



Safeguarding Policy and Procedure

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1. POLICY STATEMENT

1.1. Introduction

- 1.1.1. Safeguarding and promoting the welfare of children is: providing help and support to meet the needs of children as soon as problems emerge. Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE 2025)
- 1.1.2. Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (Working Together 2023 Appendix A glossary).
- 1.1.3. This policy applies to all staff, volunteers and board members in partnership with young people and their parents/carers. AIMCommunity works closely with the BCP Safeguarding / Dorset Safeguarding Children Partnership and implements recommendations from Child Safeguarding Practice Reviews to improve the way we work to protect young people. We believe that Safeguarding is everyone's responsibility. (KCSIE 2025 bullet 2) We are following guidance from the Charity Commission in regards to the safeguarding and welfare of children and young people. AIMCommunity recognises that young people and vulnerable adults that access our support often have complex needs and therefore may be at additional risk of harm.

1.2. Policies That Work In Conjunction With This Policy

This Safeguarding Policy works in conjunction with the following documents:

 Anti-Bullying Policy
 DBS Policy
 E-Safety Policy
 KCSIE
 Lone Working Policy
 Managing Allegations Policy
 Safer Recruitment Policy
 Vulnerable Adults Policy
 Whistleblowing Policy

For a full list of all policies that relate to Safeguarding at AIMCommunity please refer to Appendix 4

1.3. Key Legislation & Guidance

1.3.1. This Safeguarding Policy works in conjunction with the following documents

[Working Together To Safeguard Children 2023](#)

[Keeping Children Safe In Education 2025](#)

[Children Act 1989](#)

AIMCommunity recognises its responsibility to safeguard and promote the welfare of children within the legal framework of the Children Act 1989. Anyone under the age of 18 is considered to be a child/young person.

[Protection of Freedoms Act 2012:](#)

Furthermore, AIMCommunity recognises its responsibility to safeguard vulnerable adults as defined by the Protection of Freedoms Act 2012:

“An adult (someone aged 18 or more) is defined as vulnerable when they are in receipt of a ‘regulated activity’ in relation to vulnerable adults.”

1.3.2. This document has been prepared to ensure the protection, well-being and safety of children, young people, vulnerable adults and those working with them. References to children and young people within this policy document should also be read to include vulnerable adults. All systems, processes and policies operate with the best interests of the young people at heart. When there are additional safeguarding concerns and considerations around vulnerable adults please refer to the Vulnerable Adults Policy

1.4. Our Values

As an organisation we believe that:

- The welfare of the child is paramount.
- All children and young people, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity, have the right to protection from abuse.
- Children and young people should be respected and valued as individuals.
- We will provide a safe, caring environment with a happy and friendly atmosphere.
- We have a responsibility to protect children and young people and report suspected or disclosed abuse to the appropriate statutory authorities.
- All suspicions and allegations of abuse will be taken seriously and all AIMCommunity staff (paid and unpaid) have a responsibility to report concerns to the named Designated Safeguarding Lead or Deputy DSL in their absence.
- We have a responsibility to support and train those who work with children and young people within AIMCommunity.
- We have a commitment to best practice as far as our work with children and young

people is concerned.

2. ROLES AND RESPONSIBILITIES

Leaders, Board Members and managers create a positive culture and ethos where safeguarding is an important part of everyday life in the setting, backed up by training at every level. There is a culture of vigilance where children's welfare is promoted and timely and appropriate safeguarding action is taken for young people who need extra help or who may be suffering or likely to suffer significant harm. The welfare of young people and learners is prioritised and a culture where staff are confident to challenge senior leaders over any safeguarding concerns is created. We will ensure that all staff maintain a culture of high aspirations for all young people, especially those who are vulnerable.

2.1. AIMCommunity's Responsibility

AIMCommunity will;

- 2.1.1. Abide by the Keeping Children Safe in Education Guidance.
- 2.1.2. Provide all staff & volunteers a copy of part 1 Keeping Children Safe in Education guidance & ensure that it is read.
- 2.1.3. Have a Safeguarding and Child Protection policy and procedures which are in line with government and PDSCP (Pan-Dorset Safeguarding Children Partnership) guidance.
- 2.1.4. Have safeguarding as a standing agenda item at staff meetings and governing body meetings and minutes recorded.
- 2.1.5. Appoint a Designated Safeguarding Lead (DSL) who is a member of the Senior Leadership Team, who will provide support and supervision to staff members to carry out their safeguarding duties and who will liaise closely with other services such as social care and police. Appropriately trained deputies and other nominated Safeguarding officers will also be appointed.
- 2.1.6. Provide Safeguarding, Prevent and e-Safety instruction to young people during induction and tutorials, and ensure they know who to contact should they feel unsafe or are suffering abuse;
- 2.1.7. Appoint a named member of staff to support children who are looked after.
- 2.1.8. Require staff and volunteers to work within the appropriate PDSCP guidelines.
- 2.1.9. Ensure that all staff, contractors and volunteers have completed DBS checks as per safer recruitment guidance.
- 2.1.10. Undertake relevant safer recruitment and allegations management training.
- 2.1.11. Ensure that any external contractors using, or are on, AIMCommunity premises have up to date safeguarding policies.
- 2.1.12. Ensure that all staff & volunteers comply with Safer Working Practice for Adults who work in Education settings.

- 2.1.13. Ensure that relevant staff have undertaken appropriate training to contribute to multi-agency risk assessments of young people/children.
- 2.1.14. Ensure management of allegations procedures are implemented.
- 2.1.15. Recognise that children and young people with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected.
- 2.1.16. Have and use an anti-bullying policy to respond to any complaint of bullying or prejudice with AIMCommunity.
- 2.1.17. Have an on-line/E-safety champion.
- 2.1.18. Have a whistleblowing policy where it is safe to discuss concerns.
- 2.1.19. Provide education to students about safeguarding.
- 2.1.20. Make policies available to parents and students via the AIMCommunity website.
- 2.1.21. Ensure that the wishes and feelings of young people/children are taken into account in safeguarding matters.
- 2.1.22. Undertake an annual safeguarding audit which is shared with the Board of Directors leading to appropriate actions to ensure that AIMCommunity is meeting all the requirements in line with national and PDSCP guidance and legislation.
- 2.1.23. Report on safeguarding at least annually to the Board of Directors.
- 2.1.24. Review and update the safeguarding policy at least annually and when any significant changes occur.
- 2.1.25. Maintain suitable IT filtering software to protect students from inappropriate material while using college systems.

2.2. The Board of Directors/Trustees Responsibilities

The Board of Directors/Trustees will;

- 2.2.1. Ensure that AIMCommunity has effective policies and procedures in place, in accordance with legal requirements and published guidance, to ensure the health, safety and wellbeing of all young people and staff.
- 2.2.2. Appoint a Board Member as the Board's Safeguarding & Prevent lead.
- 2.2.3. Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 (see para 83-85 KCSIE 22), the Equality Act 2010 (para 86 - 90), (including the Public Sector Equality Duty) (para 91-93 KCSIE 22) and their local multi-agency safeguarding arrangements.

2.3. The Designated Safeguarding Lead (DSL) Responsibilities

The DSL will;

- 2.3.1. Take the lead responsibility for safeguarding, child protection and online safety at AIMCommunity.
- 2.3.2. Be responsible for the commissioning and/or provision of services designated to safeguard and promote the welfare of young people;
- 2.3.3. Be responsible for the appointment and appropriate training (including regular updates) of all designated safeguarding staff;
- 2.3.4. Be responsible for overseeing inter-agency referrals to local authority BCP Children's First Response, Dorset ChAD and social care teams, to the Channel programme where there is a radicalisation concern, and to the Police for cases where a crime may have been committed;
- 2.3.5. Be responsible for the collation and secure storage of all records relating to safeguarding, prevent or child protection incidents and concerns;
- 2.3.6. Be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- 2.3.7. Develop effective links with relevant statutory and voluntary agencies including the PDSCP;
- 2.3.8. Coordinate the attendance/contribution to child protection conferences, and child protection plans;
- 2.3.9. Liaise Termly with the Administrator to ensure that the Single Central Record is up to date and that all appropriate checks have been completed.
- 2.3.10. Ensure that the Safeguarding and Child Protection Policy and procedures are reviewed and updated annually and liaises with the nominated Director and Chief Executive as appropriate;
- 2.3.11. Make the Safeguarding and Child Protection Policy available publicly, on the AIMCommunity website.
- 2.3.12. AIMCommunity staff will adhere to the DfE's Generative AI: product safety expectations when using or regulating AI tools, and ensure that filtering and monitoring systems are robust against emerging AI-driven risks.
- 2.3.13. The DSL will take lead responsibility for understanding and ensuring the effectiveness of the filtering and monitoring systems and processes in place, working closely with staff to ensure compliance with DfE standards.
- 2.3.14. Work with the Chair and/or Chief Executive of the charity to report serious incidents, where the charity or one of its subcontractors is the subject of a police or Local Authority investigation.

