



Child Protection and Safeguarding Policy

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January 2022	Update to align with KCSiE 2021
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This policy is available on our provision's website and is available on request.

We also inform parents and guardians about this policy when their children join our provision.

The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance 'Keeping Children Safe in Education', DfE (2023).

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1. Purpose and Aims

1.1 The purpose of MBN ARTS' child protection and safeguarding policy is to ensure every young person who is registered at our provision, is safe and protected from harm and are at the forefront of what we do. This means we will always work to:

- Protecting children from maltreatment
- Preventing the 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.

'Children' includes everyone under the age of 18.

1.2 Our provision aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

1.3 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all students at our organisation.

1.4 This policy applies to all students, young people, parent/carers, volunteers and visitors.

1.5 Anyone who has concerns about a young person's welfare can make a referral to Children's Social Care. Referrals can come from the child themselves, practitioners such as teachers, early year's providers, the police, probation service, GPs and health visitors as well as family members and members of the public.

2. Our Ethos

2.1 The young peoples welfare is of paramount importance. At MBN ARTS, there is a whole organisation approach to safeguarding and all systems, policies and procedures have been devised with the best interests of the young person at the centre during everything we do.

2.2 We understand that MBN Arts is an important part of the wider safeguarding system for children/young people. This system is described in the statutory guidance Working Together to Safeguard Children.

2.3 Safeguarding and promoting the welfare of children is **everyone's** responsibility.

Everyone who comes into contact with individuals and their families/carers has a role to play. This is why our approach at MBN Arts is Child Centered. This means that they should consider, at all times, what is in the **best interests** of the child.

2.4 MBN Arts will establish and maintain an ethos where young people feel secure, are encouraged to talk, are listened to and are safe. Young people at our provision will be able to talk freely to any member of the team if they are worried or concerned about something.

2.5 Everyone who comes into contact with the young people and their families has a role to play in safeguarding. We recognise that the coaches at our setting play a particularly important role as they are in a position to identify concerns early and provide help for young people to prevent concerns from escalating (Early Help Assessment can be carried out for this). All coaches are advised to maintain an attitude of 'it could happen here'.

2.6 All coaches, seasonal staff and regular visitors will have completed level 3 Safeguarding training and this is ensured it is kept up to date. During this training coaches are informed to know how

to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any young person and we will not keep secrets, this will be openly communicated to the young person at the time of reporting this concern

2.7 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2022), the Pan-Dorset Safeguarding Children's Partnership and the Local Safeguarding Children Partnership.

3. Who are the designated safeguarding leads?

Role	Name	Contact details
Designated Safeguarding Lead	Mike Ness	mike@mbnarts.co.uk
Deputy DSL	Nicole Druce	nicole@mbnarts.co.uk

4 . Equality Statement

4.1 Some young people that attend MBN arts have an increased risk of abuse/safeguarding concerns and also additional barriers can exist when recognising or disclosing abuse.

4.2 We are committed to anti-discriminatory practice and recognise everyone's diverse circumstance and we ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to individuals that:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation, foster homes or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Have a parent/carers who has expressed an intention to remove them from setting to be home educated

5. Roles and responsibilities

Schools/colleges and other provisions staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

Every school, college and provision should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.

The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. In this case it is the Managing Director Mike Ness.

All Staff

5.1 It is the responsibility of every coach, seasonal member of staff, volunteer and regular visitor to our provision to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the students at this organisation. This includes the responsibility to provide a safe environment in which individuals can learn.

5.2. **All** coaches have a responsibility to provide a safe environment in which our young people can learn and thrive.

5.3 **All** coaches should be prepared to identify young people who may benefit from early help (Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.)

9. **Any coach** who has **any** concerns about a child's welfare should follow the processes set out in section 8.

The Managing Director (Mike Ness)

5.2 At MBN ARTS the Managing Director is responsible for: Being the Designated Safeguarding Lead (DSL) and ensure that he has appropriate time, funding, training and resources to carry out their role effectively;

- Identifying an alternative member of the team to act as the Deputy Designated Safeguarding Lead (DDSL) in his/her/their absence to ensure there is always cover for the role;
- Ensuring all coaches, seasonal staff and volunteers receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- Ensure that all coaches, seasonal staff and volunteers have undergone safeguarding training and that this is refreshed yearly.

- Ensuring all coaches, seasonal staff and volunteers undertake appropriate child protection training that is updated annually.
- Ensuring that the organisation's approved policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all coaches, seasonal staff and volunteers;
- Ensuring that all coaches, seasonal staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO - Local Authority Designated Officer Telephone: [01202 817600](tel:01202817600) Email: LADO@bcpcouncil.gov.uk, or [01305 221122](tel:01305221122) or LADO@dorsetcouncil.gov.uk) in the event of an allegation of abuse being made against a member of the team, seasonal staff or volunteer.
- Ensuring that the relevant staffing ratios are met The Designated Safeguarding Lead (DSL)
- If the managing Director is concerned about a young person who attends and that also lives in Dorset that the Children's Advice and Duty Service (ChAD) is contacted ([01305 228866](tel:01305228866))
- The contact number for the multiagency safeguarding hub is [01202 123334](tel:01202123334)

5.3 The Designated Safeguarding Lead is a senior member of staff, from the leadership team, who takes lead responsibility for safeguarding and child protection within our provision. The DSL will carry out their role in accordance with the responsibilities outlined in 'Keeping Children Safe in Education 2023'.

5.4 The DSL will provide advice and support to other coaches on child welfare and child protection matters. Any concern for an individual's safety or welfare will be recorded electronically via our setting's concern reporting system (MyConcern)

5.5 During term time the DSL and / or a deputy will always be available (during our settings opening hours for staff in the organisation to discuss any safeguarding concerns. If in exceptional circumstances, the DSL or a deputy DSL is not available on the organisation site in person, we will ensure that they are available via telephone and any other relevant media.

5.6 The DSL at MBN ARTS will ensure that representation from our organisation is made at child protection conferences and core group meetings. With appropriate training, knowledge and experience, our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other inter-agency meetings and contribute to the assessment of children.

5.7 The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely.

5.8 The DSL is responsible for ensuring that all coaches, seasonal staff and volunteers are aware of our policy and the procedures they need to follow. They will ensure that all staff, volunteers

and regular visitors have received appropriate child protection information during induction and have been trained within the organisation to the agreed safeguarding procedures.

