

# Arun Court School: Policy Number 4

**Arun Court School – SAFEGUARDING & CHILD PROTECTION POLICY – last updated January 2021**



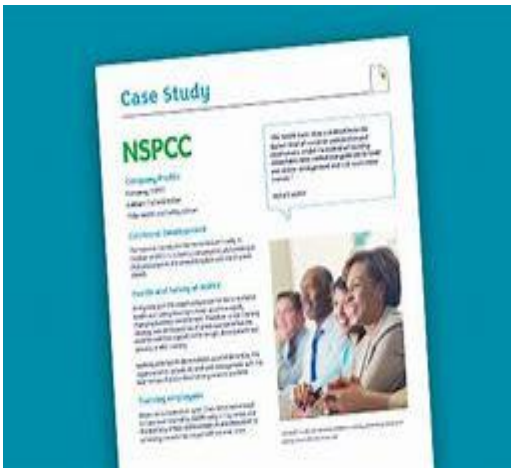
**Ratified by main EMAT meeting: .....**

**Signature (+ date) Chair of EMAT: ..... Mr Paul Phillips**

**Signature (+ date) Proprietor: .....Mrs Beverley-Sarah White**

**Signature (+ date) Principal of School .....Vicki Williams**

**Date of next review: January 2021 (plus updated beforehand if changes to KCSIE)**



This policy is the result of working with the NSPCC as part of a brokered consultancy agreement to enable us to have support in making our policy relevant and comprehensive. This is very important as the student we work with are extremely vulnerable, and as a school we are very aware that the school:

1. Is likely to experience a higher level of social care involvement due to the vulnerable nature of our young people as their risk level is higher due to their ASD, anxiety and mental health needs.
2. could potentially attract applications from people with undesirable intentions towards young people.
3. Needs to require its staff to have exceptional levels of safeguarding understanding and practices.

Date of next external safeguarding review: SEPTEMBER 2021 (privately brokered inspection)

## Safeguarding & Child Protection Policy

Review Cycle: Statutory Annual Next Review Date: **September 2021**

This policy should be read in conjunction with the 'The Health & Safety Policy', 'The Privacy Notice', 'The Supervision Policy', 'The Self Injury Policies', 'The Sex and Relationships Policy' and the 'The Body Camera Policy'. All policies including curriculum also link to this policy document.

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## Record of review

| Date  | Document Version | Distribution                  | Comment  |
|---|------------------|-------------------------------|--|
| September 2016  | 1                | All Staff/ website/ parents   | First draft  |
| September 2017  | 2                | All Staff / website/ parents  | Revised  |
| June 2018   | 3                | All Staff / website/parents   | New draft  |
| September 2018  | 4                | All Staff / website/parents   | Revised after completing a safeguarding audit with the NSPCC   |
| January 2019  | 5                | All Staff / website/parents   | More updates added after revisiting Keeping Children Safe in Education 2018  |
| November 2019   | 6                | All Staff / website/parents   | More updates added after revisiting Keeping Children Safe in Education 2019 Safer Recruitment Consortium 2019 New School Policies Teaching Online Safety in schools 2019 EMAT meeting November 2019  |
| August 2020<br><br>(Ratified at GB meeting September 24/2020) | 7                | All staff / website / parents | Updates due to publication of Keeping Children Safe in Education effective 1 <sup>st</sup> September 2020<br><br>Review of our own continued opening practices during Covid 19 outbreak March – July<br><br>Review of Covid 19 guidelines and re-opening of schools September 2020 |
| January 2021  | 8                | All staff / website / parents | Adjusted to reflect new senior staff and additional levels of training to all staff  |

### **Safeguarding Statement**

Arun Court School recognises our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe, trusting and welcoming environment where pupils are respected and valued. We are alert to the signs of abuse and neglect particularly as we work with vulnerable children and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

### **Safeguarding & Recruitment Statement (Please see separate detailed policy 8A)**

We are committed to ensuring that children are safeguarded when in our care. As such we are unable to accept CVs. If you like what you see and are interested in working with us you will need to visit ETeach where we advertise all our current vacancies. We follow a rigorous selection and interview process, and all applications are via an ETeach application form which we carefully consider. All posts with us are subject to continued checks, including references and DBS, and we continue to monitor the behaviours and working practices of all adults, including freelance tutors and volunteers, closely to ensure all students are safe, happy and learning well.

In addition, adults are expected to make a declaration each term that they are fit to work with children and are not disqualified under the Childcare Act. Prospective teachers and helpers can join our ETeach portal to be notified of vacancies as they arise.

All adults, including visiting professionals, are expected to have high standards of professional conduct and put the safety of young people first at all times.

The SLT will ensure all reasonable steps to prevent discrimination harassment or victimisation from taking place at Arun Court and that all staff and students feel safe at the setting. Staff members must also not discriminate against pupils or against their colleagues and follow the procedures set out in this document regardless of the age, disability, gender reassignment, race (including colour, ethnic or national origins and nationality), religion or belief, sex, sexual orientation, marriage or civil partnership, pregnancy and maternity of those who require help.

### **GDPR safeguarding statement**

We will follow the recommended GDPR guidelines of all records kept on staff and children, in relation to Safeguarding. We know that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

### **Contextual safeguarding statement**

We carry out a holistic review of every student each term and part of this is to ensure that contextual safeguarding is strong. Each young person's situation is different, and we go the extra mile to visit the home and engage with families to better understand their context. We recognise that our students have many areas of vulnerability – social difficulties, anxieties, mental health conditions and in many cases ASD. This makes them at extra risk and the school recognises that and seeks to reduce it.

### **Key Personnel (All with DSL training at Ofqual Level 3)**

The Designated Safeguarding Leads (DSL) are:

**James White (Associate Executive Head) – Responsible for support and auditing**

Contact details: email: [enquiriesbigbeareducation@outlook.com](mailto:enquiriesbigbeareducation@outlook.com) Telephone: 07868845421

**School Designated Safeguarding Leaders: 01483 894 858**

Vicki Williams (Principal of School) [head@aruncourt.co.uk](mailto:head@aruncourt.co.uk)

Hannah Ebling (Associate Principal of School) [hannahe@aruncourt.co.uk](mailto:hannahe@aruncourt.co.uk)

**Deputy Designated Safeguarding Leader:**

Nickie Voice (DSL / Educator at the school) [nicolav@aruncourt.co.uk](mailto:nicolav@aruncourt.co.uk)

### **Other key individuals:**

The Proprietor & Executive Headteacher is: Beverley Sarah White (Trained in Safer Recruitment)

Contact details: email: [bigbearbespokeeducation@outlook.com](mailto:bigbearbespokeeducation@outlook.com) Telephone: 07984515959

Nominated EMAT (Governance) Lead on safeguarding

Paul Philips (also Chair of EMAT)

email: [chairofgovs@aruncourt.co.uk](mailto:chairofgovs@aruncourt.co.uk)

Telephone 07861381618

The Appointed Teacher for Looked after children/virtual School: Vicki Williams

[victoriaw@aruncourt.co.uk](mailto:victoriaw@aruncourt.co.uk)

The Appointed Teacher for SEND: Hannah Ebling

[hannahe@aruncourt.co.uk](mailto:hannahe@aruncourt.co.uk)

The Designated Lead for Anti- Bullying: Christopher Robinson

The Designated Link Governor for Anti- Bullying is: Paul Daniels

The Designated link Governor for Looked after Children (Child in Care) is: Lynda Makenzie  
Filler

**KEY INFORMATION: Due to the particular nature of our students, we aim that all staff are trained to Ofqual level 3 and this is carried out on a rolling programme. All EMAT members have face-to face training and also carry out the Safer Recruitment training.**

## Terminology

Safeguarding and promoting the welfare of children 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; and
- 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 setting in an academic, therapy or administrative role, full or part time, temporary or permanent, in either a paid or voluntary capacity. This includes anyone who has contact with children including supply/agencies being used by the school for duties in the school.

**Child** includes everyone under the age of 18.

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

**EMAT** refers to External Moderation Advisory Team. In Arun Court EMAT is our 'Governing Body'.

### Child Abuse

In relation to children safeguarding and promoting their welfare is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

There are four types of child abuse as defined in 'Working Together to Safeguard Children' (2018) which is defined in the 'Keeping Children Safe in Education Statutory Guidance, 2020'.

Details of this can be found in the Appendix 13 at the rear of this document.



## 1. Introduction

1.1. This policy is designed to safeguard and promote the welfare of all pupils at Arun Court School. It has been developed in accordance with the principles established by the Children Acts of 1989 and 2004; the Education Act in 2002 and 2011, the Sexual Offences Act 2003 and in line with government publications: 'Working Together to Safeguard Children' updated 2019 which is statutory guidance for all those providing services to children including those working in education, 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to Do if You're Worried a Child is being Abused' March 2015, 'Safer Recruitment Consortium' May 2019, 'Disqualification under The Childcare Act 2006'. The guidance also reflects, both 'Keeping Children safe in Education' 2020 which is statutory guidance for schools and colleges and the Surrey Safeguarding Children Partnerships child protection procedures. It also reflects "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018 and "The Prevent Duty Departmental, advice for Schools and child care providers" (June 2015).

1.2. Arun Court School and the External Moderation Advisory Team (EMAT) take seriously its responsibilities under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3. We recognise that all adults, including temporary staff, volunteers and the External Moderation Advisory Team, have a full and active role to play in protecting all our pupils from harm, and that the children's welfare is our paramount concern. We are aware that the pupils in our school are vulnerable due to their mental health needs and require extra vigilance and support.

1.4 We are particularly aware that as a setting working with vulnerable children, we may be targeted by those who have sinister intentions towards young people. It is therefore essential that safer recruitment and on-going vigilance towards staff is a priority for all employees.

1.5 To enable our safeguarding to remain up to date and relevant we work closely with the NSPCC, receiving weekly updates as part of their CASPAR service (Current Awareness Service for Practice Policy and Research)

1.6 In accordance with the above procedures, we carry out an annual audit of our safeguarding provision (S175 Safeguarding Audit, which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Safeguarding Partnership

1.7 Multi-agency partnership Arrangements. We recognise that we need to work with Local Safeguarding Partnerships (LSP) in order to protect and safeguarding the children at Arun Court. These partnerships are made up of the local authority, a clinical commissioning group and the chief officer for police equally sharing responsibilities for working together to safeguard and promote the welfare of local children.

## 2. Policy Principles

- 2.1. The welfare of the child is paramount.
- 2.2. All children regardless of age, gender, culture, language, mental health, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- 2.3. We recognise that all adults, including temporary staff, volunteers and EMAT have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- 2.4. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical, mental and moral development of the individual child.
- 2.5. Pupils and staff involved in child protection issues will receive appropriate support and the policy will be under ANNUAL review by the school, with the expectation of review of the efficiency with which the related duties have been discharged.

