#)

We are committed to having a safe culture of transparency and accountability. We welcome, and encourage staff (and others) to come forward and voice any concerns about any aspect of the School's work, so that they can be effectively and speedily dealt with. Through our staff induction process we inform staff that 'Whistle Blowing' is the mechanism by which they can voice their concerns, made in good faith, without fear of repercussion. Adults who use the following 'Whistle Blowing' procedure are assured that their employment rights are protected.

All staff are responsible to bring matters of concern about the attitude and actions of colleagues where these are inappropriate or unsuitable to the attention of the Headteacher and the Proprietors. All concerns will be taken seriously. Staff will be protected from harassment or victimisation, and no action will be taken against staff if the concern proves to be unfounded and was raised in good faith. Malicious allegations may be considered as a disciplinary offence.

Concerns may be about something that:

- is unlawful
- is against Arbour House School's Policies and Procedures

- falls below the established high standards and practice at Arbour House School
- amounts to improper conduct.

Although this can be difficult, this is particularly important where the welfare of children may be at risk. Speaking up is not being disloyal to colleagues or the School.

Don't think: What if I am wrong –think: What if I am right.

Staff are required to approach the Headteacher in the first instance. If the concern is about the Headteacher or a member of the governing body other than the PDSL, the PDSL should be consulted. If a member of staff does not feel able to raise a concern internally then the NSPCC Whistle Blowing helpline should be informed. If staff are not happy with response from the school the matter maybe raised externally with:

- Public Concern at Work
- a recognised Trade Union, relevant professional body, regulatory body and/or solicitor.

If the matter is raised externally it is the member of staffs responsibility to ensure that confidential information is not disclosed, in whatever format, to a third party.

30 Induction and Training

When new staff or regular visitors join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's Safeguarding Policy and told who the DSL and Deputy DSL are.

Every new member of staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record any issues of confidentiality. After the induction all staff will have a clear understanding of the definition of emotional, physical, sexual and neglectful child abuse and the risks of child exploitation. New staff will be made aware of the Dorset Safeguarding Children Board procedures.

After induction, all staff will receive safeguarding updates as required, but at least annually to a (minimum of Level 2), to provide them with relevant skills and knowledge to safeguard children effectively. This may be provided via, for example, email, e-bulletin and staff meetings.

The DSL and Deputy DSL will attend Dorset Safeguarding Board Courses at Level 3 and above at least every 2 years in order to maintain continuous professional development and comply with statutory guidance and the Dorset training strategy.

The governing body and proprietors will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at Arbour House School.

31 Duty of candour

Any staff member or proprietor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or is charged with such a criminal offence, **must** inform the Headteacher.

Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children, whether received before, or during, their employment at the school. The Headteacher will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

Any staff member or governor whose own children become subject to child protection investigations **must** inform the Headteacher. The Headteacher will discuss with the LADO in regard to procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

There may be occasions when a member of staff has a personal difficulty, physical and/or mental, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with the Headteacher (or the PDSL if the Headteacher). This is so that professional and personal support can be offered. Confidentiality cannot be guaranteed where there are concerns about the welfare and safety of children.

32 Risk Assessments

Arbour House School staff conduct regular risk assessments and maintain risk registers in respect of known safeguarding risks, both site specific and child specific and the control measures in place to control these risks.

The Headteacher along with the governing body will review the risk register and make amendments to the associated risk assessment including Prevent Risk Assessment at least quarterly.

The risk register and pupil risk assessments will be periodically reviewed and audited by the proprietors on an annual basis.

33 Linked policies

This policy also links to Arbour House School Policies on:

- Behaviour
- Staff behaviour (Code of Conduct)
- Anti-bullying
- Health and safety
- Complaints
- Attendance
- Curriculum – PSHE - SRE
- Positive Behaviour Support incl Physical intervention
- Recruitment
- Online Safety

Appendix 1 Recognising signs of child abuse

The four categories of abuse are:

- physical abuse
- emotional abuse (including domestic abuse)
- sexual abuse (including child sexual exploitation)
- neglect

Signs of abuse in children

The following non-specific signs may indicate something is wrong:

- significant change in behaviour
- extreme anger or sadness
- aggressive behaviour to animals, toys, peers, adults
- suspicious bruises with unsatisfactory explanations
- lack of self-esteem,
- self-harming
- depression
- age inappropriate sexual behaviour or language
- change in eating habits
- not receiving adequate medical attention after injuries
- being wary or anxious, flinching to sudden but harmless actions, eg someone raising a hand quickly.