5.9 The full responsibilities of the DSL are shown within the job description of the DSL and DDSL.

The Deputy Safeguarding lead: Nicole Druce

5.10 The Deputy safeguarding lead will:

- Ensure that all members of the team are trained in using the myconcern software and that they understand how to report a concern effectively.
- Ensure that all coaches, seasonal staff and volunteers have access to the telephone number of the safeguarding lead so that if they are not onsite they are easily accessible.
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of the team, seasonal staff or volunteer,
- Ensure that all policies are kept up to date and are inline with relevant legislation and documentation.

6. Training and induction

6.1 When a new coach joins the MBN Arts team they will be informed of the safeguarding arrangements in place and what who to report to if they have a safeguarding concern (introduction to all coaches explaining their individual job roles). They will be given a copy of our organisation's safeguarding policy and other policies within the setting e.g. online safety, health and safety, GDPR etc..

6.2 All coaches will sign a declaration at the beginning of each academic year to say that they have reviewed and understood the guidance.

6.3 Every new member of the team, seasonal staff or volunteer will receive level 3 safeguarding training during their induction period within 6 weeks of joining the organisation. This programme will include:

- The child protection policy (which should amongst other things also include the policy and procedures to deal with child-on-child abuse);
- The behaviour policy(which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- Online safety policy (covering acceptable use);
- The staff behaviour policy (sometimes called a code of conduct) should amongst other things, include low-level concerns, allegations against staff and whistleblowing;
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies);
- safeguarding response to children who are absent from education, particularly on

repeat occasions and/or prolonged periods;

- Information relating to signs and symptoms of abuse;
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- How to manage a disclosure from a child.
- How to use our online reporting of concerns hub, my concern
- Whistle blowing policy in respect of concerns about another adult's behaviour and suitability to work with young people at our provision.
- Copies of policies and a copy of Part one (or Annex A, if appropriate) of the KCSiE 2023 document will be provided to **all** coaches at induction.

6.4 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of 'Keeping Children Safe in Education 2023'. In order to achieve this we will ensure that:

- All members of the team will undertake level 3 safeguarding training on an annual basis in accordance with the Local Safeguarding Children Partnership advice and we will evaluate the impact of this training;
- All members of the team undertake Child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring)
- All members of the team know how to manage disclosures and be aware of the local early help process and understand their role within this process,
- All members of the team know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation;
- All members of the team understand the need to be vigilant as multiple safeguarding issues will overlap with one another
- **All** staff should be aware of the process for making referrals to local authority children's social care and for statutory assessments⁷ under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- All members of the team are aware of the risk factors that increase the likelihood of involvement in serious violence;
- All members of the team understand the importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- DSLs attend training every two years; and in addition to formal training, their knowledge and skills are refreshed at regular intervals, at least annually.
- Safer Recruitment training is available to all relevant members of the team who are involved in the recruitment process.

6.5 At MBN ARTS, we are alert to safeguarding issues in the local area and ensure that all staff

have training appropriate to these matters as they arise. Currently, County Lines, drug and alcohol misuse and domestic violence are a concern in this locality and are being addressed through Pan Dorset Safeguarding Children Partnership.

6.6 All regular visitors, temporary staff and volunteers to our organisation will be given a set of our safeguarding procedures; they will be informed of who our DSL and DDSL and alternate staff members are and what the recording and reporting system is (MyConcern).

6.7 We actively encourage all of the members of the team to keep up to date with the most recent local and national safeguarding advice and guidance, 'Keeping Children Safe in Education' (2022) provides links to guidance on specific safeguarding issues.

7. Recognising abuse

7.1 At MBN Arts ALL coaches are aware of the indicators of abuse and neglect that can take place within or outside of our provision. Coaches will effectively use professional curiosity and knowing what to look for is vital for early indication and protection. We believe that all young people have a right to attend sessions and learn in a safe environment. Individuals should be free from harm by adults and other students within the provision.

7.2 **All** coaches should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

7.3 **All** coaches, but especially the designated safeguarding lead (and deputies) should consider whether a young person is at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

7.4 **All** coaches should be aware that technology is a significant component in many safeguarding and wellbeing issues. Individuals are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Individuals can also abuse other young person online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

7.2 Definitions of different forms of abuse:

- **Abuse:** a form of maltreatment of a child/young person. Somebody may abuse or neglect a child/young person by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children/young person may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children/young person may be abused by an adult or adults or by another child or children/young people.
- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child/young person.
- **Emotional abuse:** persistent emotional maltreatment of a child/young person that causes severe and adverse effects on that person's emotional wellbeing. This may involve conveying to a child/young person that they are useless, worthless, inadequate or not valued. It may also include not giving the child/young person opportunities to express themselves and silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **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. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and **all** staff should be aware of it and of their school or college's policy and procedures for dealing with it.

- **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 occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **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 and young people can become or 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, wellbeing, development, and ability to learn.
- **FGM:** Female genital mutilation (FGM) involves the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. The practice has no health benefits for girls and women. Whilst **all** staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.
- **Peer on peer abuse:** Young people abusing other young people. This can include: bullying (including online bullying and bullying because of someone's race, religion, sexuality, disability or trans status) abuse by your girlfriend, boyfriend or partner. physical abuse.
- **Serious violence:** All staff at MBN ARTS are aware of the indicators which may show that young people are at risk of or involved with serious violent crime. These may include increased absence from provision, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.
- **Mental health:** All staff should be aware that 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Coaches, however, 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. If someone has a mental health concern about a young person in provision that is also a safeguarding concern, immediate action should be taken to follow the child protection policy, and by

speaking to the designated safeguarding lead or a deputy immediately

8. Procedures for taking action

Everyone working at MBN Arts are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

8.1 At MBN ARTS all coaches, seasonal staff and volunteers must follow procedures set out below in the event of a safeguarding issue:

8.2 If a child/young person makes a disclosure to you, you should:

- Listen to and believe them
- Allow them time to talk freely and do not ask leading questions (remember TED questions - talk to me, explain to me, describe what happened)
- Reassure the child/young person that they are being taken seriously and that they will be supported and kept safe. Victims shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report;
- Stay calm and do not show that you are shocked or upset
- Tell the child/young person they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible into my concern, ensuring only the child/young person's own words/their voice is used. Stick to the facts, and do not put your own judgement on it, personal accounts are not required in the recording process.
- Sign and date the write-up and pass it on to the DSL using the organisation's reporting procedures, myconcern.
- Aside from the DSL or DDSL, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

8.3 All coaches are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and dated records of concern could lead to a failure to protect.