- 2.3.15. Will support staff in identifying and supporting the challenges that all children face, especially those that are considered vulnerable and providing support and adjustments accordingly. (*KCSIE Annex C*)
- 2.3.16. The DSL and Deputy DSLs should liaise with the three safeguarding partners of the Pan-Dorset Safeguarding Children Partnership and with other agencies in line with Working Together to Safeguard Children. The NPCC – When to call the police should help the DSL to understand when they should consider calling the police and what they should expect. (*KCSIE 70*)
- 2.3.17. The DSL or a deputy DSL should always be available during the opening hours of AIMCommunity for staff and volunteers to discuss any safeguarding concerns. Therefore, the DSL is advised to have at least two deputies to provide safeguarding cover at all times e.g. the DSL may be on planned time away from AIMCommunity for training etc. and the deputy off sick which could lead to unacceptable delay in protecting a child. In the absence of the DSL, all staff should be aware of which deputy DSL is available.
- 2.3.18. Adequate and appropriate cover should be arranged for out of hours/out of term activities (*KCSIE 71*)
- 2.3.19. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

2.4. Deputy Designated Safeguarding Leads (DDSL) Responsibilities

The DDSLs will;

- 2.4.1. Be trained to the same level as the Designated Safeguarding Lead.
- 2.4.2. In the absence of the Designated Safeguarding Lead, carry out those functions necessary to ensure the on-going safety and protection of students.
- 2.4.3. In the event of the long-term absence of the Designated Safeguarding Lead, assume all of the functions of the Designated Safeguarding Lead.
- 2.4.4. Be the designated adult who is responsible for children who are looked after, those previously looked after and care leavers.
- 2.4.5. Alongside the E-Safety champion research and provide informal education around Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support. This can also be found in our E-Safety Policy
<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes>

2.5. Young People-facing Staff Responsibilities

Young People facing staff will;

- 2.5.1. Identify and meet the needs of individual students;

- 2.5.2. Ensure that students feel safe and secure and are encouraged to talk and share their concerns, and that they are listened to;
- 2.5.3. Promote e-Safety to students as an integral part of their course;
- 2.5.4. Recognise that students with special educational needs or disabilities may be especially vulnerable to abuse and take extra care to interpret apparent signs of abuse or neglect.
- 2.5.5. AIMCommunity will cover life skills on relevant issues such as Relationships and Sex Education and Health Education (KCSIE 94) as part of mentoring sessions and/or opportunities to teach safeguarding with young people.
- 2.5.6. Will ensure that the AIMCommunity has more than one (three advised) **emergency contact numbers** for each young person and that these will be reviewed and updated frequently (ideally half-termly).

2.6. All Staff Responsibilities

All staff will;

- 2.6.1. Promote and apply our Safeguarding and Child Protection Policy and procedures.
- 2.6.2. Raise any safeguarding concern about a student through the safeguarding referral process.
- 2.6.3. Raise any safeguarding concerns about another staff member to the DSL or Chief Executive .
- 2.6.4. Ensure that they are aware of the indicators of abuse, neglect and exploitation and understand that children may be at risk of harm inside and outside of AIMCommunity provisions, inside and outside the home as well as online. (KCSIE 2025, 19)
- 2.6.5. Exercise professional curiosity, know what to look for to identify early indicators of neglect.
- 2.6.6. Raise any safeguarding concern about a student through the safeguarding referral process.
- 2.6.7. Raise any concerns regarding safeguarding practices.
- 2.6.8. Be aware of and follow their statutory duties as detailed in 'Keeping Children Safe in Education' 2021, 'Working together to safeguard children' 2018, 'What to do if you are worried a child is being abused' 2015, and 'Guidance for Safer Working Practices for Adults working with Children and Young People' 2015
- 2.6.9. Wear their AIMCommunity ID badge at all times while on AIMCommunity premises and whilst delivering AIMCommunity sessions in their settings.
- 2.6.10. Comply with the established Visitor Protocol by ensuring that all visitors sign in on arrival, wear their Visitor ID badge at all times whilst on College property, and sign out on departure.

- 2.6.11. be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or threatened. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.
- 2.6.12. determine how best to build trusted relationships with children and young people which facilitate communication.

2.7. Interagency Working

AIMCommunity recognises its duty to work with other agencies, such as the Police, Social Care, the health service, on all safeguarding issues. This may include:

- Bullying including cyberbullying and prejudice-based bullying
- Child sexual exploitation (CSE)
- Children missing from education (CME)
- Child criminal exploitation
- Children and the court system
- Children with family members in prison
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence (KCSIE 31-33)
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Honour – based violence (HBV)
- Illegal child employment
- Mental health
- Private fostering /any regulated activity such as host families -
- Peer on peer abuse
- Radicalisation/extremism
- Self-harming
- Sexting/grooming and other E safety issues
- Sexual violence and sexual harassment between children
- Teenage relationship abuse
- Trafficking and modern slavery

More information about each safeguarding issue is contained within Appendix 2.

- 2.7.1. AIMCommunity is an Alternative Provision Provider and as such are aware that where a school places a pupil with AIMCommunity they continue to be responsible for the overall safeguarding of that pupil. We will work in close partnership with the school to ensure the placement meets the young person's needs and provide all information required to support the school and pupil including;

- a. **Written confirmation** that all AIMCommunity staff and volunteers have undergone the appropriate safer recruitment and DBS checks.
- b. The **full site address** of the placement (including any satellite sites).
- c. A commitment to **immediately inform the placing school** of any significant change to arrangements that may put the child at risk.

3. DEALING WITH ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

3.1. Staff & Volunteers Defined

Staff and Volunteers of AIMCommunity include; teachers, tutors, supply teachers, volunteers, placement students, other staff and external contractors.

3.2. Whistleblowing

- 3.2.1. All staff will be aware of their duty to raise concerns about the attitude or actions of colleagues and volunteers and appropriate advice will be sought from the LADO where necessary.
- 3.2.2. All appropriate whistleblowing procedures are reflected in the [Staff Code of Conduct](#) and [Whistleblowing Policy](#). These procedures ensure all concerns are raised with the Leadership Team.
- 3.2.3. If staff members have concerns about another staff member then they must follow the guidance as set out in the Whistleblowing Policy which can be found on the AIMCommunity Intranet.
- 3.2.4. In the first instance, this type of concern must be referred to the Chief Executive who will refer to the Local Authority Designated Officer (LADO) .
- 3.2.5. Where there are concerns about the Chief Executive, then this should be referred to the Chair of the Board of Trustees.
- 3.2.6. Anyone receiving a concern about another member of staff will act in accordance with the AIMCommunity Whistleblowing Policy.
- 3.2.7. The Chief Executive will ensure appropriate training is undertaken by persons responsible to enable investigation.

3.3. Concerns about safeguarding practices

- 3.3.1. All staff and volunteers should feel able to raise concerns about any poor or unsafe practice and potential failures in the safeguarding procedures of AIMCommunity.
- 3.3.2. Where safeguarding or criminal issues occur in an employee's private life, the impact of this on their suitability to work with students will be assessed with the support of the LADO.
- 3.3.3. **The NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding safeguarding/ child protection concerns internally. Staff can call: 0800 028 0285 or email help@nspcc.org.uk.

