

Child Care document C-51

Child Protection & Safeguarding Policy & Procedures

This policy is available on request to parental responsibility holders; carers; and any relevant stakeholders. It is also available on the Arnfield Care website.
This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Contact information for Designated Safeguarding Leads:

Company Head Designated Safeguarding Lead	
Responsible Individual	07966 327 165 responsibleindividual@arnfieldcare.co.uk
Company Deputy Designated Safeguarding Lead	
Head of Care	01457 860 200 headofcare@arnfieldcare.co.uk
Other Designated Safeguarding Leads	
Registered Manager Greenfield House	01457 891 422 ghmanager@arnfieldcare.co.uk
Registered Manager Arnfield Tower Activity Centre	01457 260 200 atacmanager@arnfieldcare.co.uk
Registered Manager Moorfield Barn	01457 778 206 mbmanager@arnfieldcare.co.uk
Head of Outdoor Education Arnfield Independent School	01457 860 200 outdooredmanager@arnfieldcare.co.uk
Head Teacher Arnfield Independent School	01457 860 200 headteacher@arnfieldcare.co.uk

cypsafeguarding@derby.gov.uk

General statement of child protection and safeguarding policy

This document refers to all children and young people who live in children's homes owned by Arnfield Care Limited ('the Company'), as well as to those who attend Arnfield Independent School.

As a provider of both residential care and education, the Company recognises its statutory responsibility¹ to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and so the Company adopts an organisational approach whereby all staff and stakeholders are seen as an important part of our safeguarding system and all of our policies are underpinned by our commitment to protect and safeguard children under our care in accordance with current legislation and statutory guidance as well as the multi-

¹ This policy has been devised in accordance with the Department of Education's statutory guidance [Keeping Children Safe in Education](#), [Working Together to Safeguard Children](#), as well as the [Children's Homes \(England\) Regulations 2015 and the Quality Standards](#); the [Children Act 1989](#) and [Children Act 2004](#); Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#); Section 5B(11) of the [Female Genital Mutilation Act 2003](#), as inserted by section 74 of the [Serious Crime Act 2015](#); [Statutory guidance on FGM](#); and Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#); [Statutory guidance on the Prevent duty](#) and the [Counter-Terrorism and Security Act 2015](#).

agency procedures put into place by the [Derby and Derbyshire Safeguarding Children Partnership](#).

All children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have a right to:

- Both **feel** and **be** safe, listened to, and have their wishes and feelings considered;
- Contribute to the development of home/school safeguarding policies;
- Receive help from a trusted adult; and
- Learn how to keep themselves safe, including online.

The Company takes steps to enable children and young people to feel confident and assured in speaking openly and able to approach staff members with any concerns; feel respected by being included in decisions about their care, education and future; being supported through targeted keywork and the curriculum of Arnfield Independent School to teach children ways of keeping themselves healthy and safe as well as being informed of the options they have for sharing information about themselves or others that may be of concern.

Where required, proportionate action may be taken by the Company to ameliorate or deal with particular disadvantages that affect children with a particular protected characteristic in order to meet their specific need(s).

To facilitate these outcomes, children are made aware of the complaints process on arrival (if not before) as well as provided with contact details for individuals and bodies outside of the organisation, such as Social Workers, Ofsted, the Children's Commissioner, Independent Advocacy services and others as applicable with each child having access to these within their personal copy of the Children's Guide as well as through the staff teams.

The curriculum of Arnfield Independent School is designed to pre-empt safeguarding issues by teaching pupils about how to keep themselves healthy and safe, including online. Pupils are also given information on who to speak to if they need to report any concerns.

The Local Authority

All organisations and professionals who work with children and young people have a clear legal responsibility to safeguard and promote their welfare² with this being supported on a local level by the **Derby and Derbyshire Safeguarding Children Partnership (DDSCP)** which consists of a team of key professionals from three sectors³:

- the **Local Authority** (Derby City Council and Derbyshire County Council);
- the **Integrated Health Board** for areas that fall under the local authority (Derby and Derbyshire Clinical Commissioning Group, and the Tameside and Glossop Clinical Commissioning Group); and
- the **Chief Officer of Police** for areas that fall under the local authority (Derbyshire Constabulary).

The Partnership have a legal duty to investigate any safeguarding concerns and work in partnership with relevant agencies (including the NSPCC) to promote children and young people's welfare using their procedures.

² Children Act 2004 sections 10 and 11

³ As defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017

Children and young people from local authorities other than Derbyshire, but who are placed in the Derbyshire area, remain the responsibility of their own local authority, but whilst they are living in Derbyshire, local child protection procedures will apply to them. Arnfield Care will inform Derbyshire of any new arrival to the home or Independent School in a timely manner and will share any information surround risk as appropriate.

Definition of Safeguarding

For the purposes of this document, safeguarding and promoting the welfare of children is defined as⁴:

- Protecting children from maltreatment.
- Preventing impairment of children’s mental and physical 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.

Roles and Responsibilities

The Company will maintain procedures, which are regularly reviewed and updated, for the safer recruitment of staff, and for vetting visitors to children’s homes, for the safeguarding and protection of children and young people including the prevention of bullying, and protection from radicalisation and extremism.

We take this responsibility extremely seriously and communicate this fact to all stakeholders including the young people who live with us and the pupils at Arnfield Independent School.

Responsibilities of all Directors, Managers, and employees

All Staff

The responsibility for safeguarding and protecting children and young people extends to all Directors, Managers, and employees of the Company. It applies not just to the children and young people who are being looked after by, or are receiving services from the Company, but also to any other children or young people, with whom any employee of the Company may come into contact through their work.⁵ This could include, for example, a member of staff’s concerns about a visiting sibling of a child or young person living at one of the children’s homes.

Each young person supported by the Company who is resident within one of the homes and/or is a pupil of Arnfield Independent School has a personalised risk assessment, which all staff are expected to be familiar with. This outlines previous risks and safeguarding concerns and explains how these risks should be managed. This is the first line of safeguarding procedure and is designed to minimise the number of safeguarding issues that arise.

Arnfield Care operates a Safer Working Practices policy⁶ which staff members are given a copy of and are supported to understand how this should inform their behaviour and practice as part of their Induction and ongoing training.

⁴ Taken from DfE Keeping Children Safe in Education 2023

⁵ Children Act 2004, section 11

⁶ Policy S-79 Safer Working Practices

As well as this, all staff are provided with a copy of part 1 and annex B of the latest *'Keeping Children Safe in Education'*⁷ statutory guidance which they are required to read and sign a declaration confirming that they have done so.

All staff at the care homes and school receive appropriate safeguarding and child protection training at the point of induction (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). Training is regularly updated as required and at least annually.

This is augmented through discussions, supervisions, and ongoing training⁸ with updates in statutory guidance (and how they are reflected in Company policies and procedures) being used within training sessions so developments in knowledge and practice are disseminated amongst the staff teams; existing knowledge is continually refreshed; and a company-wide culture of safeguarding and child protection is promoted.

Copies of the current 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education' documents are also available to staff members through the on-site company desktop computers with paper copies being available in the staff offices.

Organisational procedures for child protection and safeguarding exist to ensure that appropriate action is taken to protect children and young people from any form of abuse or neglect or harm and are reviewed and revised regularly. These procedures mirror those of the Derby and Derbyshire Safeguarding Children Partnership and the Independent School Standards.

All staff are made aware of:

- Our systems which support safeguarding, including this policy as well as others that support it⁹;
- The role, identity and contact details of the Company's Designated Safeguarding Leads;
- The process for making referrals to local and placing authority children's social care as well as an understanding of the statutory assessments that may follow this and the role they may be expected to play;
- Their role in listening to children and young people, including identifying emerging problems and barriers to disclosing information, liaising with the DSL, and sharing information with other professionals in line with data protection legislation
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- How to act if they have suspicions or 'gut feelings' regarding individuals or situations;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer (child-on-child) abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation;
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

⁷ Keeping Children Safe in Education 2023

⁸ Please see the 'Training' section below

⁹ See 'Other company and school policies that are in support of, or related to, safeguarding and child protection' below

Responsibilities of Directors

All Directors receive annual training around safeguarding and child protection (including online safety) in order to equip them with the knowledge and information needed to perform their functions; understand their responsibilities; and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole company approach to safeguarding.

Both the Head of Care, and the Responsible Individual receive Designated Safeguarding Lead training in order to enable them to act as Head DSL and Deputy Head DSL respectively.