8.4 It is not the responsibility of organisation's staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of the team, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

8.5 At MBN Arts the Designated Safeguarding Lead (DSL) or Deputy Safeguarding lead (DDSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern. Any member of the team or visitor to our setting who receives a disclosure of abuse or suspects that

a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the Deputy safeguarding lead. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff and/ or take advice from local children's social care.

8.6 If staff are concerned about the welfare or safety of any child at our organisation they will record their concern on the agreed electronic reporting system, my concern, which will be passed to the DSL or DDSL without delay. All members of the team have had relevant training in how to log a concern and to ensure that it is all fact based information.

8.7 Coaches are aware that using the electronic reporting system is not all that they should do, they should also speak to the DSL or DDSL in person.

8.8 Following receipt of any information raising a concern, the DSL will consider what action to take and seek advice from Early Help, Children's Social Care or the LADO as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

8.9 All practitioners have a responsibility to refer a child to Children's social care under section 11 of the Children Act 2004 if they believe or suspect that the child to the police or MASH:

- Has suffered significant harm;
- If the situation is an emergency
- Is likely to suffer significant harm;
- Has a disability, developmental and welfare needs which are likely only to be met through provision of family support services (with agreement of the child's parent) under the Children Act 1989;
- Is a Child in Need whose development would be likely to be impaired without provision of services.

8.10 When an individual makes a referral to Children's social care, they should include any pre-existing assessments such as an early help assessment. Any information they have about the developmental needs, the capacity of their parents and carers to meet these within the context of their wider family and environment should also be provided as a part of the referral information.

8.11 The referrer must always have the opportunity to discuss their concerns with a qualified social worker. Where a child or young person is admitted to a mental health facility, practitioners should consider whether a referral to local authority children's social care is necessary.

8.12 Any member of the team can make a referral by calling: MASH 01202 123334 or emailing childrensfirstresponse@bcpcouncil.gov.uk. However it is important to tell the DSL as soon as possible if you make a referral directly. MBN ARTS adheres to the child protection procedures and policies that have been set out locally by the Pan Dorset Safeguarding Children Partnership. The following link can

be used to make a referral also. <https://www.gov.uk/report-child-abuse-to-local-council>

8.13 All staff are encouraged to report any concerns that they have and not see these as insignificant.

On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and dated records of concern could lead to a failure to protect.

9. Making a referral:

9.1 For all referrals to Children's social care, the young person should be regarded as potentially a child in need, and the referral should be evaluated on the same day that it was received.

9.2 A decision to the referral must be made within one working day about the type of response that is required.

9.3 In Dorset you will no longer be asked to complete an inter-agency referral form and all referrals will be taken following a professional discussion on the telephone. All phone calls will be confirmed in writing by the consultant social worker, but it is also best practice that you keep a record of the contact you have made, the discussion and any decisions made. You should also record whether you have obtained parental consent and if not, why not.

10. The referral process

10.1 The referrer should provide information about their concerns and any information they may have gathered in an assessment that may have taken place prior to making the referral. The referrer will be asked for information about some of the following:

- Full names (including aliases and spelling variations), date of birth and gender of all child/ren in the household;
- Family address and (where relevant) school / nursery attended;
- Identity of those with parental responsibility and any other significant adults who may be involved in caring for the young person such as grandparents;
- Names and date of birth of all household members, if available;
- Where available, the young person's NHS number and education UPN number;
- Ethnicity, first language and religion of children and parents/carers;
- Any special needs of young person or parents/carers;
- Any significant/important recent or historical events/incidents in the individual or family's life;
- Cause for concern including details of any allegations, their sources, timing and location;
- Young persons current location and emotional and physical condition;

- Whether the young person needs immediate protection;
- Details of alleged perpetrator, if relevant;
- Referrer's relationship and knowledge of child and parents;
- Known involvement of other agencies / practitioners (e.g. GP);
- Information regarding parental knowledge of, and agreement to, the referral;
- The young person views and wishes, if known.

There should not be a delay in order to collect information if the delay may place the individual at risk of significant harm.

10.2 When sharing information about a child or family with Children's Social Care, the coaches will be transparent about their concerns and to seek to work cooperatively with parents or carers. Usually inform parents or carers (and the child depending on their age and level of understandings) that they are going to make a referral. However, referrals can be made without first informing parents or carers where to do so would place a young person at risk.

10.3 Where a practitioner makes a referral without informing the parents or carers this must be recorded in the young persons file with reasons and confirmed in the referral to Children's Social Care.

10.4 All referrals from practitioners should be confirmed in writing, by the referrer, within 48 hours. If the referrer has not received an acknowledgement within three working days, they should contact Children's social care again.

11. Receiving a referral:

11.1 The social worker will discuss the concerns with the referrer and considered any previous records in relation to the young person and family in their agency. The social worker will establish:

- The nature of the concerns raised;
- How and why they have arisen;
- The young person's views, if known;
- What the young person and the family's needs appear to be;
- Whether the family are aware of the referral and whether they are in agreement with it or not;
- Whether the concern involves abuse or neglect; and
- Whether there is any need for any urgent action to protect the child or any other children in the household or community.

11.2 A decision will then be had to discuss the referral with other agencies without parental knowledge should be authorised by a Children's social care manager, and the reasons recorded.

11.3 This checking and information gathering stage must involve an immediate assessment of any concerns about either the young person's health and development, or actual and/or potential harm, which justify further enquiries, assessments and / or interventions.

11.4 Interviews with the young person will take place in a safe environment. All interviews with the

young person and family members should be undertaken in their preferred language and where appropriate for some people by using non-verbal communication methods. If these are not easily accessible, before the interview happens these need to be researched and sourced.

11.5 The Children's social care manager should be informed by a social worker of any referrals where there is reasonable cause to consider Section 47 Enquiries and authorise the decision to initiate action. If the child and / or family are known to other agencies or the facts clearly indicate that a Section 47 Enquiry is required, the Children's social care should initiate a strategy meeting/discussion immediately, and together with other agencies determine how to proceed.

11.6 The police must be informed at the earliest opportunity if a crime may have been committed. The police should assist other agencies to carry out their responsibilities, where there are concerns about an individual's welfare, whether or not a crime has been committed.

12. Concluding a Referral

12.1 At the end of the referral discussion, the referrer (the DSL or DDSL) and Children's social care should be clear about the proposed action, who will be reporting this to the team, timescales and whether no further action will be taken.