Risk indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- must be regarded as indicators of the possibility of significant harm
- justifies the need for careful assessment and discussion with the DSL
- may require consultation with and / or referral to children's services.

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- appear frightened of the parent/s
- act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- persistently avoid child health promotion services and treatment of the child's episodic illnesses
- have unrealistic expectations of the child
- frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- be absent or misusing substances
- persistently refuse to allow access on home visits
- be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising physical abuse

Physical abuse is a form of abuse which 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.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

The following are often regarded as indicators of concern:

- an explanation which is inconsistent with an injury
- several different explanations provided for an injury
- unexplained delay in seeking treatment
- the parents/carers are uninterested or undisturbed by an accident or injury
- parents are absent without good reason when their child is presented for treatment
- repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury)
- family use of different doctors and A&E departments
- reluctance to give information or mention previous injuries.

Bruising: Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- variation in colour possibly indicating injuries caused at different times

- the outline of an object used e.g. belt marks, hand prints or a hair brush
- bruises on the cheeks, ears, palms, arms and feet
- bruises on the back, buttocks, tummy, hips and backs of legs
- multiple bruises in clusters, usually on the upper arms or outer thighs.

Bite marks: Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and scalds: It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- linear burns from hot metal rods or electrical fire elements
- burns of uniform depth over a large area
- scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Fractures: Fractures may cause pain, swelling and discolouration over a bone or joint.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent with the fracture type
- there are associated old fractures
- medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

Scars: A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- developmental delay – especially speech
- unusual emotional pattern of response to others
- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- very low self-esteem, often with an inability to accept praise or to trust
- lack of any sense of fun, over-serious or apathetic
- excessive clingy or attention seeking behaviour
- aggressive behaviour towards others
- over-anxious, watchfulness, constantly checking or over keen to please
- low self-esteem and lack of confidence
- substantial failure to reach potential in learning, linked with lack of confidence, poor concentration and lack of pride in achievement
- self-harming, compulsive rituals, stereotypic repetitive behaviour
- withdrawn, difficulty relating to others.

Recognising Signs of Sexual Abuse

Sexual abuse involves forcing or enticing a child 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.

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional and /or behavioural.

Some behavioural indicators associated with this form of abuse are:

- inappropriate sexualised conduct
- sexually explicit behaviour, play or conversation, inappropriate to the child's age
- continual and inappropriate or excessive masturbation
- self-harm (including eating disorder), self-mutilation and suicide attempts
- indiscriminate choice of sexual partners, sexual relationships with adults or children

- an anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- pain or itching of genital area
- blood on underclothes
- pregnancy in a younger girl where the identity of the father is not disclosed
- daytime wetting
- faecal soiling or retention
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Recognising signs of 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, warmth, hygiene and medical care and shelter (including exclusion from home or abandonment)
- failing to protect a child from physical and emotional harm or danger
- failing to ensure access to appropriate medical care or treatment
- failing to ensure the child attends school
- being unresponsiveness to, a child's basic emotional needs.
- leaving the child abandoned or left alone for excessive periods
- leaving the child left with adults who are intoxicated or violent.

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

Hygiene:

Poor hygiene, frequently smelly or dirty and regularly have dirty and unwashed clothing

Health:

- Untreated health and dental problems
- Poor muscle tone and prominent joints
- Poor skin; sores, rashes, flea bites, scabies and ringworm
- Thin swollen tummy
- Injuries caused by accidents, e.g. Cuts or burns becoming infected
- Anaemia
- Incontinence

- Faltering growth and not reaching developmental milestones with accompanying weight loss
- Recurring illness or infections

Nutrition:

- Often hungry
- No breakfast

Development:

- Being tired, listless, apathetic and unresponsive with no apparent medical cause
- Withdrawn and unhappy
- Anxious and avoiding people
- Difficulty making friends
- Poor language and communication skills
- Poor social skills
- Missing school

Appendix 2 Child Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children who may be victims of exploitation.