Designated Safeguarding Leads (DSLs)

The Company has appointed Designated Safeguarding Leads¹⁰ across its frontline operations to ensure that there is always a named deputy available to manage any safeguarding incident(s), and who also has the specialist knowledge of an individual area to support both children and staff in the most effective way possible, including in the event of an allegation of abuse made against a of staff or volunteer.

Each DSL is in a position of management and/or seniority and so are responsible for the implementation of this policy across the Company, including ensuring that all staff (including relief and temporary staff as well as volunteers):

- Are aware of, and understand, the systems in place to support safeguarding, including this policy;
- Understand and follow the procedures within this policy, particularly those concerning cases of suspected abuse and neglect;
- Undertake appropriate safeguarding and child protection training, and updating the content of the training regularly.

Additionally, the Company has appointed a Head DSL (Wayne Relf) and Deputy Head DSL (Elaine French) who are able to act under the ultimate lead responsibility for safeguarding and child protection.

The DSLs are contactable both within and out with of regular 'office hours' and have overall responsibility for the day-to-day oversight of safeguarding and child protection systems in their particular area and undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be updated formally every two years, but the knowledge and skills of the DSLs will be updated through a variety of methods at regular intervals and at least annually in refresher training sessions.

In order to fulfil these responsibilities, the DSLs will be provided with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns, including handling of referrals to integrated social care and working with other agencies where appropriate.

The duties of the DSLs include:

- Acting as, and being available to do so, the central contact point for all staff to discuss any safeguarding concerns;

¹⁰ See first section – 'Contact information for Designated Safeguarding Leads'

- Providing support for staff members who have concerns around safeguarding including making referrals;
- Liaise with other senior members within the Company to ensure valuable information is shared and lessons learned from experiences of dealing with safeguarding issues;
- Liaising with other agencies and professionals including referring suspected cases of abuse and exploitation to relevant bodies such as the Local Authority designated Officer, Channel programme, Disclosure and Barring Service and/or the Police- including ensuring children having access to, and support from, an Appropriate Adult¹¹;
- Liaise with the LADO and appropriate bodies/individuals if an allegation is made against an adult¹²;
- Maintaining a confidential recording system for safeguarding and child protection concerns;
- Co-ordinating safeguarding action for individual children;
- Ensuring that accurate contact details for individual children's' social workers and virtual school heads are maintained;
- Ensuring that locally established procedures put in place by the Derby and Derbyshire Safeguarding Children Partnership are followed, as necessary;
- Representing, or ensuring the home/school is appropriately represented, at multi-agency safeguarding meetings;
- Managing and monitoring the home/school role in any multi-agency plan for a child;
- Promoting the welfare, safeguarding and protection of children by sharing relevant information with staff and other professionals working with individual children, as appropriate;
- Ensuring there are adequate and appropriate DSL cover arrangements in response to instances where they may not be available;
- To take lead responsibility for online safety of children and young people and pupils, including understanding the filtering and monitoring systems and processes in place.
- Keep the Directors informed of any safeguarding issues or concerns (including systemic ones identified) and work in conjunction with them to support the development of a safeguarding culture across the Company.

When notified of a child protection or safeguarding concern, a DSL will:

- review the information available; then
- investigate further and/or seek further advice, if necessary, before reaching a decision, based upon their professional judgment, as to whether a child or young person is suffering, or is at risk of suffering, significant harm.

If it appears that there is a child protection issue, then a notification will be made to the DDSCP without undue delay.

If it appears that a concern is not a child protection or safeguarding issue, then the matter will be recorded with full details of any action taken.

If a concern relates to the conduct of any employee or former employee of the Company, or any professional person working with children or young people, the DSL will report the matter to the Local Authority Designated Officer (LADO) within 24 hours of the concern having been initially investigated and found to be substantiated.

¹¹ Please see 'Guidance on PACE and Staff Conduct' policy S-22

¹² See also 'Allegations against Adults' policy S-82

In exceptional circumstances another senior member of staff may make this notification (see appendix E).

Directors

The board of Directors will:

- Facilitate a Company-wide approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development;
- Evaluate and approve this policy at each review, ensuring it complies with all relevant legislation and statutory guidance, and hold individual home managers and the school's headteacher to account for its implementation;
- Support Wayne Relf, Responsible Individual; and Elaine French, Head of Care, to monitor the effectiveness of this policy in conjunction with the Managing Director; and
- Communicate this policy to Parental Responsibility holders of children and young people resident within one of the Company's homes and/or educated by Arnfield Independent School as well as via the Company website.
- Ensure all staff received appropriate safeguarding and child protection training and updates (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring).

All Directors will read Keeping Children Safe in Education in its entirety and/or undertake training that is related to its contents.

Recognising Abuse and Taking Action

Child abuse can take a variety of forms with the four main categories being described in appendix A along with safeguarding issues that can put children at risk of harm in appendix B.

At Arnfield Care and Arnfield Independent School we recognise that we provide care and education for a group in an especially vulnerable context. As a result, many of our safeguarding procedures include a consideration of the risks the young people may pose to each other, and how best to manage these risks and the dynamics of each group within both the residential homes and the school, in order to prevent peer-on-peer (child-on-child) abuse and manage safeguarding concerns.

The Company is also aware that safeguarding incidents and/or behaviours can be associated with factors outside the home/school and can occur between children outside of this environment. Children may be potentially vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

We may also have young people placed with us who have (or have previously had) family members in prison. Carers and education staff receive training in the likely impact of such situations and how best to support these young people.

Frequently, no single person is in the position of being able to see the whole picture in relation to a child or young person, so it is vital that any concerns (which may arise from a statement made by them, any observation, or simply a feeling that something is wrong), are shared with colleagues and management without delay.

Concerns about a child or young person's welfare should never be treated as too trivial to mention and staff should be able to reassure children and young people who raise concerns that they will be supported and kept safe. No child who raises an issue or reports any form of abuse, sexual violence or harassment should be given the impression that they are creating a problem by doing so, nor should any child be made to feel ashamed.

Equally as important, staff should never assume that 'somebody else' has already taken action over a particular concern and so all staff, (including managers, volunteers, Directors and those who do not work directly with children and young people) must follow the procedures set out below in the event of a safeguarding issue.

If a child is suffering or likely to suffer harm, or in immediate danger

There may be occasions where a child is in immediate danger-this may be within the home or school, in the community accompanied by a staff member, or in the community and unaccompanied.

If a child is in immediate danger and is accompanied by a staff member(s) and they do not feel as if they are able to safeguard them without putting either the child(ren) or themselves at harm, they should contact the emergency services and request assistance, explaining both the context and circumstances of the child's situation and status.

When able to do so safely, the staff member should also liaise with the senior member of staff on duty who should report this to their area's manager and/or DSL (often this will be the same person).

In circumstances where the staff member(s) become aware of a child being in potential danger (for example if they are in the community and contact the home) the staff member should liaise with the senior staff member on duty and on-call manager to determine the most appropriate course of action.

If a staff member believes a child is at risk of suffering harm

There may be instances whereby a staff member(s) believe that a child is at risk of suffering harm even if the child themselves does not believe this to be the case.

For example, a child may discuss with a staff member a relationship they have either within or without of the home/school that the staff member believes is exploitative or recognises elements that could be seen as 'grooming' behaviour.

In such instances the staff member should discuss this with the senior member of staff on shift and/or DSL depending on the context of the relationship and whether or not the child or young person will be meeting the other party or parties soon, in order to determine any immediate action to be taken in order to safeguard the child.

The DSL will then make a decision as to what steps should be taken next and whether to escalate this or not (see below '**Acting on a current child protection issue**').

If a staff member has suspicions that may the safety or wellbeing of any child or young person is at risk

Concerns about a child or young person's welfare should never be treated as too trivial to mention, and all staff are instructed that they should never assume that 'somebody else' has

already taken action or communicated any suspicions or concerns to an appropriate individual.

Where staff have 'gut feelings' they should discuss these with a senior member of the management team and/or the DSL who may request the staff member (or do so themselves) records information on a 'CSE Information Report Operation Liberty' (see Appendix F) and forward this to the Derbyshire Police Service.

If a staff member has concerns that the psychological safety or wellbeing of any child or young person is at risk

All staff undergo training in Mental Health Awareness that incorporates the understanding that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

This training includes an acknowledgment that mental health difficulties can be expressed through actions and behaviours.

In addition to this, the homes and school are supported by [bMindful Psychology](#)¹³, who work in partnership with each setting to create a therapeutic environment as well as provide advice, guidance and, if appropriate, direct work with children.