### 3. Policy Aims

- 3.1. To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- 3.2. To support the child's development in ways that will foster security, confidence and independence.
- 3.3. To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 3.4. To raise the awareness of all teaching, therapy and non-teaching staff of the need to safeguard children and of their LEGAL and moral responsibilities in identifying and **immediately** reporting possible cases of abuse.
- 3.5. To 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 including early intervention for those groups identified in the 2018 guidance.
- 3.6. To ensure that in all cases and suspected cases, students' wishes and feelings are taken into account and that pupils feel they have been fully heard as part of the process. The pupils' best interests will be at the heart of all we do.
- 3.7. To emphasise the need for good levels of communication between all members of staff.
- 3.8. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse. **To also ensure, in line with the 2018 guidance, that all staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (Children in Need) and section 47 (A child suffering, or likely to suffer, significant harm) along with the role they might be expected to play within such assessments.**
- 3.8. To develop and promote effective working relationships with other agencies, especially the Police, Social Care and CAMHS.
- 3.9. That any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- 3.10. We have a duty to protect all children at risk, or in need, and our policy is in line with locally agreed inter-agency procedures.
- 3.9. To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and satisfactory DBS/disqualification checks (according to guidance) and a central record is kept for audit. Arun Court School operates safe recruiting procedures, including DBS, Disbarring List and compliance with the Independent School Standard Regulations as described in 'Safer Recruitment Policy.'

## 4. Values

### 4.1.0 Supporting Children

4.1.1. We recognise that a child who is abused or witnesses' violence may feel helpless and humiliated, may blame themselves, may lash out at fellow students or staff members and find it difficult to develop and maintain a sense of self-worth.

4.1.2. We recognise that the setting may provide the only stability and support in the lives of children who have been abused or who are at risk of harm. We may be the only person to listen to and support the child who is suffering.

4.1.3. We accept that 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.

4.1.4. Our school will support all children by:

4.1.4.1. Encouraging self-esteem and self-assertiveness through our holistic curriculum as well as our relationships with each other.

4.1.4.2. Promoting a caring, safe and positive environment within the school where the children can trust and rely on staff members.

4.1.4.3. Providing opportunities for time out or a quiet, safe place to deal with distress and anxiety.

4.1.4.4. Providing coaching and counselling sessions with our in house trained therapists as well as offering details of helplines, counselling or other avenues of external support.

4.1.4.5. Provide animal therapy to provide children with a sense of comfort, confidence and companionship while reducing stress and anxiety.

4.1.4.6. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

4.1.4.7. Notifying Social Care or MASH as soon as there is a significant concern.

4.1.4.8. 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. We also provide a transition service where staff will meet with new providers to share any concerns we may have.

4.1.4.9 Work fastidiously and collaboratively with social workers where this applies.

We recognise that children may need a Social Worker due to Safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

Where children need a social worker, we understand that this should inform decisions about safeguarding, with regard to attendance, missing, exclusions and we should work to actively promote their welfare, providing pastoral support and access to services and the Virtual School.

Equally we are vigilant for **emerging needs** which may require Early Help and maintain positive links to achieve this.

## 4.1. Prevention / Protection

4.2.1. We recognise 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, opportunities to talk to therapists both in house and consulting, supportive friends and an ethos of protection.

4.2.2. The school community will therefore:

4.2.2.1. Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.

4.2.2.2. Include regular consultation with children through counselling and coaching sessions, animal therapy, Lego therapy, art therapy and play therapy, encouraging children to talk to their key worker to discuss whether they have had happy/sad lunchtimes/breaks.

4.2.2.3. Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty. Each child has a key worker who checks in with them every day.

4.2.2.4. Include safeguarding across the holistic curriculum, including PHSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. This will include focussed work for those students returning to school in terms of personal safety/independent travel. Also, students who are becoming more independent and travelling into Guildford by bus as part of our social skills programme.

4.2.2.5. Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. In addition, all staff are trained in Radicalisation with regard to the use of technology, social media and internet use.

4.2.2.6 Ensure that, in line with the updated legislation, whilst staff recognise that ANY child may benefit from early help, we are also particularly alert to the potential need for young people with **emerging needs** who:

- Is disabled and has specific needs
- Has Special Educational Needs (whether or not they have an EHCP, although in our setting the majority do)
- Is a young carer
- Is frequently missing/goes missing from care or home
- Is misusing drugs or alcohol
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems, or domestic abuse
- Has returned home to their family home from care
- Has struggled to return to school after absence due to shielding from Covid 19
- Is not attending school or is at risk of exclusion
- Is showing signs of emotional / mental ill health (in our context this applies to all students)
- Frequently going missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking, exploitation, radicalised;
- Not in education, training or employment after the age of 16 (NEET);

**In our setting it is not unusual for students to be experiencing more than one of the above situations described, which makes them particularly vulnerable and requires our safeguarding to be exceptionally precise and the highest priority for all employees, volunteers and adults on site.**

### 4.2.3. Prevent Duty

4.2.3.1 Arun Court School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against extremism and radicalisation is no different from safeguarding against any other vulnerability.

4.2.3.2. All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. These principles are fully embedded within our rich curriculum.

4.2.3.3. In formulating an approach to Extremism and Radicalisation, we have taken account of the guidance from the Department for Education (DfE) who has called for all public bodies to make explicit their preventative measures to minimise the threat of extremism in their setting.

4.2.3.4. In the event of concern, staff should call the confidential Anti-Terrorist Hotline – 0800 789 321.

4.2.3.5. Preventing Extremism and Radicalisation Policy also draws on:

4.2.3.5.1. Guidance in the “Child Protection Procedures” DfE Guidance “Keeping Children Safe in Education 2019” - DCSF Resources “Learning Together to be Safe”, “Prevent: Resources Guide”, “Tackling Extremism in the UK” - DfE’s “Teaching Approaches that help Build Resilience to Extremism among Young People”

4.2.3.5.2. Staff are made aware, via training, of the signs associated with mental, physical and sexual abuse as well as neglect. In addition, staff are made fully aware of the current drive to prevent Female Genital Mutilation, Forced Marriage, signs of Child Sexual Exploitation, Signs of Fabricated Illness syndrome and also the PREVENT strategy regarding radicalisation. Staff working with young girls are asked to be particularly vigilant, and to report any suspicions of FGM immediately as these should be taken directly to the authorities.

4.2.3.5.3. Staff are given support sheets on each of these issues and other specific issues as they arise, and sign to say that they have read and understood the information. Support sheets are available to all staff in the safeguarding support file in the meeting room. Support numbers are displayed for children in the school regarding the specific issues stated above, and the ChildLine number is displayed throughout the setting.

4.2.3.5.4. In light of recent events in the UK, we categorically state that our staff are aware that incidences of abuse happen across all classes, ethnic backgrounds and religions. A false sense of ‘political correctness’ must not, under any circumstances, prevent the reporting of suspected abuse.

## 5. *Safe School, Safe Staff*

5.1. We will ensure that;

5.1.1 Safer Recruitment practices are always followed and that the requirements outlined in the statutory guidance ‘Keeping Children safe in Education’ and any supporting DBS documentation are followed in all cases.

All interview panels will have at least one member who has undergone Safer Recruitment Training with the necessary skills and knowledge. We will in all cases for example check on;

- the identity of candidates;
- a check of professional qualifications;
- the right to work in the UK;
- make overseas checks where relevant;
- ask for and follow up at least two references;
- scrutinise applications for gaps in employment;
- Include at least two questions regarding safeguarding.

We will have a Single Central Record which will cover all Staff, including Governors, Volunteers, frequent Visitors, Students, Agency and Supply, and in some cases contractors providing a service to the school. We will ensure this record is regularly updated and reviewed in line with National and Local requirements.

For Independent Schools, including Academies and Free Schools, this will also cover all members of the Proprietor body.

**5.1.2 Supply/Agency Staff.** We will induct all work experience and student teachers, and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently.

The allegations against professionals, volunteers and carers will apply to supply/agency teachers. Whilst this school is not the employer of supply/agency teachers, we will ensure allegations are dealt with properly.

The EMAT/proprietor will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

As a school we will be fully involved and co-operate in any enquiries from the LADO, police and/or children’s social services.

**5.1.3 Students/Work Placements** We will induct all work experience and student teachers, and supply them with this safeguarding and child protection policy and other policies deemed relevant for them to carry out their duties, safely and consistently.

We will use a risk assessment model with the student to determine suitability, and expectations around the placement when commencing.

If the student/teacher is over 18 years of age, we will as a school apply the allegations against professionals, volunteers, and carers criteria if any concerns come to our attention.

If the student on placement is under 18 years of age we will seek advice from the Designated Lead and determine any next steps which may mean using the local safeguarding procedures.

5.1.4. Staff are provided with Child Protection Online Training at induction, including in their arrival pack, the Arun Court School safeguarding statement which is displayed on the first page of the website and on all recruitment materials. All members of staff are trained in and receive regular updates in online safety and reporting concerns;

5.1.2. There is a clear code of behaviour for all adults. This also includes advice on conduct, safe use of mobile phones, use of social media and media-based platforms and guidance on personal / professional boundaries in emailing, messaging, or participating in social networking environments and blended/remote learning.

5.1.3. The Principal, EMAT and all other staff are required to take the NSPCC child protection training course every two years and a valid pass certificate is a condition of continued employment.

5.1.4. Staff are also required to take part in Safeguarding training once a year conducted by the DLS to maintain their understanding of the signs and indicators of abuse and how to respond to concerns. It reminds them of the procedures in place and reviews safeguarding issues that may be more prevalent to our setting. It also updates staff with any new legislation or changes to statutory guidance.

5.1.5. The names of the designated members of staff for child protection and the Designated Safeguarding Leads, are clearly advertised in Reception and the meeting room with a statement explaining the school's role in referring and monitoring cases of suspected abuse;

5.1.6. All member of staff are aware of the names of the Designated Safeguarding Leads all of whom have undertaken the compulsory inter agency child protection training via a registered OFQUAL provider.

In line with up to date guidance it has been reiterated to staff that they should 'always speak to the DSL about any concern, no matter how minor'. In line with updated guidance staff are also aware

that 'If in exceptional circumstances, the designated safeguarding lead is not available, this should not delay appropriate action being taken. To enable this all staff are aware that the Executive HT can also be a sounding board for safeguarding concerns. In addition, all staff know how to call MASH, and understand that if in the highly unlikely event none of the above were available they would have a duty of care to do so for themselves and follow the advice given. The DSL retains the overall lead responsibility for safeguarding in the school.

5.1.7. All staff will be given a copy of Keeping Children Safe in Education 2020 and will sign to say they have read and understood it.

5.1.8. A file with safeguarding contact numbers and referral forms is on display in the



meeting room. All staff know the bank of blank forms are stored in the red safeguarding folder. There is also a bank of blank forms at reception. The forms are also on a display board in the meeting room with details of what to do.