***INFORMATION COMMISSIONER PRACTICES CODE (LOOK AND GET) p422 (should I write anything??)**

***<https://ico.org.uk/about-the-ico/what-we-do/legislation-we-cover/data-use-and-access-act-2025/>**

4. RECRUITMENT OF STAFF AND VOLUNTEERS

(inc. the use of agency staff and third parties)

- 4.1.** AIMCommunity ensures that safer recruitment practices are robust and that all safeguarding considerations are at the centre of every stage of the recruitment/employment process.

Full details are included in the [Safer Recruitment Policy](#)

4.2. New appointments

- 4.2.1. Every interview panel will have at least one member who has a current certificate in Safer Recruitment.
- 4.2.2. Staff responsible for processing recruitment paperwork will have a current certificate in Safer Recruitment.
- 4.2.3. Checks will be made on the identity of candidates, follow up references with referees and scrutinise applications for gaps in employment. A record will be kept of the answers to safeguarding questions asked during the interview process and stored on staff personnel files.
- 4.2.4. AIMCommunity will always ask for written information about previous employment history and check that information is not contradictory or incomplete, including online searches and profiling.
- 4.2.5. References will be sought on all shortlisted candidates, where possible before interview, so that any issues or concerns they raise can be explored further with the referee and taken up with the candidate at interview. If it is not possible to obtain references prior to interview, any issues or concerns on a subsequently obtained reference will be explored with the candidate post interview.

4.3. Use of Agencies and Third Parties

- 4.3.1. All agencies and third parties supplying staff to AIMCommunity will provide evidence that they have made the appropriate level of safeguarding checks on individuals working on site.

4.4. Disclosure and Barring Service (DBS)

- 4.4.1. AIMCommunity makes full use of the Disclosure and Barring Service (DBS) to inform safer recruitment decisions and prevent unsuitable candidates from working in our setting, including staff, volunteers, Directors, providers and contractors.
- 4.4.2. The types of checks undertaken will be in accordance with the guidance given in *'Keeping Children Safe in Education,' part three (September 2019)*.
- 4.4.3. Any offer of appointment made to a successful candidate (including one who has lived or worked abroad) will be conditional on satisfactory completion of the necessary pre-employment checks as required in the guidance given in the *Keeping Children Safe in Education (September 2019)*. When recruiting teaching staff, this will include checking that members of staff are not prohibited from teaching.

- 4.4.4. Where an enhanced DBS Certificate is required, it will be obtained from the candidate before or as soon as is practicable after the person is appointed.

4.5. Single Central Record

- 4.5.1. AIMCommunity will keep and maintain a centrally stored, single central record of school staff, Directors, volunteers, providers and contractors, in accordance with the regulations given in the *Keeping Children Safe in Education (September 2021 Section 250 - 260)*
- 4.5.2. This record is stored securely but is accessible by the Chief Executive and leadership team.
- 4.5.3. The record is regularly checked by the Chief Executive and Operations Manager.
- 4.5.4. The Chief Executive and Chair of the Board should be consulted if there are concerns about an existing member of staff and **refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.**

5. SAFEGUARDING TRAINING

- 5.1. AIMCommunity maintains accurate records of all staff induction and training.
- 5.2. Any members of staff who miss any whole setting training, or were not in post at the time, will be required to undertake the training at the next available opportunity.

5.3. All staff (including non-teaching and volunteers)

- 5.3.1. must undertake the Child Protection/ Safeguarding training **every year** and will sign to acknowledge they have read KCSIE part 1 **every year**.
- 5.3.2. **Staff briefing / bulletins** - All staff members will receive regular safeguarding and child protection updates and information.
- 5.3.3. The Designated Safeguarding Leads will provide information to the staff on any local issues, changes to safeguarding and child protection legislation, procedures and relevant learning from local and national serious case reviews. This might be through staff briefings, bespoke inset and training sessions, emails, notice board updates that are also regularly updated. A record will be kept of when this information is shared. All advice will follow the Pan Dorset safeguarding guidance.

5.4. New members of staff and volunteers

- 5.4.1. All new staff and volunteers will be given a full induction that is proportionate to their role and responsibilities and includes:
- 5.4.2. Basic safeguarding and child protection training on how to recognise signs of abuse,
- 5.4.3. How to respond to any concerns,
- 5.4.4. Online safety, including an understanding of the filtering and monitoring systems in place.
- 5.4.5. Familiarisation with this Policy, Staff Code of Conduct, systems and processes for CME and *Keeping Children Safe in Education: Statutory Guidance for Academies and Colleges, Part One and Annex A (September 2019)*, and other related policies.

5.5. The Designated Safeguarding Lead / DDSL

- 5.5.1. Designated Safeguarding Lead/DDSL will undergo updated Level 3 child protection training every **two years**. They are also expected to update and refresh their knowledge and skills in all aspects of safeguarding as required of their role, at least annually.

5.6. Trustees

- 5.6.1. Trustees will undergo governor specific safeguarding awareness training at induction. This training should equip them with the knowledge to provide strategic challenges, to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole

school approach to safeguarding. Their training should be regularly updated. Governing bodies and proprietors should ensure that all staff undergo safeguarding and 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

5.7. Other agencies and third parties:

- 5.7.1. AIMCommunity will ensure that staff members provided by other agencies and third parties, e.g. contractors, have received appropriate child protection training commensurate with their roles before starting work.

5.8. Visitors

- 5.8.1. Visitors with a practitioner role, such as health professionals, social workers, educational psychologists, or the Police, will have been vetted to work with children through their own organisation. Practitioners will be required to bring and wear their ID badges on all visits.

6. ESTABLISHING A SAFE ENVIRONMENT

- 6.1. AIMCommunity will establish a safe environment where all students feel safe, secure and where they are encouraged to talk and know that they will be heard.

6.2. Staff Code of Conduct

- 6.2.1. AIMCommunity will ensure that all staff and volunteers have signed to confirm that they will abide by the [Code of Conduct](#). This can be found on the AIMCommunity intranet.

6.3. Staff Supervision and Support (KSCiE 2024)

- 6.3.1. AIMCommunity is committed to supporting staff wellbeing and welfare so that they can carry out their safeguarding duties. Any member of staff affected by issues arising from concerns for student welfare or safety can seek support from their DSL. In the case of the DSL, advice may be sought from the Chief Executive or Board Representative for Safeguarding.
- 6.3.2. The Chief Executive will provide appropriate supervision and support when requested for all staff to ensure that:
- 6.3.3. All staff are able to carry out their responsibilities for safeguarding and promoting the welfare of young people effectively
- 6.3.4. Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding roles
- 6.3.5. All staff have regular opportunities to discuss, reflect and to review their own practice with a colleague, to address any issues and to ensure practice that is effective and improving.

6.4. Lone Working

- 6.4.1. At AIMCommunity we are committed to giving young people the best opportunities to explore and grow their skills and abilities. There are times when 1 to 1 work is decided as the best way forward and lone working with a young person may happen. We are committed to our Lone Working to be the safest it can be and more guidance can be found in our [AIMCommunity Lone Working Policy](#).

6.5. Children Managing Risk

- 6.5.1. This includes for example: the risk from abuse, online safety, exploitation, group/gang violence, dangerous objects / weapons, substance abuse, bullying.
- 6.5.2. A range of approaches that are age appropriate and meet the needs of the student will be used to raise awareness and increase understanding. These will include: the use of specially trained staff, mentoring sessions, the curriculum, engaging in national and local initiatives such as; anti-bullying awareness days, Online safety programmes, for example.
- 6.5.3. Our [Equalities Policy](#) states that children are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other

forms of discrimination. That there is policy and practice in place so that discriminatory behaviours are challenged and that help and support is given to young people who display these behaviours. Support will be given to all parties involved.

6.6. Serious Violence (KCSIE 31-33)

- 6.6.1. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from sessions, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 6.6.2. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home. For further information about sexual violence see Annex A. 9 For further information about sexual harassment see Annex A. 10 For further information about 'upskirting' see Annex A. 11 Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

6.7. Children who are Lesbian, Gay, Bi or Trans (LGBTQ+)

- 6.7.1. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.
- 6.7.2. Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. AIMCommunity will endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- 6.7.3. LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. (KCSIE para 202-204)
- 6.7.4. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- 6.7.5. AIMCommunity awaits the outcomes of the Gender Questioning Guidance Consultation ***(WIDER VULNERABILITIES....)**

6.8. Special Educational Needs (SEN) and disabilities

- 6.8.1. AIMCommunity staff will identify any students who might be in need of support to be kept safe, or to keep themselves safe and will take action to help address any concerns and to overcome any barriers.