12.2 Referral outcomes about a young person, where there may be concerns, typically fall into four categories and pathways:

- No further action, which may include information to signpost organisations to other agencies;
- Early help - referrals for intervention and prevention services;
- Child in Need services - assessment to be undertaken by Children's Social Care (Section 17 CA 1989);
- Child Protection services – assessment and child protection enquiries to be undertaken by Children's Social Care (Section 47 CA 1989) with active involvement of other agencies such as the police.

12.3 Whatever the outcome of the referral, it will have been assessed by a qualified social worker and a decision will have been made by the relevant line manager within the time scale of one working day about what should happen next. The Children's social care manager must approve the outcome of the referral and ensure that a record has been commenced and/or updated. The social worker should inform, in writing, all the relevant agencies and the child, if appropriate, and family of their decisions and, if the child is a Child in Need, of the plan for providing support.

12.4 In the case of referrals from members of the public, feedback must be consistent with the rights to confidentiality of the child and their family. The young people and parents/carers should be routinely informed about local procedures for raising complaints, if they wish to, and local advocacy services.

13. Children potentially at greater risk of harm

13.1 Students with SEND or health issues

We recognise that young people with special educational needs (SEN), disabilities or certain health conditions can face additional safeguarding challenges and these are discussed in training and on induction. These additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the students condition without further exploration;
- Young people being more prone to peer group isolation or bullying (including prejudice-based bullying) than other individuals, this is within MBN Arts provision or outside
- Young people being disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

13.2 At MBN ARTS, we identify students who might need more support to be kept safe or to keep themselves safe. Coaches will ensure that they support young people in expressing concerns they might have, being confident to express if they are in need of support, and coaches are always vigilant to any signs or indicators of abuse. At MBN Arts we identify the coaches that might need more support in keeping themselves safe by:

- Familiarising self with the keeping children safe in education 2023 document
- Adhering to the SEND code of practice
- Creating and keeping individual learning plans (IEPs) updated
- Keeping individuals risk assessments updated
- Communicating regularly with parents/carers
- Having known adults support the young people where necessary
- Seeking advice from outside agencies as appropriate
- Ensuring appropriate support for parents/carers is available such as an interpreter if required

13.3. Pupils with a social worker

Coaches are aware that all young people that have a social worker due to safeguarding or welfare needs can mean that they have adversity or trauma which can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of the team will work with and support social workers to help protect vulnerable children. Where we are aware that a young person has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the young person's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

13.4. Looked-after and previously looked-after children

We will ensure that coaches have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate coaches have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

13.5 Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a young person's welfare. The DSL and DDSL, will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures). If it becomes aware that the young person is also being or has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

13.6 Private fostering arrangement

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation, modern-day slavery or FGM.

Our provision has a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although our provision has a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the MBN Arts. However, it should be clear to the DSL and DDSL who

has parental responsibility of the young people that attend our provision.

All coaches are aware that they should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the Local Authority.

13.7 Children Missing Education

Knowing where the young people are during their alternative provision hours is an extremely important aspect of Safeguarding. Missing sessions can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of individuals.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/guardians when young people are not at sessions. This means we need to have a least two up to date contact numbers for parents/guardians. Parents/Guardians should be reminded to update them as soon as possible if the numbers change.

13.8 . Keeping Children Safe in Education (2023)

14.1 In response to the KCSIE 2023 MBN Arts has:

1. Coaches who understand what to do when young people do not attend regularly
2. Appropriate policies, procedures and responses for coaches who go missing from education (especially on repeat occasions).
3. Coaches who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when a student:
 - a. Leaves provision
 - b. Are in custody for four months or more (and will not return to provision afterwards);
 - c. Are permanently excluded/contracts with MBN Arts being discontinued
- D. If they are failing to attend

We will ensure that young people who are expected to attend provision, but fail to take up the place will be referred to the local authority. When a student leaves MBN Arts, we will record the name of the young persons new provision and their expected start date.

13.9 Children requiring mental health support

All coaches at MBN ARTS are aware that mental health problems can, in some cases, be an indicator that a young person has suffered, is suffering or is at risk of suffering abuse, neglect or exploitation. Coaches will be alert to behavioural signs that suggest an individual may be experiencing a mental health problem or be at risk of developing one. Only trained professionals can diagnose a mental health problem.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree on the course of action the coach is required to take.

Multi-agencies are available for the DSL and DDSL to contact in order to gain support about mental health.

<https://camhsdorset.org/> - CAHMS (child and adolescent mental health services)

13.10 Child in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health and or development, and without significant provision they are likely to be further impaired.

13.11 Children suffering or likely to suffer significant harm

Local Authority have the duty to make enquiries (under section 47 of the Children Act 1989) if they have reasonable grounds to believe that a child/young person is suffering or likely to suffer significant harm.

14. Early Help

14.1 An Early Help Assessments (EHA) are used to identify a child/young persons and family's needs and strengths, and to plan the right support and services to address those needs at an early stage. The process allows different agencies and services to share information and work together in a coordinated way. This early support is aimed at improving outcomes for children or preventing escalating need or risk. Because of this they are also sometimes referred to as prevention or preventative services.

14.2 ANY young person/child that attends provision may benefit from an early help assessment. Early help and early intervention services can be provided at any stage in a child or young person's life, from the early years right through to adolescence. Services can be delivered to parents, children, or whole families.

14.3 The first part of an EHA will need to be carried out by the SENCo (Nicole Druce), however before an EHA can be carried out, you must have agreement from both the young person and their parents/carers. This will then be lead by the LA, DSL and other agencies which will then set up

TAF/TAC meetings/assessments as appropriate.

14.4 **Any** young person may benefit from early help, but all coaches should be particularly alert to the potential need for early help for a individual who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

One or some of the above may trigger an Early Health Assessment being carried out .

14.5 If early help is appropriate, and not being lead by the LA, the DSL will lead on liaising with other agencies and setting up an inter-agency TAF/TAC assessment/meeting as appropriate. Coaches may be required to support other agencies and professionals in an early help assessment (this will most likely be the DSL, DDSL/SENCo, in some cases acting as the lead practitioner. The DSL will keep the case under constant review and the organisation will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early Help can be contacted on 01202123334 or

email: childrensfirstresponse@bcpcouncil.gov.uk

14.6 The Early Help Partnership website includes information on:

- Levels of need and continuum of support – Thresholds
- Getting support
- Bournemouth Early Help Assessment and Support Plan
- Issues affecting children and families
- Workforce development programme
- Free tools and resources for working with children.
- Young people and their parents

14.7 The Children's Service First Response Hub provides the public and professionals with advice, information and support for young people who are vulnerable and at risk. Children's First Response Hub can help if you, are worried about a child or young person who is at risk of (or is being) hurt or abused or know of a child or young person who may be vulnerable without additional help and support want to know more about services to support children, young people and their families need support to agree an Early Help offer.