- 5.1.9. Two resource files are also available for all staff as a point of reference which contain the latest statutory guidance and information on various safeguarding topics. They are stored with the safeguarding folder in the meeting room. All staff are aware of these folders and what their purpose is.
- 5.1.10. Arun Court School, and the wider company Big Bear Bespoke Education Ltd, has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have, had they not resigned.
- 5.1.11. The school adheres to the Disqualification under the Childcare Act 2006.
- 5.1.12. Any weaknesses in child protection are remedied immediately and a record is kept.
- 5.1.13. A nominated member of the External Moderation Advisory Team liaises with the Local Authority on child protection issues and in the event of an allegation of abuse made against the Headteacher.
- 5.1.14. Child protection policies and procedures are reviewed annually and that the child protection policy is available on the school website and policy folder in the school.
- 5.1.15. The setting considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through Philosophy, Morality and Ethics education.
- 5.1.16. That enhanced DBS checks, and disbaring checks, are in place for the Directors and EMAT as well as all other staff. Section 28 checks for all members of EMAT (governance)
- 5.1.17. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of this Safeguarding Policy, and reference to it in our admissions pack
- 5.1.18. All members of staff, temporary staff, volunteers, and EMAT know how to respond to a pupil who discloses abuse.
- 5.1.19. Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 5.1.20. We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO and to MASH for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation. Volunteers to be treated in the same manner as employees.
- 5.1.21. The policy is available publicly either on the school website or by other means. Parents / carers are made aware of this policy and their entitlement to have a copy of it via the school Parent Handbook, newsletters and website.
- 5.1.22. All staff are aware that it is an offence under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. All staff understand that a

situation where a person

is in a position of trust could arise where the child is in full time education and the person looks after children under 18 in the same establishment as the child, even if he/she does not teach the child.

5.1.23. All supply teachers, visiting professionals and EMAT who visit the centre will have to read a one page checklist on each child before entering the learning areas. This is to safeguard both the visitor and the student giving them enough background knowledge to complete their role.

5.1.24 A DBS check will be requested as part of the pre-recruitment checks following an offer of employment, including unsupervised volunteering roles, and staff engaging in regulated activity, where the definition of regulated activity is met. We will have a clear understanding of what regulated activity is and implications for volunteers. This may mean undertaking risk assessments on any activity

We will follow advice on DBS checks as detailed by this guidance and this will include;

Where relevant a separate Barred Check List has been completed;

That individuals are not disqualified from working with children under the Child Care (Disqualification) Regulations 2009 and will adhere to any changes made to this;

A check to include a Secretary of State Prohibition Order (Teacher Prohibition Order) and this may mean on Teaching Assistants;

A Section 28 Direction Check where relevant and **on all Governors**, which prohibits or restricts a person from taking part in any management of an Independent school, including Academy or Free school.

- If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate;
- Verify professional qualifications, as appropriate. The Teacher Services' system should be used to verify any award of qualified teacher status (QTS);
- Schools/settings must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State

5.1.25 We will pay particular attention to curriculum areas where students may wish to raise safeguarding concerns such as PSHCE and Relationship, Sex and Health Education. The teaching of RSHE is compulsory/ As a school we have developed our approaches to meet statutory requirements and the teaching of this. This will include equality, diversity and difference. We acknowledge that there may be times during the teaching of RSHE, that children may need an opportunity to talk to a trusted adult in the school. Children may want to talk about experiences at home or in the community that may trigger discussions with the Designated Lead, who will then decide on any next steps around listening and responding to the child

## **6. Roles and Responsibilities**

### **6.1. The Executive Headteacher and The Principal of School**

- 6.1.1. The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- 6.1.2. Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- 6.1.3. 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;
- 6.1.4. Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- 6.1.5. 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;
- 6.1.6. That pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online; this includes having a named and trained staff member with specific expertise within this issue
- 6.1.7. 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;
- 6.1.8. Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### **6.2. The Designated Safeguarding Leads;**

- 6.2.1. Holds ultimate responsibility for safeguarding and child protection in the school; the DSL are most likely to have a complete safeguarding picture. The DSL retains the overall lead responsibility for safeguarding in the school.
- 6.2.2. Acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- 6.2.3. Encourages a culture of listening to children and taking account of their wishes and feelings;

- 6.2.4. Is appropriately trained with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- 6.2.5. Will refer a child if there are concerns about possible abuse, to the Surrey Multi-Agency Safeguarding s (MASH), and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF);
- 6.2.6. Will keep detailed, accurate written records of all concerns about a child even if there is no need to make an immediate referral;
- 6.2.7. Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
- 6.2.8. Will ensure that an indication of the existence of the additional file in 6.3.7 above is marked on the pupil records;
- 6.2.9. Will ensure that when a pupil leaves the school, their child protection file is passed to the new school or setting (separately from the main pupil and ensuring secure transit) and that confirmation of receipt is obtained;
- 6.2.10. Will ensure that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file. The copy should then be shredded;
- 6.2.11. Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children 2018;
- 6.2.12. Has a working knowledge of LSP procedures;
- 6.2.13. Ensuring that either they, or the class teacher, attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- 6.2.14. Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred to their key worker's Social Care Team.
- 6.2.15. Organising child protection induction, and update online training every 3 years, for all school staff. Previous face to face training was the NSPCC September 2019.
- 6.2.16. Providing, with the Headteacher, an annual statement for the External Moderation Advisory Team and the Local Authority, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and EMAT; number and type of incidents/cases, and number of children on the child protection register.
- 6.2.17. Providing a report to the Independent Safeguarding Authority within one month of leaving school any person whose services are no longer required by reason of unsuitability to work with children.
- 6.2.18. Sometimes a practitioner may have a concern about a child, which does not warrant referral to Social Services, but still requires some attention. For example, if a difficult home situation is seemingly affecting a child's learning or development and the family could

benefit from support. In this instance, it may be appropriate to carry out an Early Help Assessment. All staff may

be required to support other professionals and agencies in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration by the DSL and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not improve or appears to worsen.

6.2.19. Ensuring that the wider curriculum contains significant information and training for students on safeguarding. This is also reviewed by the SLT when considering the sex and relationships curriculum, PSHCE.

6.2.20. The DSL will work together with the External Moderation Advisory Team to monitor and evaluate the safeguarding policy's implementation and practise.

6.2.21. Managing referrals - The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### 6.3. All School Staff

6.3.1. Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action; guidance 2018 and 2020 emphasises the need for **immediate** response.

6.3.2. Consider, at all times, what is in the best interests of the child;

6.3.3. Know how to respond to a pupil who discloses abuse through delivery of 'Keeping Children Safe in Education 2020' 'Working together to Safeguard Children 2019', and 'What to do if you are worried a child is being abused';

6.3.4. Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or Children's Social Care;

6.3.5. Are aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases as detailed within 6.2.18

6.3.6. Will provide a safe environment in which children can learn. This includes following all policy and procedures relation to child protection, safeguarding, health and safety and risk assessment.

6.3.7 Will sign and follow the rules for employees document which clearly sets out professional conduct especially in relation to contact with vulnerable young people.

**6.3.8** Will sign and follow the 'safer recruitment' document annually, which includes a specific statement on remaining vigilant towards the behaviour of colleagues and other adults on site

**6.3.9** Will sign and follow all specific training given on various 'how to spot' issues concerned with recognising potential abuse of young people

**6.3.10** Will recognise that statements and obligations detailed within this policy are contractually binding and do not reflect 'best practice' rather are integral to the job description, and are morally and legally the responsibility of all staff.

6.3.11. When recording a disclosure all staff will distinguish between fact, hearsay and opinion. They will ensure that opinions that are expressed are relevant to the situation, respectful and appropriate in tone.

## **6.4 EMAT**

6.4.1 EMAT has a duty to ensure that Arun Court meets its statutory responsibilities and ensure that the children and young people attending the setting are safe. They must carry out their functions with a view to safeguarding and promoting the welfare of children; and have regard to the statutory guidance 'Keeping Children safe in Education 2020' issued by the Secretary of State in considering what arrangements they need to make for the purpose of that section.

6.4.2 EMAT must make sure that Arun Court has policies and procedures in place and take into account any statutory guidance issued by the Secretary of State, any local authority guidance and locally agreed inter-agency procedures.

6.4.3 EMAT has assigned Paul Philips as their Safeguarding lead.

6.4.4 In addition to the statutory responsibility to record the attendance of pupils, it is important that EMAT ensure that they understand the follow up processes for absence. An important risk factor in abuse and neglect is poor school attendance and tackling that is a key aspect of managing student safety.

6.4.5 EMAT are responsible for ensuring that Arun Court is a safe place for all children, staff and volunteers.

6.4.6 That Arun Court has an effective Safeguarding and Child Protection policy and procedure in place and must monitor compliance. The policy needs to be reviewed and updated annually and must be made available to parents on request.

6.4.7 The Designated EMAT Safeguarding lead (Paul Philips) leads on child protection issues within the school. However, the Chair of EMAT or vice chair is usually the most appropriate person to lead on allegations of abuse against the Headteacher.

6.4.8 EMAT ensures that Arun Court operates safe recruitment procedures, making sure that all appropriate checks are carried out on staff and volunteers who work with children. Members of EMAT are required to complete s128 checks.

6.4.9 Arun Court has an effective Safeguarding and Child Protection policy and procedure in place and must monitor compliance. The policy needs to be reviewed and updated annually and must be made available to parents on request.



6.4.10 Arun Court has procedures for dealing with allegations of abuse against members of staff and volunteers.

6.4.11 EMAT have considered whether children in Arun Court have any specific safeguarding needs and if so, that they have policies and procedures in place to support and meet those needs.

6.4.12 EMAT ensures that a senior member of staff in Arun Court is designated to take lead responsibility for dealing with child protection issues. Arun Court has 3 members of staff with such responsibilities: Vicky Williams, Hannah Ebling, Nickie Voice

6.4.13 All staff, (and EMAT) undertake training in Safeguarding and Child Protection at Ofqual Level 3

## 7. Confidentiality

7.1. Arun Court School recognises that in order to effectively meet a child's needs, safeguard their welfare and mental health, and protect them from harm the school must contribute to inter- agency working in line with current legislation and share information between professionals and agencies where there are concerns.

7.2. The Executive Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only in order to safeguard the child.

7.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the current data protection legislation (As of May 25<sup>th</sup> 2018 EU General Data Protection Legislation) is not a barrier to sharing information where the failure to do so would place a child at risk of harm. See Appendix 10 and Privacy Notice.

7.4 Arun Court has a Privacy Notice in place which has been explained to students and sent home to parents. This explains our rationale for processing students' data under the lawful basis of legitimate interest.

7.5. EMAT and Arun Court ensures that relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR in order to safeguard the child. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

7.6. EMAT and Arun Court ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows staff to share information. Information can be shared legally without consent, if a staff member is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

7.7. Relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

7.8. Any confidential information that needs to be shared in order to safeguard the child will be discussed by the SLT and the DSL. Any decisions made will be recorded on a 'Record of sharing information form' (Appendix 12) and filed in the student's file. The decision to share confidential information will be made by management.