- 6.8.2. AIMCommunity recognises that children and young people with SEN and disabilities can face additional safeguarding challenges such as:
- 6.8.3. Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs and are at higher risk of peer group isolation.
- 6.8.4. Difficulties may arise in overcoming communication barriers.
- 6.8.5. There may be assumptions that indicators of possible abuse, such as certain behaviours, mood and injury, relate to the child's disability without further exploration to ascertain the cause.

6.9. Children with Emotional Health / Mental Health Needs (KCSIE 113) (paragraph 34-38)

- 6.9.1. AIMCommunity will support young people with learning strategies to develop their own emotional wellbeing i.e. emotional literacy and resilience. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.
- 6.9.2. Additional support will be available at exam, result and transition times or after bereavement or traumatic events.
- 6.9.3. Any student identified with mental health/emotional issues or those with parents/siblings identified with mental health issues will be offered additional support. This support may take a variety of forms including staff trained in mental health first aid, early help services, referrals to CAMHS, and other appropriate services in conjunction with parents.

6.10. Children who are looked after, those previously looked after and care leavers (KINSHIP CARE)

- 6.10.1. AIMCommunity has a designated adult who is responsible for children who are looked after, (**KINSHIP CARE**) those previously looked after and care leavers. This will usually be the DDSL.
- 6.10.2. They will hold information about a child's legal status, care arrangements, any contact arrangements, name of the Social Worker and work with the virtual school head/team to promote their educational achievement.
- 6.10.3. AIMCommunity recognises that students who were previously looked after still remain vulnerable. Any student who is a care leaver will ensure that the 'Care Leavers plan' initiated by the Local Authority is followed and any identified additional support is available.
- 6.10.4. The designated adult will also liaise with the VSH for the purpose of promoting the educational achievement of children who have a social worker, which now includes those children in kinship care.

6.11. Children missing from education, Elective Home Education (EHE), exclusion and attendance

- 6.11.1. AIMCommunity will keep its admission register accurate and up to date. Attendance and patterns of attendance will be regularly reviewed.
- 6.11.2. Persistent or poor attendance, regardless of type, will be treated as a potential safeguarding concern and will trigger the AIMCommunity's child protection procedures and/or appropriate early help referrals and will be reported as required by the statutory guidance 'Children Missing Education' (Sept 2025). A child missing education is at significant risk of underachievement, being a victim of harm, abuse or neglect including criminal or sexual exploitation, particularly county lines, at risk from or are involved with serious violent crime or risk of radicalisation.
- 6.11.3. After reasonable attempts have been made by AIMCommunity to contact the student and their family, AIMCommunity will follow the Statutory Guidance and local procedures and refer to the Local Authority education welfare/attendance service.
- 6.11.4. All schools must inform their Local Authority if a child is referred to be educated outside of the school system e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.
- 6.11.5. Explicitly state that **persistent or poor attendance, regardless of type, will be treated as a potential safeguarding concern** and will trigger the AIMCommunity's child protection procedures and/or appropriate early help referrals.
- 6.11.6. Working together to improve school attendance is now a statutory requirement;
- 6.11.7. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf
- 6.11.8. Any safeguarding concerns about students who become EHE will be communicated to BCP Children's First Response, Dorset ChAD or other services. If AIMCommunity excludes a student from site or educates them off site they will endeavour to ensure their safety.

6.12. Domestic Abuse

- 6.12.1. AIMCommunity will receive information from the police to alert the DSL that there has been an incident of domestic abuse in a household of a student who attends AIMCommunity. The details of the incident are not shared. All information will be held securely and only shared on a need to know basis.

6.13. The PREVENT Agenda

- 6.13.1. AIMCommunity recognises its duty under section 26 of *the Counter Terrorism and Security Act (2015)* to pay 'due regard' to the need to prevent children and adults from being drawn into terrorism - "the Prevent duty".
- 6.13.2. AIMCommunity will have a Prevent Lead, this will normally be the DSL.

- 6.13.3. All staff will receive regular training and updates about the PREVENT duty and will know what to do if they are concerned about a student.
- 6.13.4. AIMCommunity will endeavour to provide effective engagement with parents/the family as they are in a key position to spot signs of radicalisation. They will assist and advise families who raise concerns and sign post them to relevant support. They will discuss any concerns the setting has with parents unless this is thought to put the student at risk
- 6.13.5. The Senior Leaders and DSL's for AIMCommunity, will understand what to do and when it is appropriate to make a referral to BCP Children's First Response, Dorset ChAD and /or the Channel programme. They will ensure that the *Prevent Duty guidance: England and Wales (2018)* is followed at all times.
- 6.13.6. *Fundamental British Values will be taught alongside the core values of AIMCommunity.

6.14. Child on Child Abuse / Behaviour / Anti-bullying

- 6.14.1. AIMCommunity believes that abuse is abuse; it will never be tolerated, dismissed or minimised and will take every action to minimise the risks and to address any concerns. Any incidents of child on child abuse will be managed in the same way as any other child protection concern and will follow the same procedures. Allegations will be recorded, investigated and dealt with, with support available for victims, perpetrators and other students who may be affected. Victims should be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment
- 6.14.2. AIMCommunity recognises that all children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying and other unkind behaviours, cyberbullying, gender-based abuse, physical violence including hazing (initiation type violence), sexually harmful behaviour, and 'sexting'.
- 6.14.3. AIMCommunity recognises that if bullying is serious enough to cause emotional abuse, then a referral to social care may need to be considered.
- 6.14.4. AIMCommunity is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved. We recognise that upskirting is now a criminal offence (*KCSIE, 2019*).
- 6.14.5. AIMCommunity will respond to incidents of poor behaviour or allegations of abuse against students according to the guidance located in [E-Safety Policy](#) and in the [Behaviour and Anti-Bullying policies](#).

*<https://www.lucyfaithfull.org.uk/>

*<https://shorespace.org.uk/>

6.15. Child on Child Sexual Harrassment & Sexual Violence

6.15.1. SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Paragraph of 451 of KCSIE

2022 gives detailed information when referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹³⁴ as described below.

6.15.2. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

6.15.3. **SEXUAL VIOLENCE**

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. There is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and sexually abusive language will never be passed off as “banter”. Physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts, will be challenged.

6.15.4. AIMCommunity recognises that addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

6.15.5. **CONSENT**

AIMCommunity recognises that Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

6.15.6. Consent is important to be understood especially when young people are reporting rape:

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape.

6.15.7. Further information can be found at <https://rapecrisis.org.uk/get-informed/about-sexual-violence/sexual-consent/>

6.15.8. **HARMFUL SEXUAL BEHAVIOUR**

The designated safeguarding lead (and the deputy) has a good understanding of HSB and this forms part of our safeguarding training for the staff and volunteers. It is understood that children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent.

- 6.15.9. HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma. It is important that they are offered appropriate support.

6.16. RESPONDING & REPORTING

- 6.16.1. Any report of sexual violence or sexual harassment should be taken seriously.
- 6.16.2. AIMCommunity staff are aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- 6.16.3. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe.
- 6.16.4. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. A victim will never be made to feel ashamed for making a report. (See Appendix 2)
- 6.16.5. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.
- 6.16.6. If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy) Young people are likely to disclose to someone they trust and this could be any staff or volunteer from AIMCommunity. It is important that that person recognises they've been placed in a position of trust and should be supportive and respectful of that young person. It is important to understand intra familial harm and to ensure that support is in place for siblings.

6.17. The Use of Reasonable Force

- 6.17.1. AIMCommunity recognises that having a 'no-contact' policy could leave staff unable to protect students and staff so we will adopt sensible policies that allow and support staff to make appropriate physical contact. However, 'reasonable force' will only be a last resort and only in severe situations.
- 6.17.2. 'Reasonable' means 'using no more force than is needed' and that the use of force may involve passive physical contact or active physical contact.