The clinical lead attached to the Company meets with each home every fortnight and

Staff who are concerned about the mental health of any of the children and young people we support should communicate this to a member of their management team, along with any safeguarding concerns they believe may be related.

The management team will then work in conjunction with the setting's DSL and bMindful clinical lead attached to the Company to determine the best course of support for the child or young person.

This may involve targeted advice and guidance to support the child, as well as clinical governance to evidence emerging and developing needs; co-operation with the placing authority to enlist external services and therapy; as well as potentially making a referral to the Tameside and Glossop Healthy Young Minds service¹⁴.

If a child (or anyone else) makes a disclosure or allegation

All staff members are aware that children in residential care have suffered, or have been at risk of suffering, significant harm.

At the same time, staff know that children may not always be ready or able to talk about their experiences of abuse, and that they may not always recognise that they have been abused.

Whilst there are a number of factors associated with this and every child is an individual with individual circumstances and challenges, the staff are aware that actively building trusted and nurturing relationships in an environment with clear structure and boundaries, can support children in feeling safe and secure enough to talk about abuses they have experienced.

¹³ <https://www.bmindfulpsychology.co.uk/>

¹⁴ Referrals can be made through completion of the [Multi Agency Referrals Service \(MARS\) form](#)

Children may feel safe and secure enough to make a disclosure of historical and/or current abuse to a member of staff whom they feel they can trust. A disclosure of this kind can arise at any time and may be either anticipated or totally unexpected.

Whilst all staff members are aware of the potential for a child to speak with them about issues of abuse, it is important that all staff are conscious of their own ability to deal with such situations. If a staff member does not feel confident in their ability to support a child making a disclosure, they should carefully explain to the child or young person that they will support them with speaking to someone else such as a more senior member of staff, DSL or child or young person's social worker.

In the case that no-one else is available or if the child does not feel comfortable speaking with anyone else, the member of staff should continue to listen carefully, so that they do not give the child or young person the impression that they are being rejected or ignored.

In situations where a staff member is supporting a child with a disclosure, staff should:

- Demonstrate that they have the child's best interests at heart and prioritise keeping the child safe-this may involve moving to a private area and reassuring the child that they have done the right thing by speaking with them. Staff should not admonish the child or make statements about the child approaching them sooner;
- Listen impartially to the child or young person, giving appropriate support, but without introducing their own opinions or judgement, and without asking 'leading questions' or making assumptions as to what the child or young person means if they are unsure;
- Remain calm and not show any signs of shock or distress as the child may interpret these as judgements of them rather than the abuse;
- Explain what will happen next and that they will have to share this information with appropriate others to keep the child (and potentially others) safe. Staff members must **never** make unconditional promises of confidentiality to a child or young person though may need to reassure the child that they will not share this information directly with the focus of the allegation;
- Be aware that the child or young person may need more time and more than one opportunity to speak before they are able to fully voice all of their concerns;
- Understand that the child or young person may wish to retract a statement they have made earlier, or contradict a statement they have already made, or even refuse to speak at all. In these circumstances it is not appropriate to put any pressure on the child or young person, but to accurately record their reactions and comments;
- Accurately write up the conversation as soon as possible in the child's own words using only what was said and without expressions of judgement (see below for recording requirements);
- Report this as soon as is reasonably practical to the senior member of staff on shift and to the DSL (who may also be the on-call manager); and
- Be aware that what the child or young person has to say may be uncomfortable or distressing and make clear to them that they may seek support, help or advice for themselves if required (see below).

The DSL and senior staff member on shift will then decide on the most appropriate course of action in the immediate aftermath of the disclosure in order to keep the child or young person safe. Following this, the steps outlined below in the '**Acting on a current child protection issue**' will be followed.

If a disclosure or allegation is made by any other person (parent, family member, another professional, etc.) about a safeguarding or child protection issue, the same principles regarding recording and evidence will apply. Adults should be offered the opportunity to

make a written statement, which should be signed and dated by them, and by any witness(es) to the statement.

The Responsible Individual, Head of Care, and Residential Manager at the setting and/or the Head Teacher, must be notified immediately of any allegation or disclosure that calls into question the competence or suitability of another professional person (whether they are an employee of Arnfield Care Limited or not) to work with a child. Such information must be treated as being strictly confidential. Oral notifications of this kind must be followed up formally in writing and delivered electronically or by hand.

Acting on a current child protection issue

Following any immediate steps taken to safeguard a child or young person and after discussion with the DSL, the DDSCP procedures will be followed with the DSL taking the lead role on behalf of the Company in any safeguarding or child protection issue¹⁵.

In the first instance, the child or young person's placing authority along with the DDSCP should be informed without undue delay. The duty officer for the DDSCP is the contact point for any referral and is the person responsible for keeping the setting informed of the process and outcome. If not done so already, a decision will be reached as to whether any immediate action is necessary to secure the child or young person's safety and welfare, and on any subsequent investigation or action to be taken.

The school and homes hold at least two emergency contact numbers for each young person and, if it is deemed appropriate (i.e. if there is not an allegation against one of those contacts) these people will be contacted in the event of any safeguarding concern or incident.

Discussions with the child or young person's parents, or any other person who has been, or may be implicated in the safeguarding concern **must** not take place without the agreement of their placing authority or the DDSCP.

The Company recognises that it is possible for any member of staff or any visitor to the home, to behave in a way that:

- Indicates they have harmed a child, or may have harmed a child;
- Means they have 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.

Where a child or young person has made a specific statement, it may be necessary to clarify what they have said, and it is vitally important to record this information accurately together with the circumstances in which the statement was given. The nominated DSL should meticulously record all observations, concerns, discussions, and actions, inclusive of the date and time they were noted. These records could provide crucial information that may be needed at a Child Protection Conference or in any subsequent legal proceedings.

¹⁵ See appendix E to this document.

Concerns about a staff member, volunteer or contractor¹⁶

Any staff members who have concerns, or if any allegations are made, about a member of staff (including a volunteer or contractor) posing a risk of harm to children, a member of the management team and/or DSL **must** be informed as soon as possible.

If the concerns or allegations are about a member of the management team or Headteacher then the Head DSL and Deputy Head DSL **must** be informed.

In either instance the Local Authority Designated Officer (LADO) must be notified within 24 hours of the concern, allegation or incident being received¹⁷ via e-mail to professional.allegations@derbyshire.gov.uk.

'Low-Level' Concerns about a staff member, volunteer or contractor

In order to facilitate the effective safeguarding and protection of the children supported by the Company, all staff are encouraged to maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves, their colleagues, and others working or on behalf of the Company.

As part of the safeguarding culture fostered within the homes and the school, all staff are made aware of their duty to inform a member of the management team and/or DSL of any 'low level' concerns they may have.

Such concerns are not insignificant though may cause an observer to feel uneasy or develop a 'nagging doubt' about the individual's conduct, such as if their actions or practice are not in line with the Company's Safer Working¹⁸ policy; good practice; and/or instructions/guidance from the management team.

In such cases, the member of the management team and/or DSL will record the concern(s) in writing, including details of the concern, the context in which it arose, and actions taken.

This record should also include the name of the individual who reported the concern though consideration should be given to any request for confidentiality on their behalf (if appropriate and possible)

If the concern is in regard to a staff member, these will be confidentially maintained on their individual records in line with data protection legislation¹⁹ though will be regularly reviewed in order to help identify any patterns of improper conduct and to ascertain whether or not any further action is required-including referral to the LADO.

This record will be maintained until the individual leaves their employment.

Allegations of abuse made against other children and young people

The Company recognises and understands that children and young people are capable of abusing their peers and any such peer-on-peer (child-on-child) abuse will never be tolerated or passed off as 'banter' as this can be perceived as trusted adults being complicit in and

¹⁶ For further information please see Allegations Against Staff policy

¹⁷ See 'Responsibilities for safeguarding and protecting children and young people, and for risk assessment and management' section; and appendix E to this document

¹⁸ Please see policy S-79 Safer Working

¹⁹ Data Protection Act 2018 and UK GDPR

permissive of such actions and lead to a culture of unacceptable behaviours and an unsafe environment for young people.

The Company also recognises how children's individual backgrounds, characteristics and personal experiences may make them more vulnerable to peer-on-peer (child-on-child) abuse, including gender.

Whilst most cases of peer-on-peer (child-on-child) harms may be dealt with through the 'Preventing Bullying' and 'Promoting Positive Behaviour & Relationships' policies, there may be instances where behaviours or allegations constitute a safeguarding concern and so fall within the remit of this policy²⁰.