[01202 123 334](tel:01202123334) - Call Children's service first response hub on this number is required.

15. Peer on peer abuse

15.1 We recognise that any young people are capable of abusing other individuals at MBN Arts we have a zero tolerance approach to abuse. Abuse will never be tolerated or passed off as "banter" or "having a laugh" or "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for our students/young people.

15.2 Child-on-child abuse is most likely to include:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between individuals (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as sexual remarks, jokes and online sexual harassment, which may be a one off or part of a broader pattern of abuse
- 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.

- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

15.3 Most cases of peer on peer abuse will be dealt with under our behaviour policy, but this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put individuals in provision at risk
- Is violent
- Involves others being forced to use drugs or alcohol
- Involves sexual exploitation, sexual harassment, sexual violence or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sharing nudes)
- Is 'upskirting' which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress
- Non consensual sharing of indecent images (sharing nudes)
- Abuse in intimate, personal relationships between peers
- Causing someone to engage in sexual activity without their consent or to engage in sexual activity with a third party
- Bullying as identified in the Anti-bullying policy and including prejudiced and discriminatory bullying

15.2 **All** coaches should be aware that a young person can abuse another young person (often referred to as child-on-child abuse), and that it can happen both inside and outside of provision and online. **All** coaches should be clear as to policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

15.2 All coaches are aware that if a young person makes an allegation of abuse against another young person they must inform the DSL or DDSL and record the allegation onto the myconcern portal:

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence

- The DSL will put a risk assessment and support plan into place for all involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

15.3 We will minimise the risk of peer-on-peer abuse by:

1. Challenging any form of derogatory or sexualised language or behaviour
2. Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
3. Ensuring our programme helps to educate young people about appropriate behaviour and consent
4. Engage young people in our PSHE ASDAN short course , which includes Respectful relationships, Emotional wellbeing, Alcohol, Tobacco and drugs
5. Ensuring young people know they can talk to staff confidentially and know that they will be listened to
6. Ensuring that all coaches reassure victims that they will be taken seriously
7. Ensuring all coaches are trained to understand in how to recognise the indicators and signs of peer-on-peer abuse, and know how to identify it and respond to reports.

15.4 Coaches are aware that even if there are no reports of peer-on-peer abuse in the organisation, it does not mean it is not happening – maintain an attitude of “it could happen here”. If any coaches have any concerns about an individual’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:

- Young people can show signs or act in ways they hope adults will notice and react to
- A friend may make a report
- A member of the team may overhear a conversation
- A young person’s behaviour might indicate that something is wrong

15.5 Coaches are aware that some young people:

- may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
- That a student harming a peer could be a sign that they are being abused themselves, and that this would fall under the scope of this policy
- The important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it and speaking to the

DSL or DDSL if they have any concerns.

16. Consensual and non consensual sharing of nudes and semi nudes(Youth produced sexual imagery/sexting)

16.1 Coaches at MBN Arts are aware that if a report of an incident involving sharing nudes is brought to their attention, you must report it to the DSL or DDSL immediately. You must not:

- View, download or share the imagery yourself, or ask a young person to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the individual to delete it
- Ask the individuals(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of the team, the individual(s) it involves or their, or other, parents and/or guardians.
- Say or do anything to blame or shame any young people involved.

16.2 Coaches will explain that you need to report the incident, and reassure the individual(s) that they will receive support and help from the DSL. As stated they, do not make promise of keeping secrets and record all the conversation had in factual context on the online reporting system, myconcern.

16.3 Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate coaches. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to individuals(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young persons involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or guardians of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care 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 imagery 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 pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

16.4 Further review by the DSL

- If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.
- They will hold interviews with the young person involved (if appropriate) to establish the facts and assess

the risks.

- If at any point in the process there is a concern that young person has been harmed or is at risk of harm,

a referral will be made to children's social care and/or the police immediately.

16.5 Informing parents

- The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is

a good reason to believe that involving them would put the young person at risk of harm.

16.6 Referring to the police

- If it is necessary to refer an incident to the police, this will be done by dialing 101 or 999.

16.7 Recording incidents

- All sharing nudes incidents and the decisions made in responding to them will be recorded on our online reporting system, myconcern. Any documents that can be attached should be attached within the report.

16.8 Curriculum coverage

- Due to the young people accessing alternative provision and not being able to access mainstream education, they will miss key Sex education lessons and PHSE education. At MBN Arts students are taught about PSHE and Sex education through ASDAN courses, during these the young people are engaged in conversations surrounding the issues of nudes / sharing nudes as part of our education Programmes and our online safety policies.

17. Honour Based Violence

17.1 At MBN ARTS we recognise that our coaches are trained in FGM (all coaches have

undertaken FGM training yearly) and well educated to identify concerns and take action to prevent individuals from becoming victims of Female Genital Mutilation (FGM) and other forms of so called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training (this encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing). All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

17.2 If you have a concern regarding a young person that might be at risk of HBV you must inform the DSL or DDSL, as a matter of urgency and record in the online reporting service, myconcern, the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

17.3 FGM - Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears or have cause to concern that this has been carried out on a girl under 18.

17.4 DSL's must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the DSL and children's social care. This duty does not apply in relation to at risk or suspected cases. Any member of the team who suspects a young person is at risk of FGM or discovers that a student age 18 or over appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

17.5 Those failing to report such cases will face disciplinary sanctions, stated in our disciplinary policy. We will provide guidance and support to our coaches on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

17.6 FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

17.7 Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from PSHE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talk about a 'special' procedure to become a woman

17.8 FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an

'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from the organisation, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

18. Extremism (Prevent Duty)

18.1 As part of the Counter Terrorism and Security Act 2015, we have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

18.2 Where coaches are concerned that young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead or Deputy safeguarding lead. They have received training about the Prevent Duty and tackling extremism and are able to support coaches with any concerns they may have.

18.3 We use the curriculum to ensure that young people understand how people with extreme views share these with others, especially using the internet, this is explained to the young people when talking to them about online safety and the importance of being safe online.