6.18. E-Safety

- 6.18.1. AIMCommunity is thoroughly committed to E-safety and to improving online safety awareness. We recognise that the use of technology can present particular challenges and risks to students and adults.
- 6.18.2. All staff will abide by and follow the statutory guidance of KCSiE - Annex C (2019) and the [AIMCommunity E-Safety policy](#)

- 6.18.3. This policy covers a multitude of things including the use of email and the internet at AIMCommunity and all staff, parents/carers and students sign up for its acceptable use. All staff will be trained in online safety and will have a role in helping prevent students from being abused online.
- 6.18.4. AIMCommunity will ensure all students will learn about and manage online risks effectively and will support staff, parents/carers to become aware and alert to the need to keep their children and young people safe online. We will support young people in identifying the risks posed by misinformation, disinformation (including fake news), and conspiracy theories as forms of harm to which young people may be exposed.
- 6.18.5. AIMCommunity acknowledges that whilst filtering and monitoring is an important part of online safety responsibilities, it is only one part of our role.
- 6.18.6. Students and adults may have access to systems external to AIMCommunity and/or the setting's control (e.g. mobile phones, other internet enabled devices and technology).
- 6.18.7. This is all covered in more depth within the [AIMCommunity E-Safety Policy](#) available on the website.
- 6.18.8. If a student, parent/carer, volunteer or member of staff has a concern relating to online safety, they are encouraged to report directly to the Chief Executive of AIMCommunity.
- 6.18.9. The Board of Trustees are responsible for the appropriate filtering and monitoring of systems in place in order to limit exposure to online risks. This is to be regularly reviewed by the Board to ensure that it is effective and proportionate. (KCSIE Para 140 - 141)

6.19. Online Safety - Remote Education

- 6.19.1. AIMCommunity have provided advice to help keep pupils, students and staff safe whilst learning remotely, The NSPCC also provide helpful advice - Undertaking remote teaching safely
- 6.19.2. AIMCommunity are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

6.20. Off Site Visits

- 6.20.1. AIMCommunity is thoroughly committed to safeguarding students whilst learning 'off site'.
- 6.20.2. AIMCommunity will have local guidance and procedures for educational visits.
- 6.20.3. All educational visits are subject to a risk assessment / risk benefit analysis.

- 6.20.4. To be satisfied that they are up to date and appropriate, the safeguarding policies and arrangements of any off-site provider, will be thoroughly checked by the Trip Leader with the support from the Educational Visit Coordinator before any visit takes place.
- 6.20.5. Safeguarding concerns or allegations raised during a visit will be passed by the member of staff in charge to the DSL who will contact BCP Children's First Response or Dorset ChAD if appropriate. In an emergency the member of staff will contact the police and/or BCP Children's First Response or Dorset ChAD directly.

6.21. Photography and Images

- 6.21.1. AIMCommunity is thoroughly committed to protecting the privacy of individuals.
- 6.21.2. To safeguard students, AIMCommunity will abide by their [Data Protection Policy](#) and data sharing guidance. There is a commitment to consent being ascertained in advance of each session.
- 6.21.3. In addition, all staff will:
 - Ensure only the student's first name is used with a published image
 - Ensure students are appropriately dressed in all images
 - Encourage students to tell us if they are worried about any photographs that are taken of them
- 6.21.4. If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected in line with the Data Protection Policy.
- 6.21.5. Parents, carers or relatives may only take still or video photographic images of their children in the AIMCommunity organised activities with the prior consent of AIMCommunity. and then only in designated areas. At the start of an event staff must remind parents, carer and relatives that photographs and videos containing any other students (even if a partial image) must not be shared on social media.
- 6.21.6. The use of social media is referred to in the [Data Protection Policy](#) and the [E-Safety Policy](#).

6.22. Working in Partnership with Parents and Carers

- 6.22.1. AIMCommunity is committed to working in partnership with parents and carers.
- 6.22.2. AIMCommunity will always work positively, openly and honestly with parents. All parents will be treated with respect, dignity and courtesy. Parental rights to privacy and confidentiality are respected and AIMCommunity will not share sensitive information until they have permission, or it is necessary to do so, to protect a student.
- 6.22.3. AIMCommunity will share any concerns they may have about a student with their parents/ carers, unless to do so may place the student at risk of harm.
- 6.22.4. AIMCommunity will access early help services and, with parental consent, refer parents to these services.

- 6.22.5. AIMCommunity encourages parents to disclose and discuss any concerns they may have. If, for any reason a parent may have reason to make a complaint, they must follow [AIMCommunity Complaints Procedures](#) which can be found on the website. Student and Parent Participation in safeguarding
- 6.22.6. All students and parents / carers within AIMCommunity will know who they can talk to about any concerns. This will be communicated via the AIMCommunity website and information boards in the entrances.
- 6.22.7. AIMCommunity will ensure that it acts swiftly to any concerns received and will take appropriate action where necessary.
- 6.22.8. AIMCommunity will regularly seek and where appropriate to act on the views of all stakeholders. This information is gathered, via parent and/or student questionnaires or surveys, Student representatives, and the website.

6.23. Safeguarding Information for Staff and Parent/Carers

6.23.1. Staff:

The CEO will ensure that safeguarding is a regular agenda item at the following meetings:

- Senior leadership and staff meetings.
- Board of Trustee meetings.

- 6.23.2. This will ensure that all staff and Trustees are kept up to date with any current issues and any local and/or national concerns. Staff will also be kept up to date via regular training, staff briefings and/ or email communication. Any information shared with staff will be recorded on the appropriate minutes or notes of the meeting.

- 6.23.3. AIMCommunity will have a notice board in the staff area, designated to safeguarding information. This board will be regularly updated and used to publish any supporting materials, training and/or staff briefings. Any other specific information that relates to a particular student, will only be shared on a 'need to know basis'.

- 6.23.4. All staff in AIMCommunity are responsible for ensuring safer working practice is followed.

6.23.5. Parents/ Carers:

To support parents/ carers, AIMCommunity offers information, advice and guidance on safeguarding and child protection related topics, via AIMCommunity website, newsletters and via information boards. This is regularly updated in line with staff information.

7. CONFIDENTIALITY AND SHARING INFORMATION

7.1. Importance of Confidentiality

- 7.1.1. All AIMCommunity staff understand that safeguarding and child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved, but also to ensure that anything being released into the public domain does not compromise evidence.
- 7.1.2. Depending on who is the subject of the concern, staff will only discuss their concerns with the DSL (the Chief Executive, or chair of the Board if it relates to a member of staff).
- 7.1.3. It is the person receiving the concern who will decide on what action to take, who else needs to have the information, and will disseminate it on a need-to-know basis only.
- 7.1.4. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

7.2. Storage and handling of records

- 7.2.1. The Board of Trustees are aware of the duty to process personal information fairly and lawfully and to keep the information they hold safe and secure under the Data Protection Act 2018, the General Data Protection Regulation (2018)
- 7.2.2. Child protection information will be stored and handled by all trustees and staff in line with the principles set out in the Data Protection Act, the General Data Protection Regulation and AIMCommunity's [Data Protection Policy](#).
- 7.2.3. Any child protection information will be stored separately from the student's admission file & records. These files will indicate that separate information is held about the student.
- 7.2.4. If a student leaves AIMCommunity, the child protection records will be sent separate from the student's file to the new setting. They will be transferred under a confidential cover, or in an encrypted electronic file. A signed receipt is required to confirm arrival.
- 7.2.5. Child Protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that young people and parents/carers do not have an automatic right to see them.

- 7.2.6. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Data Protection Officer.
- 7.2.7. **The Data Protection Act does not prevent AIMCommunity staff from sharing information with relevant agencies, where that information may help to protect a student.**
- 7.2.8. AIMCommunity will have its own system of recording concerns. Every effort will be made to prevent unauthorised access and must be locked and/ or password protected.