Sexual Exploitation

Signs and indicators:

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership

- injuries from physical assault, physical restraint, sexual assault.

Modern slavery and trafficking

Signs and indicators:

- physical appearance – poor physical condition, malnourishment, untreated injuries, and looking neglected
- isolation – victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. They may not interact and be unfamiliar in their local community
- poor living conditions – victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address/premises
- personal belongings – few possessions, wearing the same clothes each day, and no identification documents
- restricted freedom – victims have little opportunity to move freely and may be kept from having access to their passport
- unusual travel times – victims may be dropped off or collected from work on a regular basis either very early or late at night
- reluctant to seek help – victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deported or fear of violence against their family.

County Lines

Dealers use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults – often with mental health or addiction problems – to act as drug runners or move cash so they can stay under the radar of law enforcement.

People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

As we have seen in child sexual exploitation, children often don't see themselves as victims or realise they have been groomed to get involved in criminality. So it's important that we all play our part to understand county lines and speak out if we have concerns.

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

lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below.

Signs and indicators:

- access to numerous phones
- parental concerns, eg reported by families as returning home late, staying out all night or going missing
- being found in areas away from home
- relationships with controlling/older individuals or groups
- increasing drug use, or being found to have large amounts of drugs on them
- being secretive about who they are talking to and where they are going
- unexplained absences from school, or going missing
- unexplained acquisition of money, phone(s), clothes or jewellery
- increasingly disruptive or aggressive behaviour
- using sexual, drug-related or violent language you wouldn't expect them to know
- excessive receipt of texts/phone calls
- having hotel cards or keys to unknown places.
- changes in behaviour
- signs of assault , unexplained injuries and/or malnutrition
- use of unusual terms e.g. going country
- associating with gangs or isolation from peers or social networks
- carrying weapons
- unexplained bus or train tickets
- significant decline in school results and performance
- gang association
- self-harm or significant changes in emotional well-being.

Appendix 3 Sexual Abuse and Sexual Harassment

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Staff should be vigilant to identify:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

Developmental sexual activity

Encompasses those actions that are to be expected from children as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate sexual behaviour

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is 'acting out' which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

Consent – agreement including all the following:

- understanding what it is that is proposed based on age, maturity, development level, functioning and experience
- knowledge of society's standards for what is being proposed
- awareness of potential consequences and alternatives
- assumption that agreements or disagreements will be respected equally
- voluntary decision
- mental competence.

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children, the above information should be used only as a guide.

Appendix 4 Radicalisation and extremism

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.

Indicators of vulnerability include:

- identity crisis – the child is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- personal crisis – the child may be experiencing family tensions or 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 child'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 child 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 – children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

More critical risk factors could include:

- being in contact with extremist recruiters
- 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
- experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Channel Programme (making a referral)

Although the DSL and Headteacher will usually make the referral, staff should understand when it is appropriate to make a referral to the Channel & Prevent Multi-agency panel (PMAP) Programme. This programme which 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 engagement with the programme is entirely voluntary at all stages.

Channel/PMAP is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist activity.

The panel is chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism. Where considered appropriate and necessary, consent is obtained, and arrangements made for support to be provided to those individuals.

Section 38 of the Counter-Terrorism and Security Act 2015, requires partners, such as our school, to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Channel seeks 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
- provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

Appendix 5 Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse, so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

Appendix 6 Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Circumstances and occurrences that may point to FGM happening are:

- child talking about getting ready for a special ceremony
- family taking a long trip abroad
- child's family being from one of the 'at risk' countries for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistani, Indonesian and Pakistani)
- knowledge that the child's sibling has undergone FGM
- child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder or menstrual problems
- finding it difficult to sit still and looking uncomfortable
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- disclosure.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. There are four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- it brings status/respect to the girl – social acceptance for marriage
- preserves a girl's virginity
- part of being a woman/rite of passage
- upholds family honour
- cleanses and purifies the girl
- gives a sense of belonging to the community
- fulfils a religious requirement
- perpetuates a custom/tradition
- helps girls be clean/hygienic
- is cosmetically desirable
- mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 ('the 2003 Act').

Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

Appendix 7 Faith abuse

A belief in spirit possession is not confined to particular countries, cultures, religions or communities.

Common factors that put a child at risk of harm include:

- **belief in evil spirits** is commonly accompanied by a belief that the child could 'infect' others with such 'evil'. The explanation for how a child becomes possessed varies, but can be through food that they have eaten or through spirits that have flown around them
- **scapegoating** because of a difference between the child and others in the family setting. It may be that the child is being looked after by adults who are not their parents (i.e. privately fostered), and who do not have the same affection for the child as their own children
- **rationalising misfortune** by attributing it to spiritual forces and when a carer views a child as being 'different' because of disobedience, rebelliousness, over-independence, bedwetting, nightmares, illness or because they have a perceived or physical abnormality or a disability (including learning disabilities, mental ill health, epilepsy, autism, a stammer and deafness)
- **changes and/or complexity in family structure or dynamics** (e.g. a parent or carer having a new partner or transient or several partners)
- **change of family circumstances for the worse.** A spiritual explanation is sought in order to rationalise misfortune and the child is identified as the source of the problem because they have become possessed by evil spirits.
- **parent's mental ill health** appears to be attributed to a child being possessed in a significant minority of cases. Illnesses typically involved include post-traumatic stress disorder, depression and schizophrenia.

Appendix 8 Self-harm

Self-harm is linked to anxiety and depression. Self-harm can also occur alongside antisocial behaviour, such as misbehaving at school or getting into trouble with the police. Although some people who self-harm are at a high risk of killing themselves many people who self-harm don't want to end their lives. The intention is more often to punish themselves, express their distress, cry for help and/or relieve unbearable tension; helping them cope with emotional distress so they don't feel the need to kill themselves.

Signs of self-harm

If staff must look out for any of the following signs about a person:

- unexplained cuts, bruises or cigarette burns, usually on their wrists, arms, thighs and chest
- keeping themselves fully covered at all times, even in hot weather
- signs of depression, such as low mood, tearfulness or a lack of motivation or interest in anything
- self-loathing and expressing a wish to punish themselves
- not wanting to go on and wishing to end it all
- becoming very withdrawn and not speaking to others
- signs of low self-esteem, such as blaming themselves for any problems or thinking they're not good enough for something
- signs they have been pulling out their hair.

People who self-harm can seriously hurt themselves, so it's important that they speak to a GP about the underlying issue and request treatment or therapy that could help them.

Why people self-harm

Self-harm is more common than many people realise, especially among younger people.

- **social problems** – such as being bullied, having difficulties at work or school, having difficult relationships with friends or family, coming to terms with their sexuality if they think they might be gay or bisexual, or coping with cultural expectations, such as an arranged marriage
- **trauma** – such as physical or sexual abuse, the death of a close family member or friend, or having a miscarriage
- **psychological causes** – such as having repeated thoughts or voices telling them to self-harm, disassociating (losing touch with who they are and with their surroundings), or borderline personality disorder

These issues can lead to a build-up of intense feelings of anger, guilt, hopelessness and self-hatred. The person may not know who to turn to for help and self-harming may become a way to release these pent-up feelings.

Appendix 9 Whistle blowing

Raising a concern

Ideally staff should put the concern in writing, stating clearly:

- the concern is raised through the Arbour House School's Whistle Blowing Policy
- the background and history of the concerns
- names, dates, and places where possible
- the reasons why they are particularly concerned
- their name and post title.

School Response

The school will make initial enquires. This is usually meeting with the concerned member of staff to decide if an investigation is required and what form it should take. For example, the matter raised may be:

- resolved simply without the need for further investigation
- investigated internally by the Headteacher or PDSL
- referred to the Dorset LADO for advice/investigation
- referred to the Police.

Within ten school working days of the members of concerns being received, the person receiving the concern will send a written response:

- acknowledging that the concern has been received
- indicating how the school will respond
- an estimate of the amount of time it will take to complete a response
- indicating whether any initial enquires have been made, and whether further investigations will take place or explaining the reasons for not investigating further
- indicating when they can receive further details, if not yet resolved.

If once investigated, the concern is unfounded the School will deem the matter concluded. Staff are not expected to raise the matter again through another procedure, unless new evidence becomes available.