18.4 Recognising Extremism

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Displays of extremist themes e.g. art work, graffiti
- Attempts to impose extremist views or practices on others

- Verbalising anti-Western or anti-British views

18.5 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability within today's communities. At MBN ARTS, we will ensure that:

- Through training, coaches, seasonal staff and volunteers have an understanding of what radicalisation and extremism is, why we need to be vigilant and how to respond when concerns arise
- There are systems in place for keeping students safe from extremist material when accessing the internet at our organisation by using effective filtering and usage policies.
- All coaches have received the most up to date Prevent training.
- The DSL and DDSL will act as the point of contact within our organisation for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Local Channel procedures and will represent our organisation at Channel meetings as required.

19. Potential vulnerabilities include

19.1 Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all young people with these indicators will be exploited. (Child sexual exploitation can occur without any of these issues.):

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited; • Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

19.2 Coaches are aware that many young people who are victims of sexual exploitation do not recognise this themselves. Any concerns that staff have will be recorded on the online recording system and reported to the DSL or DDSL as soon as possible.

20. Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)

20.1 Child criminal exploitation (CCE) and Child Sexual Exploitation are forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. This can affect both males and females and can include young people who have moved around for the purpose of exploitation.

20.2 The abuse can be perpetrated by males or females, and children, young people or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, 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:

20.3 Young people 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.

20.4. 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.

20.3 Indicators of CCE can include a young person:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing education
- Not taking part in education
- Having different views on crimes than before

CSE:

20.4 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 non-penetrative 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.

20.5 CSE can occur over time (grooming) or be a one-off occurrence and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media.

20.6 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 do not realise they are being exploited and may believe they are in a genuine romantic relationship.

20.7 If a member of the team suspects CCE, they will report the concern on the online reporting system and discuss this with the DSL or DDSL as soon as possible. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from education;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of the Internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

21. County Lines

21.1 At MBN ARTS, we recognise that some of our vulnerable young people may be at risk of being exploited by criminals. Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children/young people to sell drugs. Often these children/young people are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs.

21.2 Gangs deliberately target vulnerable children/young people through grooming, threatening or tricking them into trafficking drugs. They might even threaten a young person physically, or they might threaten the young person's family members in order to coerce them. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child/young person feels they are in debt to their exploiter.

21.3 Signs of criminal exploitation and county lines:

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going

- Unexplained absences from education setting
- Unexplained money, phone(s), clothes or jewellery
- Increasingly disruptive or aggressive behaviour and changes in complete behaviours
- Using sexual, drug-related or violent language you wouldn't expect them to know.
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.

21.4 You must report any concerns on the online reporting system (myconcern) and to the DSL or DDSL as soon as possible if you have any reason to suspect a young person is involved with drug trafficking.

22. Serious Violence

22.1 At MBN Arts we are alert to the indicators which may signal the young people are at risk from, or are involved with, serious violent crime.

These may include:

- Increased absence from provision
- 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 an individual has been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

22.2 The likelihood of involvement in serious violence may be increased by factors such as:

- Having been frequently absent or permanently excluded provision or previous setting
- Having experienced child maltreatment and having been involved in offending, such as theft or robbery.

We are aware that violence can often peak in the hours just before or just after provision when the young people are travelling to and from provision. And as such, we educate our students about how to keep safe when not on the provision site.

23. Domestic abuse

23.1 Young people can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a young person may blame themselves for the abuse or may have had to leave the family home as a result.

23.2 Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on young people e.g. PTSD - post traumatic stress disorder.

23.3 If police are called to an incident of domestic abuse and any children/young people are in the household have experienced the incident, the police will inform the key adult in provision (usually the

designated safeguarding lead) before the young person arrives at MBN Arts the following day. All police forces in the UK follow this procedure as part of Operation Encompass. The DSL will provide support according to the young person's needs and update records about their circumstances on our online reporting system, my concern.

24 Mental health:

24.1 Mental health is explicitly included in the definition of safeguarding, "preventing impairment of children's mental and physical health or development."

24.2 All coaches are made aware that mental health problems can, in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.

24.3 Only trained professionals should make a diagnosis of a mental health problem, coaches are well placed to observe the young people and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

24.4 Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and coaches are aware of how these experiences could impact an individual's mental health, behaviour and education.

25. Records and information sharing - Confidentiality

25.1 At MBN ARTS, we know that timely information sharing is essential to effective safeguarding and 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 the young people within our provision.

25.2 The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. Coaches will never promise an individual that they will not tell anyone or keep secrets about a report of abuse, as this may not be in the young person's best interests. .

25.3 The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information (<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>), the DSL will make reference to this when needing to make decisions about sharing information. If coaches are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy).

25.4 Any information recorded non-electronically will be kept in a separate named file, in a secure locked cabinet and not with the young person's academic file, this is until it is recorded electronically. These files will be the responsibility of the DSL and DDSL. Child protection information will only be shared within provision on the basis of 'need to know in the young

persons best interests' and on the understanding that it remains strictly confidential.

25.5 Child protection information will only be kept in the file and this file will be kept up to date.

Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the young persons life.

25.6 When a young person leaves our provision, the DSL will make contact with the LA and/or DSL at the new provision and will ensure that any safeguarding child protection information is forwarded. We will retain evidence to demonstrate how the file has been transferred. PDF documentation can be downloaded from myconcern if required.

25.7 Appropriate whistleblowing procedures are put in place for concerns about safeguarding to be reported or a concern to be raised, this policy works alongside the whistleblowing policy. Where a coach feels that they cannot report a concern to or raise an issue to the employer other whistleblowing channels are available:

<https://www.gov.uk/whistleblowing>

26. Working with parents and carers

26.1 Where appropriate, we will discuss any concerns about a young person with the parents/carers/guardians. The DSL will normally do this in the event of a suspicion or disclosure. If we believe that notifying the parents or carers would increase the risk to the individual or others within the household, we will discuss this with the local authority children's social care team before doing so.

26.2 In the case of allegations of abuse made against other young people, we will normally notify the parents or carers of all the individuals involved.

26.3 In order to keep children safe and provide appropriate care for them, MBN Arts requires parents/guardians to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the individual normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- At least one emergency contact details (if different from above);
- Full details of any other adult authorised by the parent/carer to collect the student from the setting (if different from the above).

26.4 MBN Arts will retain this information on the young persons file. Information will only be shared

about students with adults who have parental responsibility for the young person or where a parent/carer has given permission and the organisation has been supplied with the adult's full details in writing.