7.3. Recording systems in use within AIMCommunity:

- 7.3.1. A secure electronic system
- 7.3.2. Electronic filing - any electronically stored information will be password protected and only available to relevant staff.
- 7.3.3. A paper recording method using 'concern forms' - All paper forms of written information, will be stored in a locked facility, accessed only by the DSL and Chief Executive.
- 7.3.4. AIMCommunity does not permit the use of personal portable media such as a flash drive.

8. EARLY HELP

AIMCommunity recognises that any child may benefit from early help, but that we are particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs
- has a mental health need
- is a young carer
- is showing signs of being drawn in to antisocial or criminal behaviour, (gangs and/or county lines)
- is frequently missing/goes missing from education, home or care,
- has experienced suspensions and/or permanent exclusion from schools, colleges or AP provisions.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- those at a higher risk of experience Adverse Childhood Experiences (ACEs) within their family (ie. drug, alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child. (KCSIE 2025 Paragraph 18)

Providing '*Early Help*' is more effective in promoting the welfare of children than reacting later (KCSIE 2025). It means providing support as soon as a problem emerges.

Early help support must be kept under constant review and consideration given to a referral to the Children's First Response Hub (BCP) Children's Advice and Duty Service ChAD (Dorset) if the child's situation does not appear to be improving. In order to do this, AIMCommunity will work with other local agencies to identify young people and families who would benefit from Early Help, by:

Undertaking an assessment of the need for early help

Providing early help services such as student support and mentoring

Referring to appropriate services e.g. CAMHS, We Are With You

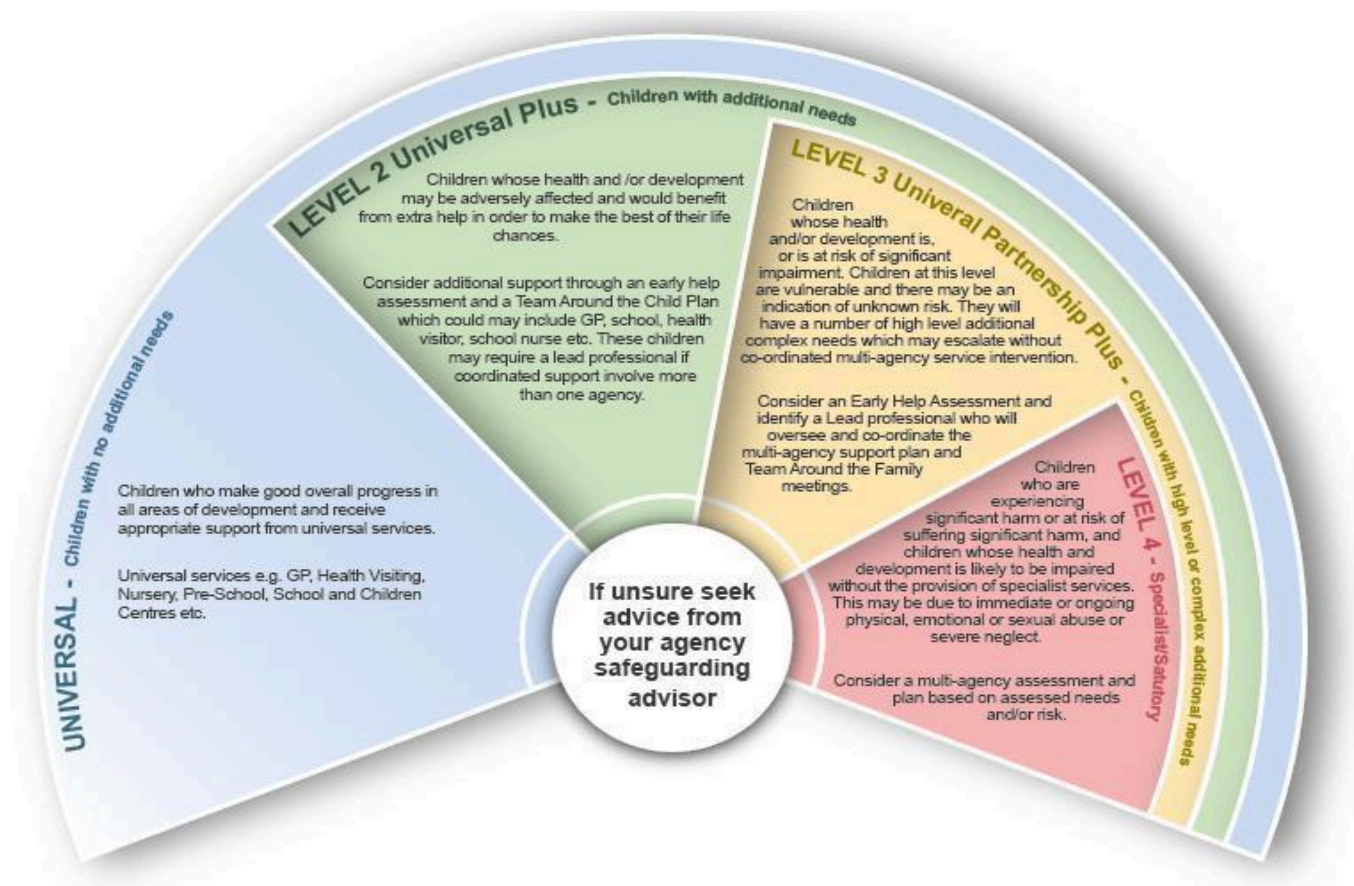
signpost to appropriate additional external support e.g. Childline, Papyrus, Kooth, Shout

AIMCommunity will ensure that young people have a choice of staff who will listen to their concerns either about themselves or about one of their peers.

For more information about Early Help and Integrated Working in BCP, please contact the Early Help Children's First Response Hub.

Children's First Response MASH: 01202 123 334 childrensfirstresponse@bcpcouncil.gov.uk

Early Help First Response Hub: 01202 123 334



9. RESPONDING TO DISCLOSURES - GUIDANCE FOR STAFF

If a young person wishes to confide in you, the following guidelines should be adhered to:

Be honest

Do not make promises that you cannot keep.

Explain that you are likely to have to tell other people in order to stop what is happening and keep them safe.

Create a safe environment

Stay calm.

Reassure the young person and stress that he/she is not to blame.

Tell the young person that you know how difficult it must have been to confide in you.

Listen to the young person & tell them that you believe them and are taking what is being said seriously.

Record on AIMCommunity reporting form exactly what the student has said to you and include;

Date and time of any incident.

What the young person said and what you said.

Your factual account e.g. young person's behaviour and emotional state.

Any action you took as a result of your concerns - specific information about who you spoke to and resulting actions.

Provide relevant information to Social Care.

Be clear about what the child says and what you say

Do not 'interview' the young person and keep questions to a minimum.

Encourage the young person to use his/her own words and do not try to lead them into giving particular answers.

Maintain confidentiality

Only tell those people that it is necessary to inform.

Do not take sole responsibility

Urgent safeguarding concerns must be shared verbally. Immediately consult your Designated Safeguarding Lead so that any immediate action can be taken to protect the child if necessary. This information will subsequently be recorded on AIMCommunity Reporting form. The Designated Safeguarding Lead should refer these concerns to Social Care or BCP Children's First Response or Dorset ChAD before the young person goes home if still in the setting. A decision will be made by the Social Care/First Response teams whether to convene a strategy meeting, undertake a social care or joint investigation or provide alternative services or advice.

All staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments 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.

If in exceptional circumstances, the Designated Safeguarding Lead is not available, this should not delay appropriate action being taken.

The BCP Children's First Response Team or Dorset ChAD will advise if and when to share information with parents if there are concerns that this may be putting the student more at risk.

10. REPORTING AND RECORDING CONCERNS

- 10.1. Through training, all staff will be able to identify signs of abuse or neglect (see Appendix 1) and be able to identify cases of children and young people who may be in need of help or protection. They should be vigilant, protective and discuss any concerns with the DSL.
- 10.2. All concerns are recorded in line with PDSCP guidance (March 2020). Staff are expected to have an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child. Any concern that a member of staff has must be recorded on the day of concern. The DSL will triage these concerns within the day and prioritise the concerns that need to be responded to as matter of urgency.
- 10.3. Any member of staff, volunteer or visitor to school who receives a disclosure of abuse or suspects that abuse may have occurred *must verbally* report it immediately to the Designated Safeguarding Lead or deputy in their absence (see list of staff on front page of policy). They should also record on AIMCommunity Recording form.
- 10.4. **Designated staff are also happy to discuss any concerns raised by parents.** If appropriate, the Designated Safeguarding Lead will inform the Children's First Response Team in BCP & ChAD in Dorset, unless the young person about whom there are concerns already has an allocated social worker, in which case that person will be contacted without delay. This action could be taken by any member of staff if necessary.