Such instances include behaviours that are or may:

- Be criminal offences;
- Put other children and young people at risk;
- Be violent;
- Involve the use of, or coercion of others into using, drugs and/or alcohol;
- Involve blackmail, extortion, threats and/or intimidation;
- Involve sexual exploitation, sexual abuse or sexual harassment²¹, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Whilst many of the children and young people in the homes and school are closely supervised, the Company recognises that peer-on-peer (child-on-child) abuse can still take place and the staff teams are made aware that this is a possibility and remain vigilant to the signs and changes in social dynamics that this may be occurring.

The procedure for dealing with an allegation of peer-on-peer (child-on-child) abuse will follow that of when a child or young person makes a disclosure.

Following any investigation, the management team may amend individual children and young people's risk assessments and put in place further measures to keep any actual or potential victims of peer-on-peer (child-on-child) abuse safe.

These will consider the thoughts and feelings of any victims of peer-on-peer (child-on-child) abuse and may include separating them from a suspected or actual perpetrator as appropriate.²²

The Company recognises that perpetrators of peer-on-peer (child-on-child) abuse may exhibit such actions or behaviours as a result of their earlier experiences, or even if they are suffering current abuse themselves.

As such we understand that they may require support and further intervention in order to help the child or young person to understand the harm their actions can cause both to themselves and others but that this doesn't preclude the requirement for disciplinary actions to take place.

²⁰ Please see Appendix B: Safeguarding issues that can put children at risk of harm for further information on Peer-on-Peer (Child-on-Child) Abuse

²¹ See also Appendix B heading 'Sexual Violence and Sexual Harassment'

²² Such measures may involve accommodating a young person at one of the Company's other homes

Children may also experience peer-on-peer (child-on-child) abuse in outside education settings or in personal relationships they have formed in the community.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

In such instances staff should follow the procedures as above with DSLs liaising with appropriate external bodies such as the police and DSLs for external education providers.

Sexual Violence and Harassment

Sexual violence²³ and sexual harassment ('unwanted conduct of a sexual nature')²⁴ can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Any form of harassment can constitute a breach of a child's rights and children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their mental health and educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same educational establishment- whether this be one provided by the Company or an outside provider such as a mainstream school, college, apprenticeship provider or work experience placement.

If a victim reports an incident, it is essential that staff follow the guidance provided in the above section '**If a child (or anyone else) makes a disclosure or allegation**', making sure that they reassure the child that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk²⁵ and children who identify as such should be provided with an emotionally (and physically safe) space to speak out or share their concerns with members of staff.

Staff at Arnfield Care and Arnfield Independent School are trained to recognise that expression or disclosure of such instances should not be dismissed as 'banter', and should be actively discouraged and challenged, and where applicable further appropriate action taken.

²³ Offences prohibited by the Sexual Offences Act 2003

²⁴ Keeping Children Safe in Education 2023

²⁵ Please also see below- 'PEER-ON-PEER / CHILD ON CHILD ABUSE'

Staff should ensure that they:

- Challenge inappropriate behaviours;
- Make clear that expressions of sexual violence and sexual harassment are not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Challenge physical behaviours (which may potentially be criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they should follow the procedures set out in this policy and escalate their concerns to a DSL and member of the management team.

Sharing of nudes and semi-nudes ('sexting')²⁶

Nude or semi-nude images or videos of children ('sexting' or 'youth produced sexual imagery') can be defined as images or videos generated by children under the age of 18 that are of a sexual nature or are considered to be indecent.

Indecent imagery does not always mean nudity; however, images are likely to be defined as such if they meet one or more of the following criteria:

- nude or semi-nude sexual posing (e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear)
- someone nude or semi-nude touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting someone else sexually
- sexual activity that includes animals

These images may be shared between children and young people and/or adults via a mobile phone, webcam, handheld device or website/app.

It is a crime to take, make, permit to take, distribute, show, possess, possess with intent to distribute, or to advertise indecent images of any person below the age of 18²⁷.

This is irrespective of whether they have been taken with the subject's consent or if they are self-produced i.e. if the child has taken them of themselves.

All staff are made aware that legislation in place which criminalises such indecent images and all forms of sexual violence and harassment was created to protect children and young people from adults seeking to sexually abuse them or gain pleasure from their sexual abuse rather than to criminalise children. This is something that is actively discussed with children and young people to help overcome any associated barriers to them sharing concerns.

With this in mind, direct work and conversations undertaken with children and young people is used to reassure children of this fact and help create a sense that the police and online protection agencies can support children rather than seek to blame or criminalise them.

²⁶ Please also see Sharing of Nudes and Semi-Nudes policy

²⁷ Under the Crime and Justice Act 1988 and Protection of Children Act, 1978.

To reinforce the importance of how both the Company and the state view protecting children and young people, they are made aware that young people who share indecent images of themselves, or peers, are breaking the law.

Whilst the Company does not wish to risk the future livelihoods of children who have, or do, engage in such actions, we are also mindful of the risks posed through the sharing of such images and of the National Police Chief's Council's guidance that incidents involving sharing nudes and semi-nudes should have an immediate focus on safeguarding children

With this in mind, and in accordance with relevant guidance²⁸, this policy has been devised to support children who become involved in any incidences of either the consensual or non-consensual sharing of nude or semi-nude images/videos.

Staff members who become aware of an incident involving these must report it to the setting manager and/or DSL immediately.

They may become aware if a child or young person makes a disclosure to them personally, if a child or young person shows them an image of a child, or if they come across such an image whilst carrying out a check on a young person's device.

The staff member should explain to the young person that they will need to report the incident and reassure the child that they will receive support.

Staff members must not:

- View, copy, print, share, store or save any images- if they have viewed the image(s) already, this must be reported to the DSL;
- Ask a child or young person to copy, print, share, store or save any images;
- Delete the imagery or ask the child or young person to delete it;
- Ask the child(ren) who are involved in the incident to disclose information regarding the imagery;
- Share information about the incident with any other child(ren) involved, other staff members, family members or other professionals (see below); or
- Say or do anything to blame or shame any young people involved.

In order to minimise any sense of embarrassment or shame the young person may experience, the staff member should consider whether or not any other staff members need to be aware of what has happened initially.

Unless the child is in immediate danger, staff members should consult with the DSL and/or a member of their management team.

The DSL will then decide how to proceed, taking into consideration the age of the child(ren), who was involved, the risk posed to those involved and whether the image(s) have been shared and where.

It is important that the DSL is able to ascertain the full nature of the incident before sensitively informing the child's parental responsibility holders and other relevant bodies so as to minimise the impact on the young person.

²⁸ Guidance taken from the DfE non-statutory guidance ['Sharing nudes and semi-nudes: advice for education settings working with children and young people' 2020](#)

The DSL will make an immediate referral to police, DDSCP's LADO and the placing authority if:

- The incident involves an adult;
- There is 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 educational needs);
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- The imagery involves sexual acts and any child in the images or videos is, or appears to be, under 13; and/or
- The DSL has reason to believe a young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, if they are presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Online safety and the use of mobile technology²⁹

Whilst the use of digital technology and the internet is becoming increasingly common amongst children and young people for a variety of reasons, including in order to communicate, socialise, for leisure purposes as well as educational, the Company recognises the importance of safeguarding children from potentially harmful and inappropriate online material.

To address this, we aim to:

- Have robust processes in place to ensure the online safety of children resident within our homes and educated through Arnfield Independent School;
- Protect and educate both the staff teams and children and young people in the safe and responsible use of digital technology;
- Set clear guidelines for the use of mobile phones for children, young people, staff members, volunteers and all visitors; and
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- Ensure that the filtering and monitoring of IT systems in the school is robust and in line with the [Department of Education's filtering and monitoring standards](#)³⁰.

The Company uses a wide range of technology, including desktop computers, laptops, tablets and other digital devices, the internet, server-based systems and email systems. All devices and systems owned by the Company will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Arnfield Care will continue to provide a safe environment, including online³¹. Where pupils are using computers as part of their education within Arnfield Independent School, appropriate, constant supervision will be in place.

²⁹ Please also see policies C-54 Internet Access; C-55 Access to Age Classified Audio-Visual Material; and C-91 Contact and Communications.

³⁰ <https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

A filtering and monitoring system will enable these to be used safely and responsibly, and kept under regular review to ensure that it remains effective.

The Headteacher and Directors communicate regularly with the IT service provider to ensure the system is used appropriately and as a safeguarding tool for educational use.