27. Child protection conferences

27.1 Children's Social Care will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

27.2 The DSL or DDSL may be asked to attend a child protection conference or core group meetings on behalf of the organisation in respect of individual children. In any event, the person attending will need to have as much relevant up to date, factual information about the young person as possible.

27.3 All reports for child protection conferences will be prepared in advance using the guidance and template report provided by the Local Children's Social Care. The information contained in the report will be shared with parents/guardians before the conference as appropriate and will include information relating to the student's physical, emotional and intellectual development and the student's presentation at organisation. In order to complete such reports, all relevant information will be sought from coaches working closely with the young person within provision.

27.4 Clearly child protection conferences can be upsetting for parents/guardians. We recognise that we are likely to have more contact with parents/guardians than other professionals involved. We will work in an open and honest way with any parent/guardian whose child has been referred to Children's Social Care or whose child is subject to a child protection plan or child in need plan. Our responsibility is to promote the protection and welfare of all our students and our aim is to achieve this in partnership with our parents/guardians also.

28. Admissions

28.1 At MBN Arts we accept referrals from Local Authorities, Virtual School and other educational providers.

28.2 MBN Arts currently accepts referrals from the age of 8 up to 25 year olds. We take referrals for SEND, ill mental health, CIN, CIC, young people who need reintegrating back into mainstream education and specialist education.

28.3 When referrals are sent to the managing director. The SENCo will review the documentation sent through to see if we can meet need for the young person and their needs. When this is confirmed we will arrange for two visits to take place for the parent/carers and young person. One when there is no other young people or coaches present and the other when it is a working space.

28.4 Before accepting a young person into MBN Arts we will ensure that there is a creative coach that is qualified, trained and has experience with the needs of the young person. If there is not a member of the team that can do that, we will look into the recruitment of another coach with those demonstrable skillsets.

28.5 Due to the individual's needs, it can vary on when referrals get sent to us and when admissions can take place. We can accept admissions for young people during any half term or at the end of any term, with regard to the individual circumstances of that young person.

28.6 The home address where a young person lives is considered to be a residential property that is the individual's main or only address during term time. Applicants can be asked to provide additional evidence in order to verify addresses and/or other details provided. If any information supplied by an applicant is judged to be fraudulent or intentionally misleading, the managing director may refuse to offer a place, or if already offered, may withdraw the offer.

28.7 Currently MBN Arts have a waiting list for young people awaiting alternative provision. The waiting list is based on coach suitability and against cohorts currently held, not first come first serve.

28.8 Young people with disabilities will be treated no less favorably than other applicants for admission. Disabled individuals will be given equal consideration of a place. Please see more information in the Equalities policy.

28.9 Young people who live outside of BCP council will be treated no less favourably than other applicants within BCP. The managing director will discuss transport arrangements with the LA, parents/carers during the visit to MBN Arts site.

28.10 MBN currently only accepts admissions of 15 hours and under.

29. Safer Recruitment

29.1 We have a safer recruitment policy with runs inline with this policy and in conjunction with Keeping Children Safe in Education 2023 act and Working Together to Safeguard Children 2023 act, which ensures that we have a robust recruitment process to deter or prevent people that are unsuitable to work with children/young people applying for or securing employment at our provision.

29.2 MBN Arts committed to providing a supportive and flexible working environment to all its members of the team. MBN ARTS recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment.

29.3 All MBN Arts available job adverts will include how committed we are to safeguarding and promoting the welfare of children and make it clear that safeguarding checks will be undertaken. The advert will include the safeguarding responsibilities of the post as per the job description and personal specification, and whether the post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The job advert will also highlight that we require the successful candidate to undertake an enhanced DBS check where appropriate.

29.4 References will be taken up on short listed applicants prior to interview where possible this allows any concerns raised to be explored further with the referee and taken up with the candidate at interview. One of these references should be from the current or most recent employer/line manager or HR (not from a colleague within the organisation)

29.5 For posts requiring the post holder to work with highly vulnerable children, e.g. Looked After children, children with disabilities, or posts where staff will have sole care of responsibility for a child/group of children, e.g. staff taking children on residential trips, consideration should be given to the need for an additional safeguarding (warmer) interview.

29.6 Training is essential for staff prior to undertaking these interviews and working with children that fall within the highly vulnerable category e.g. Looked after children, children in need.

30. Safer working practice

30.1 All adults who come into contact with the young people that attend provision will have full enhanced DBS checks and will sign up to the DBS renewal service meaning the DSL can carry out regular checks on the coaches of MBN team. All coaches have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our young people are competent, confident and safe to do so.

30.2 All coaches will be provided with a copy of our Staff Code of Conduct at induction. They will be expected to know our Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a young person has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

30.3 Before allowing visitors or volunteers into the MBN Arts practice they must sign in and show a

form of identification.

30.4 Before allowing a young person to leave provision if they have multiple people who pick them up (e.g. carers), the individual picking up must give us the relevant password for the young person.

30.5 If Visitors, volunteers or parent/carer helpers are working with the young people they will, never be left unattended.

31 Checking the identity and suitability of visitors

31.1 Before allowing visitors or volunteers into the MBN Arts practice they must sign in and show a form of identification, and sign out on departure.

31.2 If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

31.3 Visitors to the organisation who are visiting for a professional purpose, such as educational psychologists,
will be asked to show photo ID

31.4 Where appropriate we will ask visitors to show their DBS certificate, which will be checked alongside their photo ID; or The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the organisation any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using the facilities is not seeking to disseminate extremist views or radicalise students or staff.

32. Online Safety, Mobile Phones and Cameras

32.1 We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. We have an online safety policy which highlights the area of this section in further detail and runs in conjunction with Keeping Children Safe in Education Act 2023.

32.2 Within MBN Arts young people regularly have access to technology and the internet, they are however observed at all times and the procedures on using technology and being safe online are stated within our online safety policy.

32.3 Young people are allowed to have contact with the management team via text message if permission has been given by parents/carers prior to this. Young people will

only have access to the management team's work mobile phones and are aware that they can only get in contact with them during working hours.

32.4 Mike (the managing director) will regularly check the messages that are being received and sent to the young people to check that they are kept professional and that communication is not excessive. It is understood that young people feel comfortable communicating using their mobile phones and that providing this with trusted members of the team could be beneficial to the young people.

32.5 Any member of the management team that communicates through text message with the young people are aware that any safeguarding concerns are dealt with accordingly and that screenshots of the messages can be uploaded to the online portal, myconcern.