7.9. Arun Court uses the principles set out in government guidance on information sharing. Staff must use their judgement on what information should be shared and ensure that it is necessary, proportionate, relevant, adequate, accurate, timely and secure. See Appendix 11

7.10. Further details on information sharing can be found:

7.10.1. In Chapter one of Working Together to Safeguard Children which includes a myth- busting guide to information sharing;

7.10.2. At Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful; and

7.10.3. The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department.

7.11. All staff must be aware that they cannot promise a child that they will necessarily be able to keep secrets that might compromise the child's safety or wellbeing. The clear steps for what to do if are:

- Respond positively to the student that they are doing the right thing by telling you
- Tell the student that you can't promise to keep what they tell you a secret; you will need to inform others in specific roles
- Do not ask any leading questions – write down exactly what the child says, and if possible and appropriate get them to sign it. You should also sign and date the transcript.
- You must verbally inform the DSL and then put everything in writing on a cause for concern form immediately
- You may not hear any more – you have the right to go back to the DSL and ask what action is being taken / whether action is being taken. If you are unhappy with the response talk to the Headteacher or the Designated Safeguarding Officer. You can also contact Children's Services directly if you continue to be unhappy with the response given.
- For more detail see 8.8.3 which details more about the likely conversation

7.12. We will always undertake to share our intention to refer a child to Social Care with their parents /carers, 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 an Assistant Team Manager at the Children's Services Area Team on this point.

7.13. Ofsted will be informed, within 14 days, of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

7.14. The LADO and DBS will also be contacted immediately in the event of a person leaving the school due to them being considered unsuitable for working with children.

## 8. Child Protection Procedures

8.1. 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. We are aware of the vulnerable position many of our children are in due to their mental health and backgrounds leading them to our setting.

8.2. 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 appendices 1 and 2.

8.3. Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

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

8.4.1. child missing from education (see para 21)

8.4.2. child missing from home or care

8.4.3. child sexual exploitation (CSE) (see para 14 and Appendix 3)

8.4.4. bullying including cyberbullying (see para 10)

8.4.5. domestic abuse (see para 13 and Appendix 5)

8.4.6. drugs

8.4.7. fabricated or induced illness

8.4.8. faith abuse

8.4.9. female genital mutilation (FGM) (see para 15 and Appendix 4)

8.4.10. forced marriage (see para 16)

8.4.11. gangs and youth violence

8.4.12. gender-based violence/violence against women and girls (VAWG)

8.4.13. mental health

8.4.14. private fostering

8.4.15. radicalisation (see para 12 and Appendix 6)

8.4.16. youth produced sexual imagery (sexting) (see para 24)

8.4.17. teenage relationship abuse (see para 24)

8.4.18. trafficking

8.4.19. peer on peer abuse (see para 24)

8.5. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and youth produced sexual imagery (sexting) put children in danger and that safeguarding issues can manifest themselves via peer-on-peer abuse.

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

8.7. If staff are concerned about a child's welfare:

8.7.1. If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on a Cause for Concern Form and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should also be recorded in writing on the aforementioned form.

8.7.2. There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, their attitude in lessons may change, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

8.7.3. Arun Court Setting recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It also may be due to a trivial upsetting incident before school such as spilling a drink or misplacing a toy. However, they may also indicate a child is being abused or is in need of safeguarding.

8.7.4. In these circumstances staff will try to give the child the opportunity to talk be it to the class teacher, during a coaching session or in a therapy session. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

8.7.5. Staff should use the Cause for Concern Form to record these early concerns and give the completed form to the DSL.

8.7.6. Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing. They are required to distinguish between fact, hearsay and opinion when recording. Furthermore, they need to ensure that opinions expressed are relevant to the situation, respectful, and appropriate in tone.

8.7.7. If the pupil does being to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

8.8. If a pupil discloses to a member of staff:

8.8.1. We recognise that it takes a lot of courage for a child to disclose they are being

abused. They may feel ashamed, guilty, anxious 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.

8.8.2. 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.

8.8.3. During their conversation with the pupil staff will;

8.8.3.1. Listen to what the child has to say and allow them to speak freely.

8.8.3.2. Remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener.

8.8.3.3. Reassure the child that it is not their fault and that they have done the right thing in telling someone.

8.8.3.4. Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk.

8.8.3.5. Take what the child is disclosing seriously.

8.8.3.6. Ask open questions and avoid asking leading questions. E.g., Can you tell me a little more about that?

8.8.3.7. Avoid jumping to conclusions, speculation or make accusations.

8.8.3.8. Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.

8.8.3.9. Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.

8.8.3.10. Ask children's view on what they would like to happen next before telling them the next steps.

8.8.4. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

8.8.5. The member of staff should write up their conversation as soon as possible on the Cause for Concern Form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL who records actions taken and decisions made in response to each concern.

8.8.6. Staff are aware that they should not take photographs of a child's injury, bruising or similar (e.g. following a disclosure of abuse) even if requested by children's social care; or make audio recordings of a child's disclosure. (Safer Recruitment Consortium May 2019)

### **8.9. Notifying Parents.**

8.9.1. The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

8.9.2. 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 social care.

8.9.3. Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.



8.9.4. See Appendix 10 for more information on GDPR and statutory guidance on information sharing.

## **8.10. Making a referral**

8.10.1. Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate in accordance with Surrey Safeguarding Children's Partnership.

8.10.2. If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

8.10.3. 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. See Appendix 10 for more information on GDPR and information sharing.

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

8.10.5. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

8.10.6. Where there is a radicalisation concern cases are referred to the Channel programme as required. Staff who make referrals to the Channel programme are supported.

8.10.7. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

## **8.11. Escalation**

8.11.1 Staff need to be aware of those times when concerns may look as though they are not progressing to an outcome or some form of action. This may be indicated by:

8.11.1.1 Difficulty in getting hold of a DSL

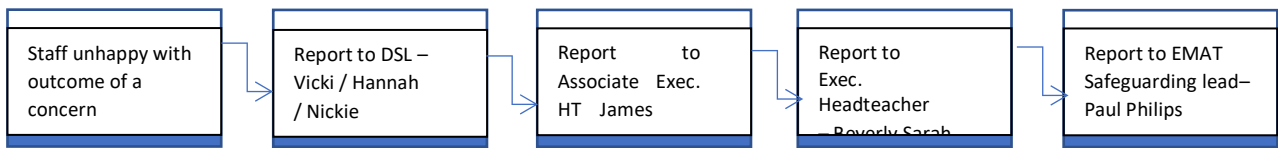
8.11.1.2 Staff not being satisfied about the decision of the DSL or Headteacher;

8.11.1.3 Staff aware that a colleague has not passed on a concern;

8.11.1.4 External agencies such as social care or the police not accepting a referral from Arun Court when it is felt one is needed;

8.11.1.5 Staff not aware of what has happened to their concern because of a lack of feedback.

8.11.2. It is important that staff do not close down a concern because they feel "stuck" or "they can't do anymore". It is important to escalate concerns to DSLs, Headteacher, Directors or other senior staff or if necessary, to the EMAT safeguarding lead Paul Philips.



8.11.3. If staff are unhappy with the response, they received from an external agency such as the Police or Social Care, they should escalate their concern to Ofsted.

## **8.12. Historical abuse**

8.12.1. Non recent abuse (also known as historical abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now over 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

8.12.2. Arun Court's response to allegations by a student of abuse experienced as a child are dealt with as high a standard as a response to current abuse because:

- There is a significant likelihood that a person who abused a child/ren in the past will have continued and may still be doing so;
- Criminal prosecution may be possible if sufficient evidence can be carefully collected.

8.12.3. When a student discloses childhood abuse, the staff member receiving the information should record the discussion in detail. The information should then be recorded on a cause for concern form and given to the DSL. If possible, he/she should establish if the adult has any knowledge of the alleged abuser's recent or current whereabouts and contact with children.

8.12.4. In view of the potential continuing risk the alleged abuser may pose to children, the staff member should make a referral promptly to the DSL who will then refer to children's social care, in line with Arun Court's Referral Procedure.

8.12.5 If the student who has disclosed is over 18 years of age they should be asked whether they want a police investigation and must be reassured that the police are able and willing to progress an investigation even for those adults who are vulnerable as a result of mental ill health or learning disabilities.

8.12.6. Inform the police at the earliest opportunity and establish if there is any information regarding the alleged abuser's current contact with children, irrespective of the wishes of the victim as to whether a police prosecution should take place.

## **8.13. Supporting Staff**

8.13.1. 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.

8.13.2. We will support such staff by providing an opportunity to talk through their concerns with the DSLs to seek further support as appropriate. Staff also attend supervision meetings where they have the opportunity to talk with a qualified therapist. See Supervision Policy

8.13.3. We will support peripatetic staff and those who work in 1:1 situations with children by providing information on safe practice, in section 3 of the Staff Code of Conduct. Staff are regularly reminded about leaving doors open, working in well-lit surroundings, being contactable, making sure a timetable of scheduled 1:1 session times and names is available / on display.

8.13.4. We support the understanding of the importance of professional boundaries between staff and students. We are aware that Arun Court's approach to learning differs from other educational settings and staff are fully informed of the conduct required regarding their

behaviour and relationships towards the students.

8.13.4. Guidance about sharing information can be found in the booklet “What to do if You are Worried a Child is being Abused” March 2009 and advice for practitioners, March 2015. <https://www.education.gov.uk/publications/standard/publicationdetail/page1/dfes-04320-2006>. See Appendix 10 for more information on GDPR and statutory guidance on information sharing.

#### **8.14. Supporting Children**

8.14.1 Staff should be able to respond appropriately to any: significant changes in children’s behaviour; deterioration in their general well-being; unexplained bruising, marks or signs of possible abuse; signs of neglect; comments children make which give cause for concern. We recognise that 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.

8.14.2. LACs (Looked After Children) present a particular level of need and risk. All staff receive training and have the skills knowledge and understanding to keep Looked After children safe. It is key that all staff are aware of the legal status and parental responsibility for these students. We have an appointed designated teacher to promote the education and welfare of these children (not a DSL) This role is trained via the NSPCC and Surrey LEA, and is able to access key information about the child in order to carry out their role effectively.

8.14.3. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. All new referrals go to the Surrey Safeguarding Children Partnership 0300 470 9100. The email is [partnership.team@surreycc.gov.uk](mailto:partnership.team@surreycc.gov.uk)

8.14.4. We accept that 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. In our particular circumstances, where children are already suffering with various degrees of mental illness, we recognise that the symptoms of child abuse may be masked and therefore we need to be even more vigilant than in a usual school setting.

#### **8.15.5. Our setting will support all pupils by:**

8.15.5.1. Encouraging self-esteem and self-assertiveness, positive body image and mental health awareness through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

8.15.5.2. Promoting a caring, safe and positive environment within the school. Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

8.15.5.3. Notifying Social Care as soon as there is a significant concern.

8.15.5.4. Providing continuing support to a pupil about whom there have been concerns who leaves the school, by ensuring that appropriate information is copied under confidential cover to the pupil’s new school and ensuring that the child’s school medical records are forwarded as a matter of priority.

8.15.5.5. We will also provide therapy programmes and therapy at the point of need as described in our prospectus.

8.15.5.6. In the event of there being a suspected case of abuse, the member of staff will discuss their observations, evidence or concerns with the DSL, and record these on the Cause for Concern Form.

## **8.16. Safeguarding implications for offsite visits.**

8.16.1. Arun Court has a risk assessment policy in place. This ensures that there is an assessment of risk prior to new activities; visits to new premises; on venues for trips; and when carrying out activities which we feel are 'higher risk'. See Risk Assessment Policy which is part of our Centre Safety Policies.

8.16.2. Arun Court has a Trips Policy and Travel by Car Policy to ensure the safety of our students while travelling to or being at off site activities. Staff are familiar with the policies and procedures.