Whilst these are integral parts of our online safety responsibilities, they are combined with other measures to help keep our children and young people safe online, including:

- Children and young people are supported in utilising digital technology through the delivery of targeted keywork within the residential homes;
- Online safety lessons are delivered to children and young people as part of the Arnfield Independent School curriculum;
- Staff undertake training around safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation and how the digital world can affect mental health and self-value;
- Ensuring all staff are aware of any restrictions placed on them with regards to the use of personal and company devices including mobile phones, computers and cameras, including not using any personal devices to take pictures or recordings of any children or young people supported by Arnfield Care;
- All computers and laptops provided for the use of children and young people (as well as those for staff or office use only) are password protected;
- Device passwords are changed on a regular basis; are logged out of after use to ensure they cannot be misused; and shutdown when no longer in use in order to protect user data;
- Children and young people will use appropriate search tools, apps and online resources as identified following an informed risk assessment;
- Internet use will be supervised by staff according to the child's age and ability;
- Children and young people will be directed to use age-appropriate online resources and tools by staff;
- Each child or young person has their own risk assessment that will include a decision about whether they are able to access online material safely.
- Staff are made aware of the expectation to report any concerns around the IT systems or content being accessed online to the appropriate DSL as soon as possible.
- If learners or staff discover unsuitable sites or material, they are required to turn off the monitor and report the concern immediately to a senior member of staff and DSL.

Depending on the child's individual risk assessment, they may be permitted to make use of internet based educational tools independently. In such instances, and anywhere lessons are required to be delivered remotely for any reason, communications between the child and teaching staff will be done verbally, on paper or through a company e-mail address. All staff are aware that personal means of communication (such as mobile phones, social media and e-mail addresses) with children are not permissible. Webcams will not be used to deliver lessons during periods of self-isolation or inaccessibility.

Children and online safety away from the home and/or school

It is important that all staff who interact with children are vigilant for signs a child may be at risk and any concerns should be discussed with the settings management team and/or DSL and, where appropriate, referrals should still be made to their placing authority and as required, the police.

³¹ C-54 Internet Access; C-55 Access to Age Classified Audio-Visual Material; and C-91 Contact and Communications.

In order to facilitate the safeguarding of children and young people supported by the Company, individual key teams will also maintain communications with families and significant others around online risks individual children may be vulnerable to, so others in the child life can help maintain their safety.

Children who are disadvantaged, have SEN and/or disabilities

The Company is aware that children with special educational needs (SEN) and disabilities; or who are disadvantaged in other ways, can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

This applies to all of our children, and as such, the school and homes are aware that there may be a need to provide additional support to children.

The difficulties experienced by these children may present in a number of ways, including:

- Communication difficulties – young people may need support to articulate their feelings and/or report concerns. The safeguarding information or procedures may need to be presented in an accessible way;
- Presenting behaviours (mood, injury, behaviour that challenges) may be a way of communicating harm or impact of abuse. Staff to be aware of the need to look beyond the behaviour to the possible root cause and explore this with the young person at an appropriate time;
- These children may be more vulnerable to bullying or peer-on-peer (child-on-child) abuse; and/or
- These children may be at risk of isolation, and while our provision is 1:1 and provides the benefit of removing young people from peer influence, every effort must still be made to promote inclusion and interaction with the school and local community.

All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to any SEN or disability and be aware that such children may not always outwardly display indicators of abuse.

Children with additional physical needs

Whilst the Company is unable to provide support for children with additional special needs, such as a significant physical disability or other similar debilitating conditions, if a situation arises whereby a supported child endures an injury or develops a condition which affects their ability to effectively mobilise or provide self-care for themselves, we will seek to support them in a way that meets these needs whilst maintaining their dignity.

Where a child requires assistance with personal or intimate care, an outline of these needs and way in which they will be met will be documented within the child's individual Health Care Plan. In addition to this, a risk assessment will be undertaken in conjunction with the child to ensure their needs are met in a dignified and child-led way providing adequate protections for both the child and staff team.

Consent to provide such care and support will be obtained from the child and parental responsibility holders.

Any historical concerns, such as past abuse, should be considered and both the Health Care Plan and risk assessment formally reviewed as necessary, and if there are any changes in circumstances. These may be due to changes within the child's physical abilities and so capabilities; changes within the child's willingness to accept support, including individuals the child is willing to accept support from; and changes within the child's physical environment e.g. if they attend a residential trip.

Recording and evidence

It is essential that any concern about a child protection issue and any discussions with children, young people or others are accurately recorded as soon as possible, and are clearly signed and dated. Any such records may be required as part of a subsequent investigation, and they could be used as evidence in Court if there is a criminal prosecution. Consequently, it is vital that all written records are accurate and factual. Any allegations or statements made by a child or by any other person should be recorded verbatim - recording the exact words used - wherever possible. The person who made the allegation or statement, and any witness who was present should countersign the written record.

As soon as a child protection issue or concern has been raised, a timely and accurate record must be made of all events, reports and notifications made, and reports circulated.

However, if there is any immediate concern for the safety or welfare of a child, the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.

On some occasions it may be deemed necessary to obtain photographic evidence of suspected injuries to a child or young person. This evidence will be obtained by the police; medical professionals or child protection services. Staff may record details in writing of any visible injuries or illustrate the position and extent of the injuries on a 'body map' type of diagram but must not take any photographs of a child or young person in these types of circumstances.

In addition, any member of staff who is present whilst a child or young person is making a disclosure should record what they felt the child or young person was expressing, and the reasons that they felt this. The perspective of a member of staff to whom they felt able to make a disclosure could provide useful provided it was made clear that this was the staff's own perspective from a professional point of view.

The need for these types of documents to be confidential is taken very seriously. All records of such discussions and any documents concerning safeguarding and child protection issues are kept in confidential files in each young person's folder on the home's secure computer server.

Historical safeguarding issues

Where a disclosure is made, or information comes to light that a child or young person may have suffered significant harm in the past, before coming into the care of the Company, this information must still be passed on to the Registered Manager and DSL for the setting, as well as the Head and Deputy Head DSLs. In this instance the referral process, either to the DDSCP or to the LADO, may be delayed until the situation has been clarified through an initial investigation and/or seeking and obtaining further advice and information.

In any instance, the welfare and well-being of the child or young person will be considered paramount³², and all necessary measures to keep them safe will be taken.

Sharing information and data protection

Throughout any investigation of a child welfare concern, current guidance on information sharing, and data protection must be followed.

All staff should feel confident in knowing what information they are able to share, how and with who and should bear the following in mind when considering whether or not to share information regarding safeguarding concerns:

- Timely information sharing is essential to maintain the safety and welfare of children and young people who may be at risk;
- Where possible, a child or young person's consent to share information should be obtained, but current legislation and guidance³³ does not prevent, or limit, the sharing of information for the purposes of keeping children safe if this is not freely given;
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children;
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests;
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information; and
- If staff are in any doubt about sharing information, they should speak to the DSL or Data Protection Officer (DPO-see below).

The Company has appointed a Data Protection Officer as required by the UK General Data Protection Regulations (GDPR) to oversee compliance with all matters relating to confidentiality and information sharing requirements.

The DPO is Mr Wayne Relf, Head DSL and Responsible Individual.

Staff should be confident of the 'processing conditions' that allow the sharing of sensitive and personal information for safeguarding purposes, understanding that safeguarding children and individuals at risk allows the sharing of 'special category personal data'. This allows the sharing of information without consent:

- Where there is 'good reason to do so';
- Where such sharing will 'enhance the safeguarding of a child in a timely manner; and
- Where gaining consent would place a child at risk.

Training, information, and support for staff

All staff³⁴ receive appropriate safeguarding training and direction to enable them to understand safe professional practice; to understand and adhere to our safeguarding and

³² Children Act 1989, section 1

³³Data protection Act 2018, the UK General Data Protection Regulations, Working Together to Safeguard Children (2018), Information sharing: advice for practitioners providing safeguarding services 2018, Keeping Children Safe in Education 2023), [Information Sharing Guidance for Practitioners Derby and Derbyshire Safeguarding Partnership 2019](#), Arnfield Care Policy S-23: Confidentiality and information sharing

safer working policies; and are aware of their professional responsibilities around safeguarding and child protection (including outside of the homes and school) before they begin working with young people³⁵. Until this is completed, staff and others are not allowed unsupervised or one-to-one contact with children or young people in the children's homes or school.