BCP Children's First Response MASH: Telephone (01202) 123 334 or childrensfirstresponse@bcp.gov.uk

Telephone referrals should be confirmed by completion of a referral form or email.

- 10.5. The Designated Safeguarding Lead/Deputy should discuss concerns with parents/carers and advise them of any referrals to the Children and Young People's Social Care. The exception to this would be when it is considered that to do so will place the child at risk of immediate harm. Advice will be taken regarding this.
- 10.6. Confidentiality must be maintained and information shared with staff on a strict need to know basis. Although the usual referral route will be via the Designated Safeguarding Lead, **ANY** member of staff can raise concerns directly with the BCP Children's First Response Team or Dorset ChAD.
- 10.7. All information needs to be recorded in non-judgemental, non-emotive language. All records must be dated and indicate the person making the report. Note what was seen and said.
- 10.8. **Following up referrals**
 - 10.8.1. The agency to which the referral was made e.g. the BCP Children's First Response Team or Dorset ChAD , should inform the referrer of their action. Where this does not happen promptly, the referrer/DSL should contact the

agency to which it made the referral to be assured that action is being taken or that alternative support is being recommended.

- 10.8.2. If after a referral the child's situation does not appear to be improving, the DSL should press for re-consideration following the PDSCP Escalation Policy. It is essential that AIMCommunity remains actively involved in support and plans, even where another agency is taking the lead whether at early help, child in need or child protection level.
- 10.8.3. Where there is a difference of opinion with another agency and this cannot be resolved, the PDSCP Escalation policy should be used.
https://pandorsetscb.proceduresonline.com/p_escalation.html

10.9. Social Care referrals:

Adult Social Referrals: (01202 123654) or
asc.contactcentre@bcpcouncil.gov.uk

0300 1239895 Evenings and weekends, including Bank Holidays.

Safeguarding Adults Referral forms will also be completed by Vulnerable Adult Project Managers in conjunction with the D.S.L.

11. MANAGEMENT OF THE POLICY

- 11.1. The Board of Trustees for AIMCommunity will oversee the policy, ensure its implementation and review its content on an annual basis and in line with KCSiE. This will be the responsibility of the CEO in consultation with the DSL each Summer Term and involve other staff and external agencies as required.
- 11.2. The Chief Executive will report at least annually on all safeguarding activity and progress within the academy, to the Board of Trustees.
- 11.3. The Chief Executive alongside the DSL will complete the Local Authority's annual safeguarding audit.
- 11.4. This audit report will also be shared with the Board who will ensure that AIMCommunity meets all statutory and Trust duties.
- 11.5. Safeguarding will be a standing item on Board of Directors agendas.

APPENDIX 1 /// TYPES OF ABUSE

Child abuse and types of abuse

Abuse is 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. Harm includes ill treatment that is not physical as well as the impact of witnessing ill treatment of others, for example the impact on children of all forms of domestic abuse, including where they see, hear or experience the effects. They may be abused by an adult or adults, or by another child or children. There are four types of child abuse as defined in *'Keeping Children Safe in Education'* (September 2024) as follows:

1. Physical abuse

Physical abuse 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. Most children will collect cuts, bruises and injuries and these should always be interpreted in the context of the child's medical and social history, developmental stage and the explanation given.

Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are a cause for concern.

The physical signs of abuse may include:

- a. unexplained bruising, marks or injuries on any part of the body;
- b. multiple bruises- in clusters, often on the upper arm, outside of the thigh;
- c. cigarette burns;
- d. human bite marks;
- e. broken bones;
- f. scalds, with upward splash marks;
- g. multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- a. fear of parents being approached for an explanation;
- b. aggressive behaviour or severe temper outbursts;
- c. flinching when approached or touched;
- d. reluctance to get changed, for example in hot weather;
- e. depression;
- f. withdrawn behaviour;
- g. running away from home.

2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children

that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow. However, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers.

Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- a. neurotic behaviour e.g. sulking, hair twisting, rocking;
- b. being unable to play;
- c. fear of making mistakes;
- d. sudden speech disorders;
- e. self-harm;
- f. fear of parent being approached regarding their behaviour;
- g. developmental delay in terms of emotional progress.

3. Sexual Abuse

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 or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities,

Encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

For more guidance on peer on peer harmful sexual behaviour:

Sexual violence and sexual harassment between children (May 2018)

Related - NSPCC Harmful Sexual Behaviour Framework Audit Tool

All AIMCommunity staff and volunteers should be aware that adults, or other children, who use children to meet their own sexual needs, abuse both girls and boys of all ages. Indications of sexual abuse may be physical or from the child's behaviour. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that their concerns are heard and appropriate action taken.

The physical signs of sexual abuse may include:

- a. pain or itching in the genital area;
- b. bruising or bleeding near genital area;
- c. sexually transmitted disease;
- d. vaginal discharge or infection;
- e. stomach pains;
- f. discomfort when walking or sitting down;
- g. pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- a. sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn;
- b. fear of being left with a specific person or group of people;
- c. having nightmares;
- d. running away from home;
- e. sexual knowledge which is beyond their age, or developmental level; sexual drawings or language;
- f. bedwetting;
- g. eating problems such as overeating or anorexia;
- h. self-harm or mutilation, sometimes leading to suicide attempts;
- i. saying they have secrets they cannot tell anyone about;
- j. substance or drug abuse;
- k. suddenly having unexplained sources of money;
- l. not allowed to have friends (particularly in adolescence);

- m. acting in a sexually explicit way towards adults.

AIMCommunity recognise that when there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment using the Risk Assessment Management Plan (RAMP).

4. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may include a failure to:

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- b. protect a child from physical and emotional harm or danger;
- c. ensure adequate supervision (including the use of inadequate caregivers);
- d. ensure access to appropriate medical care or treatment;
- e. neglect of, or unresponsiveness to, a child's basic emotional needs

It can be difficult to recognise neglect. However, its effects can be long term and damaging for children.