8.16.3. Any safeguarding concerns on or after an off-site activity will be reported immediately to our DSL and a cause for concern form will be complete. If the concern is related to the offsite provider, it will also be reported to their DSL.

8.16.4. When staff or students are visiting another school or setting we will follow Arun Court's safeguarding procedures unless they interfere with the mental health, well-being or safety of our students at the setting.

8.16.5. As part of our life skills programme, work experience may be organised for students who are 16/17 years of age.

8.16.6. Arun Court considers the specific circumstances of the work experience, the nature of the supervision and frequency of the activity and whether any checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child on work experience will be:

- unsupervised themselves; and
- providing the teaching/training/instruction frequently (more than three days in a 30-day period, or overnight).

8.16.7. Arun Court requests a DBS check for staff supervising students of work experience.

8.16.8. The work experience provider should consider whether a DBS enhanced check should be requested for the young person over 16. DBS checks cannot be requested for children/young people under the age of 16.

## 9. Children who are particularly vulnerable

9.1. Arun Court Setting recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

9.2. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

9.3. In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

9.4. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

9.5. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

- 9.5.1. Disabled or have special educational needs
- 9.5.2. Young carers
- 9.5.3. Affected by parental substance misuse, domestic abuse or parental mental health needs
- 9.5.4. Asylum seekers
- 9.5.5. Living away from home
- 9.5.6. Vulnerable to being bullied or engaged in bullying
- 9.5.7. Already viewed as a 'problem'
- 9.5.8. Living in temporary accommodation
- 9.5.9. Live transient lifestyles
- 9.5.10. Living in chaotic and unsupportive home situations
- 9.5.11. Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- 9.5.12. At risk of sexual exploitation
- 9.5.13. Do not have English as a first language
- 9.5.14. At risk of female genital mutilation
- 9.5.15. At risk of forced marriage
- 9.5.16. At risk of being drawn into extremism
- 9.5.17. Mental health needs
- 9.5.18. Children who are homeless
- 9.5.19. Children who have family members in prison

9.6. Arun Court will ensure that there is a focus on the behaviour or changes in the behaviour of the child regardless of their SEN/disability. This will be tracked through daily diaries, time to talk sessions, and working in low ratios with children to adult support.

9.7. Children at Arun Court have a greater availability of guidance, mentoring and support through sessions with counsellors, thera art, mentoring conversations and therapies.



## 10. *Anti-Bullying/Cyberbullying/ online safety including virtual learning*

10.2. Our school policy on anti-bullying is set out in a separate document and acknowledges 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 bullying incidents, however as much of our work is dealing with the mental health issues caused by bullying in other settings, we recognise that have to be particularly vigilant as children who have suffered abuse may be more likely to go on to abuse themselves.

We will ensure that we have information and processes to raise awareness of online safety and cyber security.

Staff and pupils will be made aware of online safety issues and concerns, through training and the curriculum (*Citizenship, PSHCE, workshops from external providers*). This covers a range of online safety issues, including online fraud and scams, copycat websites, phishing e-mails, identity theft, cyberbullying/trolling, cyberstalking, online grooming, online radicalisation, offensive/illegal content, child sexual exploitation and young produced sexual imagery (sexting), social media.

Cyber security is a growing safeguarding concern and we recognise the need to have procedures to ensure networks, data and systems are protected against cyber threats and help keep staff and pupils safe, particularly when using remote learning platforms and remote teaching platforms / delivery styles. We will use the recommended national and local guidelines on staff and pupils who may need to work remotely.

We are working with the Surrey Constabulary Cybercrime Team and the regional cybercrime team to help identify, and provide support and diversionary services to, cyber gifted and talented pupils, who are identified as being vulnerable, or at risk of exploitation, in terms of committing cybercrime. We will be using the Cyber Choices Toolkit, 2020

We follow the Remote/Offsite Working- advice for schools issued June 2020 (LA Education Hub).

10.3. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

10.4. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will also consider implementing child protection procedures.

10.5. The subject of bullying is addressed at regular intervals in PHSE education.

## **11. Racist Incidents**

11.1. Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

## **12. Radicalisation and Extremism**

12.1. 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.

12.2. Extremism is defined as '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.

12.3. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline.

12.4. Arun Court School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

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

12.6. School staff receive training to help identify early signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.

12.7. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture.

12.8. EMAT, the Headteacher and the Designated Safeguarding Lead (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, antibullying policy and other issues specific to the school's profile, community and philosophy.

12.9. 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 should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101 and ask to speak to the Surrey Police Prevent Coordinator. The Department of Education has also set up a dedicated telephone helpline for staff and EMAT to raise concerns around Prevent (020 7340 7264).

12.10. The DSL has responsibility to make referrals to the Channel programme where there are concerns about radicalisation. Arun Court is committed to working in partnership with other agencies where there are concerns about radicalisation.

### 13. **Domestic Abuse**

13.1. Domestic abuse represents one quarter of all violent crime. 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.

13.2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

13.3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

13.4. 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 (See Appendix5).

### 14. **Child Sexual Exploitation (CSE)**

14.1. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

14.2. Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Arun Court School is aware there is a clear link between regular school absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

14.3. The DSL will use the Surrey Safeguarding Children's Board CSE Screening Tool (Appendix 8) on all occasions when there is a concern that a child is being or is at risk of being

sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

14.4. In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact Surrey MASH and email the completed CSE Screening Tool along with a Multi-Agency

Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

14.5. Arun Court School is aware that a child often is not able 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. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

14.6. Arun Court School includes the risks of sexual exploitation in the PHSE 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 CSE, including online, and knowing how and where to get help.

## 15. Female Genital Mutilation (FGM) (Honour based Violence)

15.1. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. A mandatory reporting duty requires teachers to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police.

The duty applies to all persons in Arun Court Setting who is employed or engaged to carry out 'teaching or therapy work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not transfer to the Designated Safeguarding Lead; however the DSL should be informed.

15.2. If a teacher 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 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

15.3. School staff are trained to be aware of risk indicators of FGM which are set out in Appendix 4. Concerns about FGM outside of the mandatory reporting duty should be reported as per Arun Court School's child protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

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

15.5. There are no circumstances in which a teacher or other member of staff should examine a girl.

15.6. Further information regarding FGM can be found on the following website: <http://forwarduk.org.uk/key-issues/fgm/>

## 16. **Breast Ironing.**

Breast ironing is when an adult uses heated objects, including stones and hammers, to flatten a girl's breasts and stop them from developing. It is typically carried out when the girls are aged between 11 and 15, as they enter puberty, and is often done by the victim's own family under the "misguided intention" of protecting her from rape and sexual harassment, according to the United Nations.

Although it is thought to have originated in West Africa staff should be aware that the practice happens across many cultural boundaries. There is no specific law in the UK around breast ironing, but as a practise it is seen as a form of abuse covered by other legislation. It could be as prevalent as FGM and the same procedures (above) should be followed.

### **17. Forced Marriage (Honour Based Violence)**

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.

17.1. Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

17.2. 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.

17.3. School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 200 7008 0151.

### **18. Honour-based Violence**

18.1. Honour based violence (HBV) including FGM and Forced Marriage 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.

18.2. Honour based violence might be committed against people who;

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

18.3. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

### **19. One Chance Rule**

19.1. 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.

19.2. Arun Court School are aware that if the victim is not offered support following disclosure that 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.

## **20. Private Fostering Arrangements**

20.1. A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. This person is not a blood relation. It applies to children under the age of 16 or 18 if the child is disabled. 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.

20.2. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

20.3. Arun Court school 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.

20.4. By law, a parent, private foster carer or other persons 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 Surrey Children's Social Care of the circumstances.

## **21. Looked After Children**

21.1. The most common reason for children becoming looked after is as a result of abuse and neglect. Arun Court school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

21.2. The DSL have details of the child's social worker and the name and contact details of the Surrey County Council's virtual school head for children in care.

## **22. Children Missing Education**

22.1. Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

22.2. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities and Surrey County Council Safeguarding Children Missing Education Policy 201714.

22.3. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

22.4. All students have three contact numbers. If there is an unexplained absence all three numbers will be called in order to make contact. If contact cannot be made after



24 hours, two members of staff will be sent to the student's home. If there is no answer, a calling card will be left and the police will be contacted if concerned.

## 23. **Online Safety**

23.1. Our pupils increasingly use electronic equipment on a daily basis to access the internet, share and view content and images via social media sites such as Facebook, Twitter, Instagram, Snapchat and oovoo and for online gaming.

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 extremist or 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

23.2. Pupils and parents sign a technology agreement at the beginning of each academic year. This states that students can only use technology such as phones, iPads, consoles and other gaming devices in full view of an adult.

23.3. Pupils who have access to their phones at break time must logon to the school's network and are supervised at all times. As we are a small setting, this is easier to monitor.

23.4. Pupils are taught about online safety throughout the curriculum, and the curriculum is altered, in response to advice from the NSPCC and changes in government legislation.

## 24. **Peer on Peer Abuse**

24.1. 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. Arun Court School recognise that children can abuse their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below.

23.1.1. Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.

23.1.2. Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

23.1.3. Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others (For more information, please see Appendix 2).

23.1.4. Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.

24.2. The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

24.3. 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).

24.4. Arun Court Setting aims to reduce the likelihood of peer on peer abuse through;

- 23.4.1. the established ethos of mutual respect;
- 23.4.2. high expectations of behaviour;
- 23.4.3. clear consequences for unacceptable behaviour such as termination of placement;
- 23.4.4. providing a developmentally appropriate PSHE and Sex and Relationships curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;



- 23.4.5. systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- 23.4.6. robust risk assessments and providing targeted therapy for pupils identified as being a potential risk to other pupils and those identified as being at risk.

24.5. Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Arun Court School 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.

24.6. Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using Arun Court School's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL, advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

24.7. Working with external agencies the school will respond to the 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.

## 25. *Youth produced sexual imagery (sexting)*

25.1. 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.

25.2. Youth produced sexual imagery refers to both images and videos where;

- 24.2.1. A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- 24.2.2. A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- 24.2.3. A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

25.3. All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

25.4. 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 should be responded to accordingly.

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

25.6. 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 there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

25.7. Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- 24.7.1. The incident involves an adult;
- 24.7.2. 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);
- 24.7.3. What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- 24.7.4. The imagery involves sexual acts;
- 24.7.5. The imagery involves anyone aged 12 or under;
- 24.7.6. 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.

25.8. 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 Children's Social Care or the police.

25.9. In applying judgement the DSL will consider if;

- 24.9.1. there is a significant age difference between the sender/receiver;
- 24.9.2. there is any coercion or encouragement beyond the sender/receiver;
- 24.9.3. the imagery was shared and received with the knowledge of the child in the imagery;
- 24.9.4. the child is more vulnerable than usual i.e. at risk;
- 24.9.5. there is a significant impact on the children involved;
- 24.9.6. the image is of a severe or extreme nature;
- 24.9.7. the child involved understands consent;
- 24.9.8. the situation is isolated or if the image been more widely distributed;
- 24.9.9. there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- 24.9.10. the children have been involved in incidents relating to youth produced imagery before.

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

25.11. 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.