32.3 Our approach to online safety is based on addressing the following categories of risk:

1. Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
2. Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
3. Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
4. Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

32.4 To meet our aims and address the risks above we will, Educate the young people who attend about online safety as part of our curriculum.

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.
- All staff members will receive a copy of the online safety policy and each year when it is updated.
- Educate parents about online safety via our policies accessible online. We will also share clear procedures with them so they know how to raise concerns about online safety.

32.5 At MBN Arts coaches are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Coaches are allowed to bring their personal phones to work for their own use, but will limit such use to non-contact time when young people are not present and will keep their phones in their bags or pockets
- Coaches will not take pictures or recordings of pupils on their personal phones or cameras
- Make sure all coaches, young people and parents/carers are aware that coaches have the power to search the individuals' phones, as set out in the DfE's guidance on searching, screening and confiscation
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks.

32.6 At MBN Arts we will follow the General Data Protection Regulation and Data Protection Act 2018 and GDPR policy when taking and storing photos and recordings for use in the organisation.

32.7 All parents/guardians have signed a parental permission form to give permission for MBN to use photos and videos to be recorded for promotional purposes and advertising online. Photos and videos are also use to track individual progress and when they have been awarded a certificate. If these are being used online a parental permission form has been gained before doing so.

33. Managing allegations (see further in managing allegations policy)

33.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the young person at our provision.

33.2 Any coach who receives information regarding an allegation about any other coach within MBN Arts must inform the Managing Director immediately. In the event of the Managing Director not being available, then the information must be passed on to the DDSL. Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Managing Director, you must report it directly to the local authority designated officer (LADO), following whistleblowing policy procedures.

33.3 This section of this policy applies to all cases in which it is alleged that a member of staff (including supply staff, volunteers and contractors) has:

- Behaved in a way that has harmed a student or may have harmed a student, or
- Possibly committed a criminal offence against or related to young people or
- Behaved towards a young person in a way that indicates he or she would pose a risk of harm to that individual
- Behaved, or may have behaved in a way that indicates they may not be suitable to work with young people.

33.4 All coaches have been made aware of the managing allegations policy and have read and are familiar with the information within this policy. This is reviewed annual. It applies regardless of whether the alleged abuse took place in setting. Allegations against a staff member who is no longer teaching

and historical allegations of abuse will be referred to the police.

34. Non-collection of a young person

34.1 If a child is not collected at the end of the session/day, we will:

34.2 Attempt to make contact with the parent/guardian/carer and named emergency contacts. If all attempts are unsuccessful then the MASH will be called and in some cases, the police.

35. Missing Students/absconding

35.1 Young people missing from our provision regularly could be a sign as a range of safeguarding concerns.

35.2 Our procedures are designed to ensure that a missing individual is found and returned to effective supervision as soon as possible. If a young person goes missing or absconds from provision, we will:

- Deploy appropriate Senior Leaders or other the team to look for the individual.
- Make contact with the next of kin and any emergency contacts.
- Call the police.

35.3 When out trying to locate where the young person is the members of the team out looking should always ensure that they have their phone on them to make contact with anyone they need to

36. Offsite learning and outings

36.1 Outings and offsite learning are not common practice currently at MBN Arts, however if an offsite learning experience is planned we will ensure that the parents/carers are informed and there is a risk assessment in place for each new place in which we visit.

36.2 Parents and carers will have access to risk assessments prior to the outing/offsite visit.

36.2 If the young people require transportation the parents/carers will sign a permission form and the coach driving will ensure that they have another coach within the vehicle, and that they have appropriate insurance.

37. Elective Home Education

37.1 Where a parent/carer has expressed their intention to remove a young person from our organisation to educate them at home, we will liaise with the LA and any other key professionals involved with that young person, to coordinate a meeting with the parents/guardians. The meeting will be to ensure that the best interests of the young person are at the forefront of any decision being made.

38. Relevant Policies/other information

38.1 To underpin the values and ethos of our provision and our intent to ensure that everyone who attends are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Safer recruitment Policy
- Whistle-blowing Policy
- Online Safety Policy
- Health and Safety Policy

38.2 We expect all staff, including those who do not work directly with students, to have read:

- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- Organisation's Behaviour Policy
- Acceptable Use Policy (staff)

38.3 All members of the team will have received and undergone level 3 safeguarding and first aid training.

39. Legislation

39.1 The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

39.2 The Equality Act 2010 states that provisions, schools and colleges **must** not unlawfully discriminate against pupils or students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

39.3 The public sector equality duty is found in the Equality Act. the PSED places a general

duty of educational settings, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

40. Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2018)
- 'Keeping Children Safe in Education', DfE (September 2022)
- 'What to do if you're worried a child is being abused', DfE (March 2015)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)
- 'The Prevent duty: Departmental advice for schools and childcare providers', DfE (2015)
- 'Mandatory Reporting of Female Genital Mutilation - procedural information', Home Office (October 2015)

Appendix 1: Types of Abuse (from KCSiE 2022)

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. All staff should be aware that safeguarding incidents or behaviours can be associated with factors outside the school and can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

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 in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in

the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing 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.

Please remember if you feel unsure or worried, do something about it. Don't keep it to yourself.

Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers. We all have a statutory duty to safeguard and promote the welfare of children, and at our academy we take this responsibility seriously.

If you have any concerns about a child or young person in our academy, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders. Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation. If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find a member of staff from the Safeguarding team detailed below and provide them with a written record of your concern.

If you are unable to locate the forms then ask a member of the academy office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal you should pass this information to the Chair of the Regional Board or the Trust's Safeguarding Lead. Alternatively, you can contact the Local Authority Designated

Officer at: lado@bcpcouncil.gov.uk or Tel: 01202 817600 or [01305 221122](tel:01305221122) or LADO@dorsetcouncil.gov.uk in the event of an allegation of abuse being made against a member of the team, seasonal staff or volunteer.

If the managing Director is concerned about a young person who attends and that also lives in Dorset that the Children's Advice and Duty Service (ChAD) is contacted ([01305 228866](tel:01305228866))

The contact number for the multiagency safeguarding hub is [01202 123334](tel:01202123334)

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

Contact Details:

Designated and Deputy Designated Safeguarding Lead (DSL):

Email: mike@mbnarts.co.uk

Contact Number: 07961531991

Deputy manager/deputy safeguarding lead:

Email: nicole@mbnarts.co.uk

Telephone number: 07761874887

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.