This training is refreshed annually and includes recognising and dealing with child protection issues, online safety, understanding the difficulties and barriers children face in making a disclosure, knowing what to do if a child discloses that they are suffering/have suffered abuse and/or neglect (including if a child inadvertently makes a disclosure through conversation for example, if they have been exploited and believe they made an informed choice), understanding the impact these can have on a child, including the psychological impact as well as in identifying and acting upon indicators that children are, or at risk of, developing mental health issues.

Staff are also provided with training in supporting young people who have previously been at risk, including through CSE, Criminal Exploitation, FGM, Online Safety and Radicalisation/Extremism (see Appendix B) as well as guidance around the Derby and Derbyshire Early Help and assessment scheme and thresholds including how to make a referral about children and young people in the community who they may have concerns around.³⁶

This helps to promote a holistic approach to safeguarding where staff in a variety of roles have the skills, knowledge and ability to support the safeguarding and protection of children, including through recognising signs of abuse and safeguarding concerns, being able to support children in raising concerns and reassure them that they will be taken seriously as well as knowing to whom and how they can convey information about concerns.

In addition to the formal annual refresher training, staff receive regular safeguarding and child protection updates through staff meetings, supervisions and information around changes in guidance and legislation, to provide them with the relevant skills and knowledge to work as a team to safeguard children effectively. Through these means and feedback following training sessions, individuals are also able to provide input into policies, procedures, arrangements, training, and local knowledge³⁷ of safeguarding concerns.

Staff in specialist roles, such as Designated Safeguarding Leads, receive dedicated training in these areas and additional training may be provided as the needs and requirements of the home, school, staff teams and children change.

Specialist DSL training will be undertaken at least every 2 years with DSLs updating their knowledge and skills through annual refresher training on top of this.

Support for individual staff who are dealing with a safeguarding or child protection issue is available through the supervision system³⁸, as well as from senior colleagues, and managers. Support for teams will be provided through team meetings, training and information sharing sessions.

³⁴ Including Directors, management teams, residential care, teaching, administration, domiciliary and ancillary staff.

³⁵ S-44 Staff training policy, and S-45 Staff training plan

³⁶ Starting Point is Derbyshire's contact and referral service for children's services

³⁷ Local staff knowledge is used in developing Locality Risk Assessments carried out under Regulation 46 of the Children's Home Regulations (England) 2015.

³⁸ S-41 Staff supervision, and S-42 Stress management

Resolving differences of opinion in respect of a child protection concern

Where there is a difference of opinion between staff in respect of a child protection concern, or if a staff member is unhappy about a decision made by a more senior colleague, the matter should be referred to a manager, the Head DSL or the Head of Care and Responsible Individual so that the matter can be resolved without undue delay.

In the instance that the difference of opinion is between the manager and another staff member, the matter should be referred to the Head DSL or Deputy DSL for them to decide.

Once a decision has been reached, any directions given must be followed.

Resolving concerns about organisational child protection and safeguarding policies and procedures

Any concerns about the content or application of these policies and procedures should be addressed to a member of the management team and/or the Responsible Individual, and Head of Care.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Company's safeguarding regime; and the Company takes all concerns or allegations received seriously.

In such an event, the individual should raise their concern with a member of the management team, DSL, Responsible Individual, or Head of Care (as appropriate) so that the matter can be resolved without undue delay.

As a final step, if there are still concerns that a child or young person is suffering, or is at risk of suffering significant harm, after all normal organisational channels to report the concern have been used, then it may be appropriate to make a disclosure under the Public Interest Disclosure Act 1998 by 'whistleblowing'.

In any such instances, the staff member will be afforded protection by the Company's Whistleblowing policy³⁹, which also provides guidance around making protected disclosures to prescribed bodies as well as contact details for these.

Review and implementation of this policy

The Directors of the Company understand their statutory duty to ensure the procedures outlined in this policy are implemented, and that the policy is reviewed at least annually. This is done with support from external agencies (such as an Education Consultant), to ensure accurate and up to date information.

³⁹ S-75 Whistleblowing policy

Other company and school policies that are in support of, or related to, safeguarding and child protection:

S-44 Staff training policy	C-53 Vetting of Visitors	C-62 Positive Handling Plans	S-75 Whistleblowing
S-45 Staff training plan	C-54 Internet Access	C-63 Physical Intervention	S-78 Safer Recruitment
C-46 Risk Assessment and Management	C-55 Access to Age Classified Audio-Visual Material	C-65 Preventing Bullying	S-79 Safer Working Practices
C-91 Contact and Communications	C-60 Care & Control	C-72 Curriculum Plan	C-76 Inclusion Policy
C-61 Promoting Positive Behaviour and Relationships	C-64 Missing or Absent Children and Young People		

Appendix A: The four main categories of neglect and abuse of children

'Keeping Children Safe in Education' September 2023 defines abuse, and the four broad categories this can fall into, as follows:

ABUSE- a form 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 by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

NEGLECT- the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

PHYSICAL ABUSE- a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

SEXUAL ABUSE- involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Females can also be abusers as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer (child-on-child) abuse).

EMOTIONAL ABUSE- the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Appendix B: Safeguarding issues that can put children at risk of harm

Young people who are placed with Arnfield Care have often already experienced abuse or exploitation in their lifetime and staff are aware of the ways in which this can influence their physical and mental health as well as the behaviours they may exhibit.

All staff also have an awareness of safeguarding issues that can put children at risk of harm, including knowledge of behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

The Company is absolutely clear that any type of exploitation or radicalisation of children and young people must be viewed as a safeguarding concern.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based

methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

CSE – CHILD SEXUAL EXPLOITATION

The DfE defines CSE as “*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.*”⁴⁰

This is expanded upon in Keeping Children Safe in Education⁴¹ to add:

“CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child’s immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16, and 17-year-olds, who can legally consent to have sex. Some children may not realise they are being exploited e.g.; they believe they are in a genuine romantic relationship.”

Staff supporting children who may be at risk of sexual exploitation should be aware of their interactions with others, especially those who are older or have more power. Changes in behaviour or mood, and/or becoming isolated from previously positive relationships are some of the most regularly seen indicators of possible exploitation. Staff at Arnfield Care work to protect young people and pupils from exploitation and also to support them to reflect on previous exploitation (where relevant) to reduce their risk-taking behaviours in the future.

CRIMINAL EXPLOITATION OF CHILDREN (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been

⁴⁰ Child Sexual Exploitation: Definition and Guidance, DfE February 2017

¹⁶ Criminal Exploitation of Children and Vulnerable Adults: County Lines. Home Office, September 2018

⁴¹ Keeping Children Safe in Education 2023

criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines-see below), forced to shoplift or pickpocket, or to threaten other young people.

CCE is defined by the Home Office⁴² as “*where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology.*”

This is expanded upon in Keeping Children Safe in Education⁴³ to add:

“Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.”

Staff at Arnfield Care again work to protect young people from exploitation and to support them to reflect on previous experiences where exploitation may have been present in order to understand how contextual issues may have increased their vulnerability as well as help develop strengths and abilities that can help safeguard them from this re-occurring in the future.

COUNTY LINES

The UK Government defines county lines as⁴⁴:

“County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and

⁴² ‘Criminal exploitation of children and vulnerable adults’, Home Office, 2018; www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-countyines.

⁴³ Keeping Children Safe in Education 2023

⁴⁴ The Home Office ‘Criminal Exploitation of children and vulnerable adults: County Lines guidance’ accessible at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCCountyLinesGuidance_-_Sept2018.pdf

money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.”

This is expanded upon in Keeping Children Safe in Education⁴⁵ to add:

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters; and/or
- have their bank accounts used to facilitate drug dealing.

MENTAL HEALTH

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and so all staff are aware of how a child’s experiences can impact on their mental health, behaviour and education.

Whilst only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL, Registered Manager, Responsible Individual, or Head of Care.

⁴⁵ Keeping Children Safe in Education 2023

Additionally, staff are able to discuss mental health concerns regarding children with the bMindful clinical lead attached to the Company, as well as seek advice and guidance from them.

RADICALISATION AND EXTREMIST BEHAVIOUR

Children who have experienced an array of adverse experiences may be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from risks associated with radicalisation form a part of the Company's approach to safeguarding.

Radicalisation is defined by H.M. Government as: *"The process by which a person comes to support terrorism and extreme ideologies associated with terrorist groups"*¹⁸

Extremism is defined by H.M. Government 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."*⁴⁶

Terrorism is defined by H.M. Government as: *"an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause"*⁴⁷

The Prevent duty Departmental advice for schools and childcare providers (June 2015) expands on this: *"We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations."*

The Company recognises that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation from being radicalised.