## 26. Homelessness

26.1. Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

26.2. Staff at Arun Court are aware of indicators that a family may be at risk of homelessness which include:

- household debt

- rent arrears
- domestic abuse
- anti-social behaviour
- the family being asked to leave a property

26.3. Referrals by the DSL to the Local Housing Authority will not replace a referral into children's social care where a child has been harmed or is at risk of harm.

26.4. The DSL will ensure appropriate referrals are made based on the child's circumstances.

## 27. Upskirting

27.1. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

27.2. Staff at Arun Court are aware that upskirting is a criminal offence and therefore any reports of offences against students or teachers will be reported immediately.

## 28. Hazing

28.1. Hazing or initiation ceremonies refers to the practice of challenges, rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

28.2. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rites can range from somewhat innocent pranks, to extended patterns of behaviour that rise to the level of abuse or criminal misconduct.

28.3. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault.

28.4. Staff at Arun Court are aware of the vulnerability of our students and are alert to such behaviour and act in line with the child protection and behaviour policies.

## 29. Serious Crime

29.1. Staff at Arun Court are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime.

29.2. These indicators may include:

28.2.1. Increased absence from school,

28.2.2. A change in friendships or relationships with older individuals or groups

28.2.3. A significant decline in performance

28.2.4. Signs of self-harm

28.2.5. Significant change in well-being

28.2.6. Signs of assault or unexplained injuries

28.2.7. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs

29.3. Staff at Arun Court are aware of the associated risks and understand the measures



in place to manage these. Staff will follow procedures set out in this document.

## 30. Children and the court system

- 30.1. Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.
- 30.2. Arun Court will support any child who finds themselves in this situation by offering individual and family therapies to the child.
- 30.3. Arun Court will use the online child arrangements information tool on dispute resolution if a child is involved in family court following a separation.

## 31. Children with family members in prison

- 31.1. At registration, Arun Court is made aware of any family history that would include a parent in prison. Children of said parents are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.
- 31.2. The DSL will contact support professionals working with offenders and their children, to help mitigate negative consequences for those children if required at the setting.
- 31.3. Arun Court staff will also implement in house therapies to support said children as the mental health of the child is our primary concern.

## 32. Child criminal exploitation: county lines

- 31.1 County lines criminal activity is when drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.
- 31.2. County lines exploitation can:
  - 31.2.1. Affect any child or young person (male or female) under the age of 18 years
  - 31.2.2. Still be exploitation even if the activity appears consensual
  - 31.2.3. Involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
  - 31.2.4. Be perpetrated by individuals or groups, males or females, and young people or adults and uses a power imbalance in favour of those perpetrating the exploitation.
- 31.3. Staff at Arun Court are aware that the power imbalance can be due to a range of factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.
- 31.4. Staff at Arun Court are aware of the vulnerability of the children we work with and will identify and report potential involvement in county lines exploitation to the DSL who will follow our reporting procedure.

### **32. Allegations against staff -Dealing with allegations against staff and volunteers who work with children**

32.1 The School will adhere to the procedures set out under 'Allegations Made Against Professionals' (Allegations of Abuse by Teachers and other Staff), this document can be found on the Local Safeguarding Children's Partnership website.

32.2 If a member of Staff has concerns about another member of Staff, Volunteer, Carer, Student, Supply and Agency Staff, then this will be referred to the Head Teacher. Where there are concerns about the Head Teacher this will be referred to the Chair of Governors (EMAT).

32.3 We will ensure that the allegations threshold is considered, where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers has:

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

32.4 This may also mean a referral to the Police. A referral to the Police will also apply to:

- Regardless of whether the school or college is where the alleged abuse took place.
  - Allegations against a Teacher who is no longer teaching
  - Historical Allegations of Abuse should also be referred to the Police.
- In our considerations where it is felt it meets the criteria, or you require advice, we will make a referral in every case to the Local Authority Designated Lead (LADO).

32.5 All school staff (and any volunteers supporting school staff) should 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.

32.6 All Staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.

32.7 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction.

32.8 All staff are aware that it is an offence under section 16 of The Sexual Offences Act 2003, which provides that it is an offence for a person aged 18 or over (e.g. teacher, youth worker) to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. All staff understand that a situation where a person is in a position of trust could arise where the child is in full time education and the person looks after children under 18 in the same establishment as the child, even if he/she does not teach the child.

32.9 We understand that a pupil may make an allegation against a member of

staff or staff may have concerns about another staff member.

32.10 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher or Senior Teacher on duty. Arun Court follows their Allegations of abuse against staff policy.

32.11 Within one working day, the Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) team, who is the Local Education Officer (LEO) for maintained schools, or the Local Authority Designated Officer (LADO) AM (Allegations Manager) for independent schools and other local authority education services.

32.12 If the allegation made to a member of staff concerns the Headteacher the person receiving the allegation will immediately inform the Chair of the External Advisory and Moderation without notifying the Headteacher first who will then discuss with the LADO.

32.13 The school will follow the Surrey Safeguarding Children's Partnerships procedures for managing allegations against staff, procedures set out in Keeping Children Safe in Education 2019 and the school's Managing Allegations policy and procedures.

32.14 Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.

32.15 Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO and Company Lawyer in making this decision.

32.16 In the event of an allegation against the Headteacher or DSL, the decision to suspend will be made by the Chair with advice as in above.

32.17 Allegations regarding the proprietor of an independent school will be referred to the Local Authority Designated Officer [Independent Schools only]

32.18 Staff, parents and EMAT are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social mediasites.

32.14 Record keeping

32.14.1. Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive investigation 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 personnel file of the accused, and a copy provided to the person concerned.

32.12.2. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

32.14.3. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

32.14.4. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention.

### **33 Concerns about a breach or potential breach of professional boundaries**

33.5 Concerns about a breach or potential breach of professional boundaries by a member of staff or an external agency must be shared with the DSL. This should happen regardless of whether the breach of professional boundaries was due to initial intentions being well meaning. A breach of the Professional Boundaries may place a child/young person at risk of harm and Arun Court has a duty to act upon concerns to safeguard children and families.

33.6 Where the staff member feels unable to report the concern/s to the DSL, they should refer them to a senior teacher or the Headteacher. If the staff member considers the breach of professional boundaries not to have been dealt with appropriately, they should report via the use of the *Whistleblowing Procedure*.

33.7 All potential breaches of professional boundaries should be taken seriously. The breach may not be a single event but a series of events and interactions, which together cause the individual to cross the boundary between what would be considered a professional relationship to a non- professional relationship.

33.8 Staff must be supported to address any concern about a breach of professional boundaries without the automatic risk of disciplinary proceedings. However, staff should be made aware of all possible consequences depending on the severity and nature of the breach including possible disciplinary action; dismissal; referral to Regulatory bodies, relevant Local Authorities, Disclosure and Barring Service, Disclosure Scotland and/or the police as appropriate.

33.9 All breaches of professional boundaries are to be recorded on individual staff files including any outcome of action taken. In cases where there is found to be 'no case to answer' the outcome should still be recorded.

33.10 If concerns arise regarding a colleague from another organisation consult with the DSL to consider how these matters are appropriately raised in a timely manner.

### **34 Whistle-blowing**

34.5 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

34.6 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.

34.7 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

34.8 Whistle-blowing re the Headteacher or DSL should be made to the Chair of the EMAT whose contact details are readily available to staff in the Staff Handbook. Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

### **35 Physical Intervention**

35.5 Our policy on physical intervention by staff (Restraint Policy) is set out separately, and acknowledges 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 minimal force necessary to prevent injury to another person.

35.6 Such events should be recorded and signed by a witness.

35.7 There will be no corporal punishment at Arun Court School

35.8 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.

35.9 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance, in the Staff Code.

35.10 We focus on deescalating the incident or situation so reasonable force or physical intervention is not used.

### **36 Mental Health**

36.5 Mental illness and suicidal thoughts can affect anyone, of any age, of any background, at any time. Like with physical illnesses, people don't choose to have a mental health problem. And they need the appropriate care to get better.

36.6 Mental illness and suicidal thoughts are common issues for young people. At Arun Court School, we use a suicide assessment tool to ascertain how at risk students we are concerned about are, allowing us to act appropriately to safeguard the students in question.

36.7 It can be difficult to know if a child is suffering as they often keep it to themselves however it is important to spot the signs and know how to support them.

36.8 Arun Court Setting has a health first approach - we accept a full range of students who may or may not have a diagnosis. Our focus is on anxiety reduction leading to academic and personal success. This includes the following vulnerable students:

- 36.4.1. Students who lack confidence and may have had bad experiences at school, including home educated students
- 36.4.2. Students who refuse to attend school due to anxiety
- 36.4.3. Students who are academically able but socially anxious
- 36.4.4. Students who have OCD
- 36.4.5. Students who have eating disorders
- 36.4.6. Students who have depression
- 36.4.7. Students who have been known to self harm
- 36.4.8. Students who are in crisis
- 36.4.9. Students who have been bullied
- 36.4.10. Students who have trauma-induced anxiety
- 36.4.11. Students with anxiety induced Tourette's
- 36.4.12. Students who have anxiety induced sensory processing needs or those who require such a high level of sensory processing that they can't be catered for in a school
- 36.4.13 Students with rarer diagnosis types, which can also be affected by high anxiety - we have worked with Williams syndrome, Turners Syndrome, Prader-Willi, Mosaic Down Syndrome
- 36.4.14 Students suffering with psychosis (we regularly work with children as young as 9 through to adult)

36.9 Arun Court Setting, in conjunction with outside professionals offer a restoration approach for students with high anxiety, trauma and other mental health needs.

36.10 A clinical psychologist is available for scheduled meetings for students to talk to.

36.11 Qualified therapists are available on an ad hoc basis for students who require help and support to deal with a difficult or distressing situation.

36.12 Mental ill health may contribute to the risk of making an individual susceptible to adverse influences and exploitation. At Arun Court School, we are aware that timely access to mental health treatment might reduce the overall risk.

36.13 Arun Court School understand their responsibility to identify and address the unmet mental health needs of vulnerable children, who may not otherwise have come into contact with mental health services.

36.14 Any concerns that a child is at risk due to a mental health reason should be passed without delay to the DSL who will follow child protection procedures.

### **37 Contextual Safeguarding**

37.5 At Arun Court, we believe it is important to safeguard the child both at the setting and in their wider world. We take into consideration the larger picture that surrounds the child and their family.

37.6 We do this by:

- Weekly catch up phone calls with parent
- Daily diaries which inform the parent of how their child's day has been. These also act as communication between parents and staff by being returned with notes the following day.
- Regular phone calls with vulnerable parents.
- Regular contact with social workers of vulnerable parents
- Meet and greet parents at the door
- Parent groups set up
- Excellent relationships with the parent. By supporting the parent we are also support the child in the best way possible.
- Family support meetings
- Home visits
- Two meetings each half term with staff members to discuss safeguarding of the students.
- Plans around the family (PAF) – If social services are not involved with a vulnerable child, we take on the role and support the student and family in any way that we can.