Appendix 10 External contacts

No matter who you are, if you are concerned about a child's welfare or worried they are being abused, you can make a referral to Children's Social Care MASH as below.

LADO Dorset	<p>Telephone: 01305 221122 Email: LADO@dorsetcouncil.gov.uk</p> <p>Office hours: Monday to Thursday 9:00am-5:15pm, Friday 9:00am-5:00pm</p> <p>The reporting of concerns to the LADO should be made within 24hrs of the concerns being raised using this electronic form: LADO Dorset Referral Form</p> <p>Outside of office hours/weekends, the emergency duty team can be contacted on Telephone: 01305 228558</p>
LADO Bournemouth, Christchurch & Poole	<p>Telephone: 01202 456744 Email: LADO@bcpcouncil.gov.uk</p> <p>Julie Murphy Telephone: 01202 633694 John McLaughlin Telephone: 01202 714677 Jill Allen Telephone: 01202 714747 Telephone: 01202 735046 Laura Baldwin Tel: 01201 458101 456744</p> <p>Outside of office hours/weekends, the emergency duty team can be contacted on Telephone: 01202 738256 or childrensOOHS@bcpcouncil.gov.uk</p>
LSCB Dorset Pan-Dorset Safeguarding Children Partnership	<p>Telephone: 01305 221196 or dorsetlscb@dorsetcc.gov.uk pan-dorsetscp@dorsetcouncil.gov.uk</p>
LSCB Bournemouth, Christchurch, Poole	<p>Telephone: 01202 458873 Bournemouthand.PooleLSCB@bournemouth.gov.uk pandorsetsafeguardingchildrenpartnership@bcpcouncil.gov.uk</p>
MASH Dorset	<p>Telephone: 01305 228558 or MASH@dorsetcouncil.gov.uk</p> <p>Out of hours and emergency Telephone: 01202 228866</p>
MASH	<p>Weekdays: Monday-Friday from 17:00 to 09:00.</p>

Bournemouth, Christchurch and Poole	Weekends: All day Saturdays and Sundays and all bank holidays, including Christmas Day and New Year's Day. Telephone: 01202 228866 or MASH@dorsetcouncil.gov.uk Out of hours and emergency Telephone: 01202 738256 or ChildrensOOHS@bcpcouncil.gov.uk
Police Child Protection Dorset Investigation Unit	Telephone: 01929 462727
Police non-emergency	Telephone: 101 or 101@dorset.pnn.police.uk
Police emergency	Telephone: 999
Police safeguarding referral unit	Telephone: 01202 222229 or sru@dorset.pnn.police.uk
Prevent Lead Dorset	MASH@dorset.pnn.police.uk dorsetprevent@dorset.pnn.police.uk
Prevent Lead Bournemouth	Andrew Williams Andrew.Williams@Bournemouth.gov.uk Telephone: 01202 458240 Mobile: 07500 975396
Prevent Lead Poole	Anthi Minhinnick Telephone: 01202 223320 or a.minhinnick@poole.gov.uk
Ofsted	Telephone: 0300 123 1231

If a child has an allocated social worker then please contact the relevant office:

Central Dorset – including Sturminster, Blandford and Purbeck

Telephone: 01258 472652 or

northdorsetchildcare@dorsetcc.gcsx.gov.uk

South Dorset – including Weymouth and Portland

Telephone: 01305 760139 or

weymouthchildcare@dorsetcc.gcsx.gov.uk

West Dorset – including Bridport, Dorchester and Sherborne

Telephone: 01305 221450 or

childrenwoodside@dorsetcc.gcsx.gov.uk

East Dorset – including Wimborne, Ferndown and Christchurch

Telephone: 01202 877445 or

ferndownchildadmin@dorsetcc.gcsx.gov.uk

POLICY REVIEW RECORD

POLICY NAME	Safeguarding & Child Protection Policy and Procedures	
COMPILED BY	Bettina Jeppesen	
DATE	September 2017	
REVIEW DUE DATE	REVIEWED	
	DATE	BY (NAME) Items updated
Feb 2022	Feb 2022	B Jeppesen Peer on Peer abuse – more detail added through out Online safety – reference to separate policy and named Champion Local Contact sheet updated incl LADO referral
Feb 2023		