All staff, including management, care, education⁴⁸, domestic and ancillary staff, are supported through both safeguarding training as well as specific training in Radicalisation and Extremism to provide them with the knowledge and confidence to identify children at risk of being drawn into terrorism, be aware of the signs that a child requires protection from extremist elements and ideologies, to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups, as well as to support the development of children and young people's resilience to radicalisation by promoting fundamental British values and empowering them to challenge extremist views.

⁴⁶ Revised Prevent Strategy: H.M. Government Updated 10 April 2019, paragraph 7

⁴⁷ As defined in the Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>

⁴⁸ all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". The Prevent duty, Departmental advice for schools and childcare providers, June 2015.

All staff, including DSL staff, are aware of their duties regarding supporting children and young people who may be vulnerable to radicalisation and recognise this as part of their safeguarding duties, including being aware of their duty to report concerns to the Derbyshire County Council's Prevent Lead.

Freedom of speech and the expression of beliefs and ideology are fundamental rights that underpin our society's values, and within the Company's children's homes and at Arnfield Independent School, children and young people have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable, or which leads to violence or harm to others goes against the same moral principles that place a high value on free speech. Free speech is, therefore, not an unqualified privilege: it is subject to the laws and policies that govern equality, human rights, community safety and cohesion. As such any speech or behaviour that is deemed to be manipulative or hateful towards any one group will be challenged.

PEER-ON-PEER / CHILD ON CHILD ABUSE⁴⁹

Children can abuse other children (often referred to as peer-on-peer (child-on-child) abuse) and this can take many forms and occur in different areas and through different mediums including both inside and outside of the Company's homes, at outside education providers, in the community and online.

Peer-on-peer (child-on-child) abuse can include, though is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting and initiation/hazing type violence and rituals.

Whilst a child or young person being LGBT or identifying as a gender not assigned to them at birth is not in itself an inherent risk factor for harm, it is recognised that such children may be targeted by other children, including a child who is perceived as being such by other children (whether they are or not).

These risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open and so carers discuss the differences between individuals in an open and non-judgemental way to help reduce the additional barriers faced, and provide a safe space for children to speak out or share their concerns with members of staff.

Given the context of the young people accessing care and education from Arnfield Care, staff must be acutely aware of the likelihood of peer-on-peer (child-on-child) abuse and the increased vulnerability of some of the children to exploitation or abuse by their peers as well as the demarcation of what the Company may see as inappropriate and what individual children and young people see as appropriate.

⁴⁹ See also C-65 Preventing Bullying policy

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

The Company believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place

The homes and school maintain a clear ethos that bullying and abuse in any form is unacceptable, and children are made aware of this when they join us, being reassured that they can approach staff if they feel unhappy or unsafe and any incidents of peer-on-peer (child-on-child) abuse will be dealt with promptly and appropriately.

Staff proactively work to manage social dynamics within the homes and classrooms, encouraging children and young people to manage conflict through discussions and problem solving, reinforcing this through modelling of using compassion and discourse in resolving conflicts between staff and children. To augment this, children and young people are provided with safe spaces where they can discuss their concerns and frustrations with individual staff members.

Arnfield Independent School also teaches strategies for managing online safety, bullying, and developing resilience as part of the PSHE curriculum.

Whilst children within the homes are supported by staff and are closely supervised, the use of digital technology can enable abuse to be carried out without their knowledge and so children are encouraged to report any instances of peer-on-peer (child-on-child) abuse, including any that they become aware of though may not be actively involved with.

To support this, all young people who have access to devices capable of accessing the internet will be required to sign a 'Safe and Responsible Usage Contract'⁵⁰ before having access to the internet or devices capable of this. This will be discussed in appropriate terms with the young person and will include provisos that staff may need to manage the access to, and check, their devices to maintain their safety and the safety of their peers.

To augment this culture of respect and dignity, all staff undergo training that supports them to recognise the indicators and signs of peer-on-peer (child-on-child) abuse, understand how to identify it and respond to reports from children, young people, fellow staff members and other professionals involved with the children in our care, such as outside education providers etc.

In all cases where a child or young person has been bullied or subjected to peer-on-peer (child-on-child) abuse, support and/or counselling will be offered through key work sessions with staff, and/or consultation with the bMindful clinical lead attached to the Company, and/or through access to an independent advocate. Appropriate safeguarding and child protection procedures will always be followed, and all staff are made aware that bullying may constitute significant harm and, if so, must be reported in accordance with the Child Protection and Safeguarding Policy and Procedure.

Following any complaint or allegation of bullying, a review of the risk assessment and the child or young person's placement plan will be carried out, to identify any further action that needs to be taken.

⁵⁰ See also C-54 Internet Access

Whilst being mindful of the needs of any victim of bullying; counselling and/or support will also be offered to the perpetrator through key work sessions with staff, and/or consultation with the bMindful clinical lead attached to the Company, and/or through access to an independent advocate.

DOMESTIC ABUSE

Children can witness and be adversely affected by domestic abuse and/or violence where it has occurred prior to them coming to Arnfield Care and, in some cases, may blame themselves for the abuse or this may have been the reason (or part of) them leaving the family home as a result.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Whilst children and young people resident with Arnfield Care are safeguarded against domestic violence whilst under our care, they may encounter it if it takes place during a Family Time session or in relationships they have formed in the community.

ONLINE SAFETY

Young people can be especially vulnerable to exploitation, abuse or bullying when accessing the internet, other forms of communication and social media. The PSHE curriculum at Arnfield Independent School and the staff training plan at Arnfield Care both have a clear focus on the possible risks of using online communication tools, and how young people can navigate these risks to protect their identity and keep themselves safe from harm.

This also includes education in what constitutes online harassment and acting in a positive and responsible manner online.

SERIOUS VIOLENCE

All staff are aware of indicators that may signal that children are at risk from, or are involved with, serious violent crime. These may include increased instances or periods of being missing from care, absence from mainstream school (if attending), a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

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.

HONOUR BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture.

For example, honour-based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion
- Want to get out of an arranged marriage
- Want to get out of a forced marriage
- Wear clothes or take part in activities that might not be considered traditional within a particular culture
- All forms of HBA and associated maltreatment such as female genital mutilation (FGM), forced marriage, and practices such as breast ironing, are abuse (regardless of the motivation) and will be handled as such by Arnfield Care.

Staff at Arnfield Care and Arnfield Independent School receive training in how to approach potentially difficult conversations sensitively, and who to share information with if they suspect a young person is at risk of any of these safeguarding concerns. Young people are provided with information of who they can contact confidentially if they have concerns about themselves or others.

FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales.

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Arnfield Care understands the danger of involving family and/or community members in suspected cases of forced marriage and so will report any immediate concerns directly to the police.

Where staff members require advice or information about the issue which surpasses our shared knowledge and experience, we will contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

FGM – FEMALE GENITAL MUTILATION

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Current legislation⁵¹ places a statutory duty upon teachers such as those at Arnfield Independent School to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions.

Non-regulated practitioners, such as care staff, also have a responsibility to take appropriate safeguarding action in relation to any identified or suspected case of FGM⁵², and it is Arnfield Care's policy that any staff member who suspects that FGM has been carried out on a girl under 18 should report this to either/and the DSL, their Manager, Responsible Individual, or Senior Registered Manager & Head of Care at the soonest available opportunity.

UPSKIRTING

'Upskirting' typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

This can apply to young persons of any gender as well as members of staff.

All young people with access to mobile devices and cameras are required to sign a safe and responsible usage contract which includes regular checks of the device and media contained by staff.

Upskirting is a criminal offence⁵³, and any instances will be reported to the Police. Offenders face up to 2 years in jail, as well as being placed on the sex offenders' register.

Appendix C: Recognising a safeguarding or child protection issue

A child or young person may appear with minor injuries for which a logical explanation can be readily given by them or their parent or carer. The majority of injuries to children and young people do occur accidentally but should always be discussed with their parent or carer and recorded.

There may be occasions when there are further causes for concern, for example:

- the child or young person and/or their parent or carer is unwilling to talk about the injury; or
- there are a series of unexplained injuries.