### **38 Student involvement/Teaching Safeguarding**

38.5 Arun Court is committed to involving the children in safeguarding themselves and others. Two student safeguarding representatives are appointed each academic year. These representatives are responsible for promoting and helping their peers become aware of safeguarding and taking suggestions and giving the students a 'voice'. Ideas will be shared during some of the morning assemblies.

38.6 Safeguarding is taught as part of our bespoke Relationships and Sex Education programme. See RSE policy.

### **39 Safeguarding and premises – creating a safe environment**

We will ensure that all Staff are competent to carry out their responsibilities for Safeguarding in promoting the welfare of children by creating an environment and an ethos whereby all Staff including volunteers feel able to raise concerns, along with being supported in their Safeguarding role.

- We will endeavour to create a culture of listening to children, taking account of their wishes, feelings and voices both in individual decisions and in the School's development (use of a Schools counsel or similar).



- That the building; including its surroundings, are safe and one where children can feel safe.
- Where 'extended school' activities are provided by and managed by the setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures, insurance and staff suitability. When our children attend offsite activities, we will check that effective child protection arrangements are in place. We will use risk assessment and risk management models to assist us to do this.
- That parents/carers know about our principles in Safeguarding, who along with the local community are made familiar with including making public on our website and are able to participate in any policy, procedure or initiatives which contributes to the safety of the children in that local community.
- That we have clear protocols on reception for visitors and contractors with procedures in place to ensure the appropriate questions are asked and checks made in line with KCSIE and Derbyshire County Council requirements regarding the Single Central Record. *(a School can cross reference/refer to any relevant policy, event, activity here they may have developed involving children in their School)*
- We recognise the host families, homestays/exchange visits abroad and the need to provide safe provision and exchanges. We have a system in place, ensuring the suitability of adults in families when arranging hosting and exchanges;
- We recognise that where our school places a pupil/student we are responsible for the safeguarding of that pupil/student and will check and review those arrangements to reassure ourselves of those safeguarding arrangements and that of the health, safety & wellbeing of that pupil/student. We will obtain written confirmation from the provider that checks have been carried out on individuals working in any such arrangement;

### **39 Monitoring and Evaluation**

39.5 Our child protection Policy and Procedures will be monitored and evaluated by:

- LEA visits to the school – NSPCC - SLT 'drops ins' and discussions with children and staff - Pupil surveys and questionnaires
- Scrutiny of Attendance data - Scrutiny of range of risk assessments - Scrutiny of minutes - Logs of bullying/racist/behaviour incidents

## Appendix 1

### Recognising signs of child abuse

Categories of Abuse:

- 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 and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### 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 designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- 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**

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:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
  - 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
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **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 splashmarks)

- Old scars indicating previous burns/scalds which did not have appropriate treatment or

adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

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
- There is an unexplained fracture in the first year of life

### **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
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### **Recognising Signs of Sexual Abuse**

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/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
- Involvement in prostitution or indiscriminate choice of sexual partners
- 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
- 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 Neglect**

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Appendix 2

### Sexual Abuse by Young People

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 and young people 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.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people 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 included 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 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 and young people, the above information should be used only as a guide. Further information and advice to assist in identifying and responding appropriately to sexual behaviour is available from the Brook Sexual Behaviours Traffic Light Tool. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

### Child Sexual Exploitation

Staff should refer to Part A of 'Child Sexual Exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation' (2017) for comprehensive guidance on Child Sexual Exploitation.

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

Signs include:

- 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.



## Appendix 4

### 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. FGM is Honour Based Violence.

#### What is FGM?

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

#### 4 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:

- FGM 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.

#### 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' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- 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

**The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action without delay and make a referral to children's services.

## 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.

#### What should I do if I suspect a family is affected by domestic abuse?

To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483

776822 North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne -

01932 260690 South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392

### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- Seek to provoke others to terrorist acts;
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## Appendix 7

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

## Appendix 8 - CSE Screening Tool Guidance

SSCB has developed a CSE screening tool which all professional groups will use when they have concerns or suspect CSE. Following referral a CSE risk assessment, using the Surrey Children's Services tool, may then be undertaken by a Social Worker.

This form which should be downloaded from Surrey Safeguarding Children Board allows you to explore some of the vulnerabilities and indicators present in a child or young person that you know might be at risk of or experiencing sexual exploitation. It is intended to help you think about what the risk might be to the young person and about what to do with the information you have.

If you suspect anyone is in immediate danger, call the Police on 999. If a child/young person is at risk of significant harm, including from CSE, refer immediately to Surrey Children's Service.

### How to use the CSE Screening Tool

If any of the significant incidents identified are a concern, tick all the options that apply and make an immediate referral to Children Services Referral Assessment or Intervention Service (RAIS) or direct to Police in an Emergency. Please ensure that you complete all sections of the screening tool and that you include your contact details and date the form.

**Analysis** - This form is a guide to professionals and there is no set number of criteria that need to be met.

Professionals are encouraged to reflect upon the indicators and vulnerabilities and exercise their own professional judgement based upon the presenting concerns and your knowledge of the child. The risk indicators ticked should be considered collectively to assist in determining whether the concern is a low, medium or high risk.

**Next Steps** - Once the screening tool has been fully completed and the concern level identified against the descriptors in the section entitled 'Outcome of analysis' the following steps should be taken.

**Not considered to be a concern:** Individual agencies should keep a copy on their files and advise the organisations safeguarding lead that a screening tool has been completed.

**In all cases** if the screening tool identifies the following

**Green / Low Level of Concern**

**Amber / Medium Level of**

**Concern Red / High Level of**

**Concern**

Contact the local RAIS team to discuss the concern and email the completed CSE Screening Tool with a completed Multiagency Referral Form (MARF) to:

North East Referral Hub: 0300 123 1610 (Spelthorne, Elmbridge, Epsom &

Ewell) North West Referral Hub: 0300 123 1630 (Runnymede, Woking,

Surrey Heath)

South East Referral Hub: 0300 123 1620 (Mole Valley, Reigate & Banstead,

Tandridge) South West Referral Hub: 0300 123 1640 (Guildford, Waverley)

Emergency Duty Team (out of hours only): 01483517898



## What to do if you have concerns about a child? MASH is now C-SPA

### **Tell the Designated Safeguarding Leaders:**

**Vicki Williams / Hannah Ebling**

### **Or a Deputy:**

**Nickie Voice**

**They are likely to not give you details as these matters are 'need to know' however they will be able to inform you of their basic actions.**

**If you still have concerns or you feel they have not been dealt with properly it is imperative that you contact C-SPA yourself as a concerned private individual.**

The Children's Single Point of Access is the umbrella term used to describe the front door to Surrey County Council services for children. Parents, carers and practitioners can phone in to access support, information and advice for families and those who work with children in Surrey.

Your contact will be answered by the Children's Request for Support Team. They may be able to answer your query directly, or when a response is required from a specific team they will send the service request to the appropriate team to respond to you.

Requests for support up to Level 3 of Effective Family Resilience will be directed to the Early Help Hub. Families meeting the threshold for Level 4 of Effective Family Resilience will be sent straight to the Quadrant Assessment Teams (Children's Social Care).

If you are concerned about the safety of a child or young person you contact the Surrey Children's Single Point of Access (SPA), which has replaced the MASH service.

### **Who to contact:**

#### **Telephone**

0300 470 9100

01483 517898 (out of hours hosted by the emergency duty team)

#### **E-mail**

[cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk)

#### **Website**

<https://www.surreycc.gov.uk/.../contact-childrens-services>

**Recording Form for Safeguarding Concerns**

ARUN COURT SCHOOL

Staff, volunteers and regular visitors are required to complete this form and pass it to the Designated Safeguarding Team.

| Full name of child | Date of Birth | Class/Tutor/Form group | Your name and position in school |
|--------------------|---------------|------------------------|----------------------------------|
|                    |               |                        |                                  |

**Nature of concern/disclosure**

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Time & date of incident:

Who are you passing this information to?

Name:

Position:

**[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]  
[Make it clear if you have a raised a concern about a similar issue previously]**

**Your signature:**

**Time form completed:**

**Date:**

Enter your school name/logo here

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance  
Lead

Police

Just One  
Norfolk

CADS

PSA

Family Support

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to...?

Pastoral team

Teacher

Child

Person who recorded disclosure

Further Action Agreed:

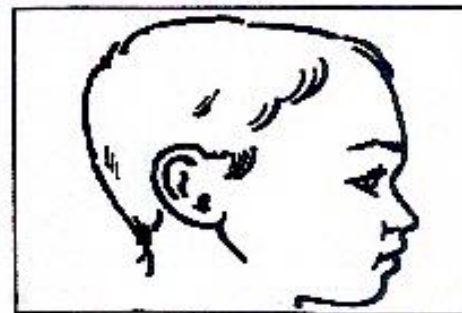
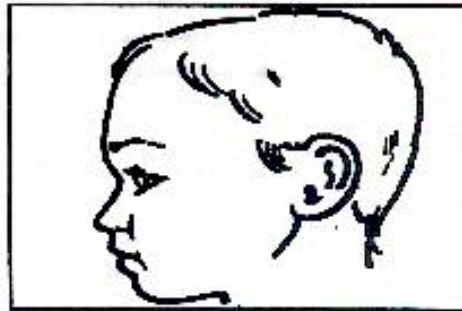
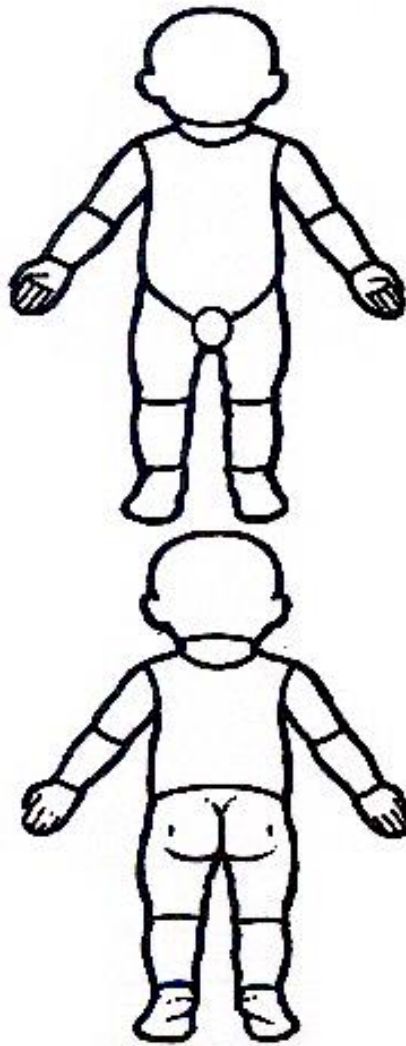
*e.g. School to instigate a Family Support Process, assessment by Children's Services*

Full name:

DSL Signature:

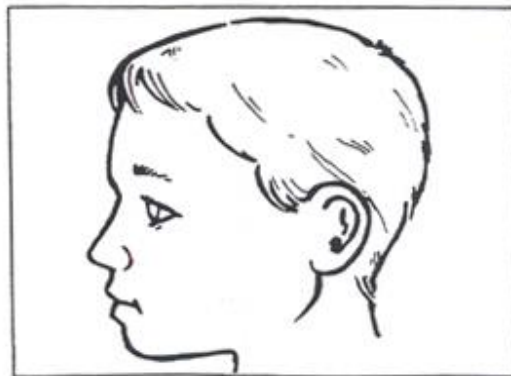
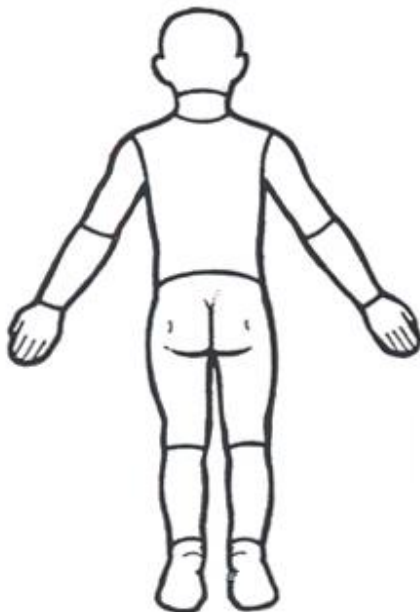
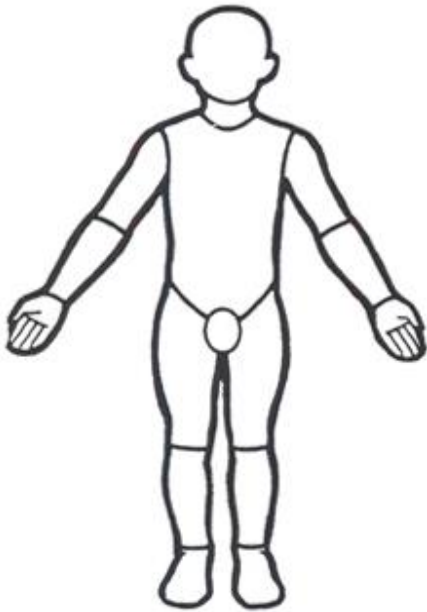
Date:

Young Child



Indicate clearly where the injury was seen and attach this to the Recording Form

**Older Child**



**Indicate clearly where the injury was seen and attach this to the Recording Form**

### Myth-busting guide to information sharing

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children. Below are common myths that may hinder effective information sharing.

#### **Data protection legislation is a barrier to sharing information**

No – the Data Protection Act 2018 and GDPR do not prohibit the collection and sharing of personal information, but rather provide a framework to ensure that personal information is shared appropriately. In particular, the Data Protection Act 2018 balances the rights of the information subject (the individual whom the information is about) and the possible need to share information about them.

#### **Consent is always needed to share personal information**

No – you do not necessarily need consent to share personal information. Wherever possible, you should seek consent and be open and honest with the individual from the outset as to why, what, how and with whom, their information will be shared. You should seek consent where an individual may not expect their information to be passed on. When you gain consent to share information, it must be explicit, and freely given. There may be some circumstances where it is not appropriate to seek consent, because the individual cannot give consent, or it is not reasonable to obtain consent, or because to gain consent would put a child's or young person's safety at risk.

#### **Personal information collected by one organisation/agency cannot be disclosed to another**

No – this is not the case, unless the information is to be used for a purpose incompatible with the purpose for which it was originally collected. In the case of children in need, or children at risk of significant harm, it is difficult to foresee circumstances where information law would be a barrier to sharing personal information with other practitioners.

#### **The common law duty of confidence and the Human Rights Act 1998 prevent the sharing of personal information**

No – this is not the case. In addition to the Data Protection Act 2018 and GDPR, practitioners need to balance the common law duty of confidence and the Human Rights Act 1998 against the effect on individuals or others of not sharing the information.

#### **IT Systems are often a barrier to effective information sharing**

No – IT systems, such as the Child Protection Information Sharing project (CP-IS), can be useful for information sharing. IT systems are most valuable when practitioners use the shared data to make more informed decisions about how to support and safeguard a child.

## Appendix 11 - The principles

The principles set out below are intended to help practitioners working with children, young people, parents and carers share information between organisations. Practitioners should use their judgement when making decisions about what information to share, and should follow organisation procedures or consult with their manager if in doubt.

The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

### **Necessary and proportionate**

When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the impact of disclosing information on the information subject and any third parties. Information must be proportionate to the need and level of risk.

### **Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

### **Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

### **Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

### **Timely**

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

### **Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

### **Record**

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this

decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

**Appendix 12 – Record of sharing information**

|   |   |
|---|---|
| <b>Pupil's Name:</b>                                      | <b>Date of Birth:<br/>Tutor/form<br/>group:</b>                             |
| <b>Date and Time of Incident:</b>                         | <b>Date and Time of receipt of information: Via letter / telephone etc.</b> |
| <b>Name of caller/provider of information:</b>            |   |
| <b>Name of recipient(s) of information:</b>               |   |
| <b>Contact details (telephone number/address/e- mail)</b> |   |
| <b>Relationship to the child/family:</b>                  |   |
| <b>Information received:</b>                              |   |
|   |   |
| <b>Actions/Recommendations:</b>                           |   |
|   |   |
| <b>Decision made:</b>                                     |   |
|   |   |
| <b>Name:</b>  |   |
| <b>Signature:</b>   |   |
| <b>Date and time completed:</b>                           |   |
| <b>Counter Signed by Designated Safeguarding Lead</b>     |   |



|                       |  |
|-----------------------|--|
| <b>Name:</b>          |  |
| <b>Date and time:</b> |  |

### Appendix 13. Types of Child Abuse

- **Physical Abuse** - may involve hitting, shaking, throwing, poisoning, burning/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.
- **Emotional Abuse** - is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** and child sexual abuse within the family (CSIF) involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or 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.
- **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. It may include a failure to:
  - Provide adequate food, clothing and shelter.
  - Protect a child from physical and emotional harm or danger.
  - Ensure adequate supervision (including the use of inadequate care-givers); or
  - Ensure access to appropriate medical care or treatment.
  - Respond to a child's basic emotional needs

- **Bullying** and forms of bullying on and off line including prejudice based and Cyber Bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse [cross reference /refer to School Bullying Policy and similar other policies].

## Appendix 14 - Staff Support Fact Sheet

### Making a referral & Children's Services structure of response

#### Essential information to include when making a referral:

- Full names and dates of birth for the child and other members of the family.
- Address and daytime phone numbers for the parents, including mobile.
- The child's address and phone number.
- Whereabouts of the child (and siblings).
- Child and family's ethnic origin.
- Child and family's main language.
- Actions taken and people contacted.
- Special needs of the child, including need for an accredited interpreter, accredited sign language interpreter or other language support.
- A clear indication of the family's knowledge of the referral and whether they have consented to the sharing of confidential information;
- The details of the person making the referral.

#### Other information that may be essential:

- Addresses of wider family members;
- Previous addresses of the family;
- Schools and nurseries attended by the child and others in the household;
- Name, address & phone number of GP/Midwife/Health Visitor/School Nurse;
- Hospital ward/consultant/Named nurse and dates of admission/discharge;
- Details of other children who may be in contact with the alleged abuser;
- Details of other practitioners involved with the family;
- Child's legal status and anyone not already mentioned who has parental responsibility;

- History of previous concerns and any previous or current early help assessments completed;
- Any other information that is likely to impact on the undertaking of an assessment or Section 47 Enquiry.
- Any other information that may put a worker at risk eg- dogs, weapons.

### **Level 1 - Universal Open Access to Provision**

Unborn babies, children and young people who make good overall progress in most areas of development and receive appropriate universal services, such as health care and education. They may also use leisure and play facilities, housing or voluntary services.

### **Level 2 - Emerging Needs**

Unborn babies, children and young people whose needs require some extra co-ordinated support from more than one agency. These services should work together to agree what extra help may be needed to support a child or young person at an early stage. There is no need for intensive or specialist services.

### **Level 3 - Intensive**

Vulnerable unborn babies, children and young people and those who have a disability. Children and young people whose needs are more complex. This refers to the range, depth or significance of the needs. A number of these indicators would need to be present to indicate need at a level 3 criteria.

More than one service is likely to become involved. It is expected that the updated early help assessment will provide clear analysis and rationale for both the family and other services that Level 3 Intensive threshold has now been met.

If it was considered that the team around the family (TAF) plan had not met the child or family's emerging needs and that threshold for Level 3 intervention was met, consideration would be given to the role of intensive services being offered through children's services early help team or the completion of a single assessment by a qualified social worker.

### **Level 4 - Specialist**

Unborn babies, babies, children, young people and families whose needs are complex and enduring and cross many domains. More than one service is normally involved, with all professionals involved on a statutory basis with qualified social workers as the professional leads. It is usually local authority children's social care who act as the lead agency.

#### **Confidentiality**

The safety and welfare of the child overrides all other considerations, including the following:

- Confidentiality;

- The gathering of evidence;
- Commitment or loyalty to relatives, friends or colleagues.

The overriding consideration must be the protection of the child - for this reason, absolute confidentiality cannot and should not be promised to anyone.

### **Listening to the Child**

If the child makes an allegation or discloses information which raises concern about Significant Harm, the initial response should be limited to listening carefully to what the child says so as to:

- Clarify the concerns;
- Offer reassurance about how s/he will be kept safe;
- Explain that the information will be passed to Children's Social Care and/or the Police.

If a child is freely recalling events, the response should be to listen, rather than stop the child; however, it is important that the child should not be asked to repeat the information to a colleague or asked to write the information down.

If the child has an injury but no explanation is volunteered, it is acceptable to enquire how the injury was sustained. A body map diagram may be used but it is not acceptable to take photographs.

However, the child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality. Such well-intentioned actions could prejudice police investigations, especially in cases of Sexual Abuse.

A record of all conversations, (including the timings, the setting, those present, as well as what was said by all parties) and actions must be kept.

No enquiries or investigations may be initiated without the authority of the Children's Social Care or the Police.

If the child can understand the significance and consequences of making a referral, he/she should be asked her/his views by the referring practitioner.

Whilst the child's views should be considered, it remains the responsibility of the practitioner to take whatever action is required to ensure the safety of that child and any other children.

### **Parental Consultation**

Practitioners should, in general, discuss concerns with the family and, where possible inform them that they are making a referral unless this may, either by delay or the behavioural response it prompts or for any other reason, place the child at increased risk of Significant Harm.

Situations where it **would not** be appropriate to inform family members prior to referral include where:

- Discussion would put a child at risk of Significant Harm;
- There is evidence to suggest that involving the parents / caregivers would impede the police investigation and / or Children and Families Services enquiry;
- Where there are concerns that a child may have been conceived as a result of an incestuous relationship or intra-familial sexual abuse;
- Complex (multiple or organised) abuse is suspected;
- Fabricated or induced illness is suspected;
- To contact parents / caregivers would place you or others at risk;
- Discussion would place one parent at risk of harm, for example. in cases of domestic abuse;
- It is not possible to contact parents / caregivers without causing undue delay in making the referral;
- Where there are concerns about a possible forced marriage or honour based violence;
- An allegation is made that a child under 13 has been involved in penetrative sex or other intimate sexual activity;

Given the responsibility that parents have for the conduct and welfare of their children, professionals should encourage the young person, at all points, to share information with their parents where ever safe to do so.