Residential staff should be aware that it may be inappropriate to discuss a child or young person's injuries with the parent or carer in the first instance. If there is any suspicion that a

⁵¹Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

⁵² Multi-agency statutory guidance on female genital mutilation, HM Government April 2016

⁵³ Under the Voyeurism (Offences) Act, which came into force on 12 April 2019.

parent, carer or family member might be responsible for an injury, the social worker should be notified, and advice sought before any information is passed on to the parent(s).⁵⁴

Similarly, a child or young person's mood, attitude towards other people or behaviour can sometimes change suddenly and unexpectedly. In most cases there will be a clear reason for this, but any concerns should always be discussed with a senior colleague or Manager and recorded. Further concern may arise if, for example:

- the child or young person's mood changes for no obvious reason, and they become more withdrawn and upset; and/or
- a child or young person shows fear of another person, or of particular situations, which cannot be readily explained; and/or
- a child or young person's behaviour suddenly and unexpectedly changes – often becoming more challenging.

It is important to remember that when bullying occurs this is a safeguarding children issue, too⁵⁵. There may be other signs that indicate that there may be a safeguarding issue in relation to a particular child or young person. These signs may include any kind of self-harm; bullying; cruelty to, or abuse of animals, fire setting, etc.

Appendix D: Statutory Notifications

Under the current regulations⁵⁶, the following notifications must be made, without delay, following a serious event.

<i>Serious event:</i>	<i>Notification to be made to:</i>
The death of a child or young person accommodated in a children's home	<ul style="list-style-type: none"> • Ofsted; • The child or young person's placing authority • The Secretary of State; • The local authority in whose area the children's home is situated; • The clinical commissioning group in whose area the children's home is situated; and • Any other relevant person
A referral of an individual working in the home under section 35 of the Safeguarding Vulnerable Groups Act 2006*	<ul style="list-style-type: none"> • Ofsted; • The child or young person's placing authority; and • Any other relevant person
An incident requiring police involvement that occurs in relation to a child or young person, which the Registered Manager considers to be serious	<ul style="list-style-type: none"> • Ofsted; • The child or young person's placing authority; and • Any other relevant person
An allegation of abuse against the home, or any person working there⁵⁷	<ul style="list-style-type: none"> • Ofsted; • The child or young person's placing authority; • The LADO; and • Any other relevant person

¹⁹ S-30: Policy and guidance on recording, reporting and communication.

⁵⁵ C-65: Preventing bullying

⁵⁶ Children's Homes (England) Regulations 2015, regulation 42.

⁵⁷ The Local Authority Designated Officer (LADO) must be notified of any allegation made against a member of staff or any other professional working with children and young people within 24 hours. Normally this notification will be made by the Responsible Individual.

A child protection enquiry involving a child or young person is instigated or concluded⁵⁸	<ul style="list-style-type: none"> • Ofsted; • The child or young person's placing authority; and • Any other relevant person
Any other serious event that affects the welfare of a child or young person	<ul style="list-style-type: none"> • The child or young person's placing authority; • The child or young person's parent [<i>unless to do so is not reasonably practicable, or would place the child or young person's welfare at risk</i>]; and • Any other relevant person
Concerns around possible FGM	<ul style="list-style-type: none"> • The police

Appendix E: Organisational Notifications

In any of the following serious events as listed in the current Regulations⁵⁹, and set out in the table below, notification must be made at the earliest possible opportunity to the Manager concerned, and to both the Head of Care and Responsible Individual, without delay.

- The death of a child or young person accommodated in a children's home
- A referral of an individual working in the home under section 35 of the Safeguarding Vulnerable Groups Act 2006
- An incident requiring police involvement that occurs in relation to a child or young person, which the Registered Manager considers to be serious
- An allegation of abuse against the home, or any person working there
- A child protection enquiry involving a child or young person is instigated or concluded
- Any other serious event that affects the welfare of a child or young person

If any employee of Arnfield Care, any student on placement, any volunteer, or any person visiting any premises in a professional capacity is involved, or is suspected of being involved, or against whom an allegation has been made in respect of any of these incidents, then notifications must be made, without delay, to the following individuals as follows:

<i>Organisational role of individual who is suspected or actually involved, or against whom an allegation has been made.</i>	<i>Notifications must be made <u>without delay</u> to:</i>						
	<i>Head of Outdoor Ed.</i>	<i>Head Teacher</i>	<i>Home Manager</i>	<i>Head of Care</i>	<i>R.I.</i>	<i>All Directors</i>	<i>LADO</i>
Domestic or ancillary staff			√	√	√	√	√
Placement Students, volunteers and visitors			√	√	√	√	√
RCWs ⁶⁰			√	√	√	√	√
O.Ed Instructors ⁶¹	√	√	√	√	√	√	√
Head of Outdoor Education		√	√	√	√	√	√
Education Staff		√	√	√	√	√	√
Head Teacher				√	√	√	√
Home Deputy Manager			√	√	√	√	√
Home Registered Manager				√	√	√	√
Head of Care						√	√
Responsible Individual						√	√
Managing Director						√	√

⁵⁸ When a child protection enquiry is concluded, Ofsted must also be notified of the outcome of the enquiry. Any notification that is made orally in the first instance must be confirmed in writing as soon as possible.

⁵⁹ The Children's Homes (England) Regulations 2015, regulation 42.

⁶⁰ Residential Care Worker

⁶¹ Outdoor Education Instructors

Appendix F: Derby and Derbyshire CRE Information Report Operation Liberty



CRE Information Report Operation Liberty (Note which form of Exploitation you are reporting)

Date/Time of report:

Name:	<input type="text"/>
Post/Job Title:	<input type="text"/>
Agency:	<input type="text"/>
Contact details:	<input type="text"/>
Witnessed Incident?	<input type="checkbox"/>
Member of Public?	<input type="checkbox"/>
Practitioner?	<input type="checkbox"/>

Are you reporting the information as a third party?

If so, details of witness, if known:

Would they be willing to engage with the Police?

Please provide information about specific events/incidents. Include as much detail as possible (where known) regarding name's / descriptions / nicknames / vehicle details / addresses / risks i.e. weapons. Do not use abbreviations.

Date/time/location and details of incident:

Alleged offender(s)(if known):

Details of other persons present at incident (if known):

(Please use one form for each victim) Note: Use this space to report an incident even if this does not relate to a victim.

Victim (if known):

DOB:

Name(s) and contact details of persons/professionals this information has been shared with:

Send all referrals to the Police Referral Unit: email

RiskandReferralUnit@Derbyshire.PNN.Police.UK

PLEASE NOTE THIS IS NOT A REFERRAL FORM TO CHILDREN'S SOCIAL CARE

If you believe there are serious/complex needs or child protection concerns you must make a referral to Children's Social Care as per DSCBs' [safeguarding procedures](#). If the child is already known to Social Care you **must** also send a copy to their Social Worker or MAT Worker.

Taken from DSCBs CRE Risk Assessment Toolkit, May 2019

Guidance on Completing the CRE Information Report Operation Liberty

The Information Report Operation Liberty Form offers a multi-agency system of sharing information with Derbyshire Police to aid keeping children safe.

This form should be used to provide details of any concerns about people who pose a risk to a child, any known location where children are at risk of exploitation and any concerns about a child's circumstances, that makes them vulnerable to exploitation. The form should be used primarily to share information about the person/s or place/s that poses a risk to the child/ren, not to discuss the child's behaviours. The information can also include low level, soft 'whisperings' and 'gut feelings', something that does not sit well with you or your co-workers but has nowhere else to go.

Prior to completing the form, practitioners should seek advice and support from their agency CRE champion (Derby), Single Point of Contact (Derbyshire), Senior Practitioner or Manager. Advice and support can also be sought from in Derby a Child Protection Manager telephone 01332 642376 (Derby) or in Derbyshire the Child Protection Manager for Vulnerable Children (CPM-VC) telephone 01629 532834.

Please refer to the CRE Risk Assessment and for the types of exploitation covered in the CRE Strategy e.g. sexual exploitation, criminal exploitation, county lines, debt and trafficking.

You must also share it with any other practitioner's involved with the child. If they are known to Children's Service's you must send a copy of the form to the child's Social Worker or Children's Practitioner who will analyse your data and upload onto the child's file.

If the information is about serious/complex needs or child protection concerns about a child, a referral must also be made to Children's Social Care. Please see DSCBs' Safeguarding Children procedures, [Making a Referral to Social Care](#).

Please ensure that the information is accurate, current and that it is factual and not opinions.

Also ensure that full names and details of victims and where alleged perpetrators are provided. If you are unsure of the information then make checks before completing the form and sending it to the Police Referral Unit. If the information is unreliable or you are uncertain about the content, you may wish to arrange a multi-agency meeting before completing and submission of the Information Report Form.

NEVER assume someone else has passed on the information you have. Duplicate information is better than none.