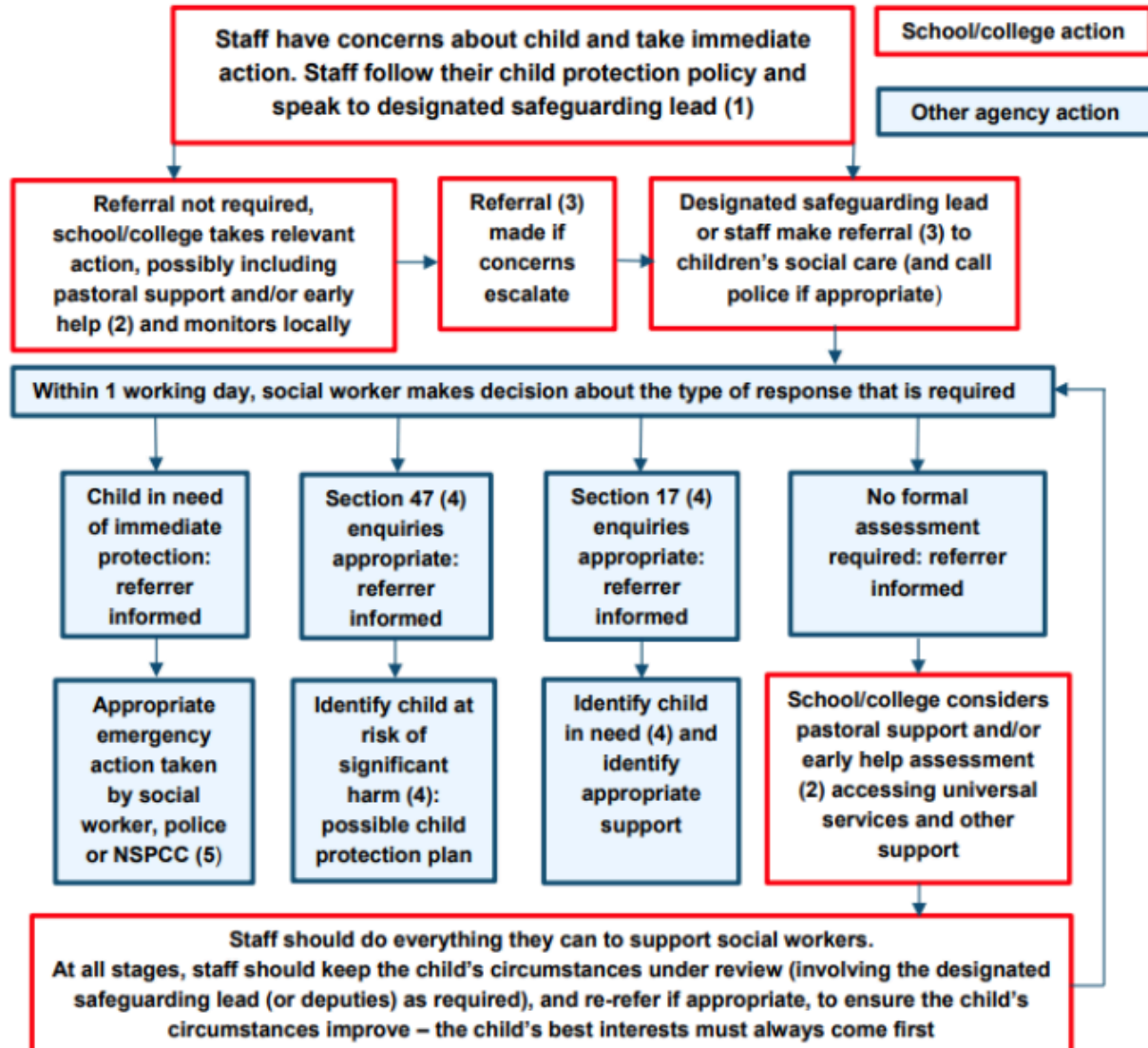
The physical signs of neglect may include:

- a. Being constantly dirty or 'smelly';
- b. constant hunger, sometimes stealing food from other children;
- c. losing weight, or being constantly underweight;
- d. inappropriate or dirty clothing.

Neglect may be indicated by changes in behaviour which may include:

- a. mentioning being left alone or unsupervised;
- b. not having many friends;
- c. complaining of being tired all the time;
- d. not requesting medical assistance and/or failing to attend appointments.
- e. inappropriate or dirty clothing.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 2 /// OTHER SAFEGUARDING ISSUES

Bullying including cyberbullying and prejudice-based bullying

Bullying

Bullying is also abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. This could include bullying from siblings. AIMCommunity has an [Anti-Bullying Policy](#) available via the website.

The DfE provides more information on preventing and tackling bullying and cyberbullying at the links below.

AIMCommunity has responsibility to deal with all bullying that occurs in and out of school time.

AIMCommunity recognises that serious bullying (including cyber-bullying) can cause children to feel frightened or in danger and is a form of emotional abuse. (*KCSIE, Part 1, 2019*).

Guidance on preventing bullying:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Kidscape <https://www.kidscape.org.uk/>

Child sexual exploitation (CSE)

Statutory definition of Child Sexual Exploitation:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

- a. in exchange for something the victim needs or wants, and/or
- b. for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (*Child Sexual Exploitation – Definition and Guide for Practitioners February 2017*).

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child sexual exploitation: definition and guide for practitioners:

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse (*Keeping Children Safe in Education September 2018*).

Key indicators of children being sexually exploited may include:

- a. going missing for periods of time or regularly coming home late;
- b. regularly missing academy or education or not taking part in education;
- c. displaying inappropriate sexualised behaviour
- d. Receiving unexplained gift or gifts from unknown sources
- e. Associating with other young people involved in exploitation;
- f. Having multiple phones
- g. mood swings or changes in emotional wellbeing
- h. Seen at strange meeting places (hotels or known places of concern)
- i. Having older boyfriends / girlfriends
- j. Self-harming / drug or alcohol misuse
- k. Injuries (physical)

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

- a. **Inappropriate relationships** - Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person.
- b. **Boyfriend** - Abuser ‘grooms’ the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.
- c. **Organised exploitation and trafficking** - Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Children missing from education (CME)

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of AIMCommunity's [Attendance Policy](#) and children missing from education procedures. **(KCSIE page 76 - Annex A)**

AIMCommunity will keep its admission registers accurate and up to date. AIMCommunity Attendance Policy is regularly updated and understood by all staff. Attendance and patterns of attendance will be regularly reviewed.

Any student missing education will be reported as required by the statutory guidance ‘Children Missing Education’ (Sept 2016). A student going missing from education is a potential indicator of abuse or

neglect including sexual exploitation or risk of radicalisation. After reasonable attempts have been made by AIMCommunity to contact the student and their family (including all emergency contacts)

AIMCommunity will follow the PDSCP procedure and refer to the Local Authority education welfare/attendance service. All schools will inform their Local Authority if a child is referred to be educated outside of the school system, e.g. Elective Home Education, ceased to attend, unfit to attend on health grounds, in custody for 4 months or permanently excluded.

Any safeguarding concerns will be communicated to the BCP Children's First Response Team or Dorset ChAD. The statutory guidance on 'Exclusion from maintained schools, Academies and child referral units in England' (2017) sets out the lawful use of these powers.
<https://www.gov.uk/government/publications/school-exclusion>

Child criminal exploitation

All staff will know the indicators that may signal that children are at risk from, or are involved with, serious violent crime, including:

Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs

Increased absence from school

Change in friendship/relationships with others/groups

Significant decline in performance

Signs of self-harm/significant change in wellbeing

Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them. <https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit>

County Lines - (Criminal Exploitation of Children and Vulnerable Adults)

County lines is the police term for urban gangs supplying drugs to suburban areas, markets and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. The gangs establish a 'base location', typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on children, vulnerable adults and local communities.

Signs to look out for:

- a. Persistently going missing from school or home and / or being found out-of-area;
- b. Unexplained acquisition of money, clothes, or mobile phones
- c. Excessive receipt of texts / phone calls
- d. Relationships with controlling / older individuals or groups
- e. Leaving home / care without explanation
- f. Suspicion of physical assault / unexplained injuries

- g. Parental concerns
- h. Carrying weapons
- i. Significant decline in school results / performance
- j. Gang association or isolation from peers or social networks
- k. Self-harm or significant changes in emotional well-being

If any staff have a concern that they consider to be about county lines, they should immediately inform their DSL. The DSL will follow the local authority safeguarding procedures by contacting the BCP Children's First Response Team or Dorset ChAD (see contacts list) for advice. Where there is a risk of imminent harm an immediate referral to the police should be made. Further advice can be found at <https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit>

Children and the court system

DSL and mentors will be aware of the tools and support which can be accessed and will offer additional support to students involved in any form of court process.

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

Children with family members in prison

AIMCommunity will work with students to “ help mitigate negative consequences for those children, with a family member (s) in prison”. AIMCommunity will contact other agencies who may be able to provide support. This can be found through the directory NICCO – National Information Centre on Children of Offenders

Domestic abuse and young people

AIMCommunity understands that domestic abuse does not only affect adults and is not only perpetrated by adults; the changes to the definition of domestic abuse raises the awareness that young people in the 16 to 18 age group can also be victims of domestic violence and abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting, emotional and psychological impact on children. Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional

By modelling positive behaviours within our setting and the use of the wider curriculum, AIMCommunity will raise the awareness of healthy relationships and encourage students to ‘Speak out’, so that any student identified as being affected by domestic abuse can be helped.

Adolescent to Parent Violent Abuse (APVA)

APVA is a hidden form of domestic violence and abuse that is often not spoken about. AIMCommunity recognises that a form of domestic abuse can be from a child to a parent/carer. By raising awareness around this issue, AIMCommunity provides better protection to victims and applies an appropriate safeguarding approach.

Operation Encompass

For further information regarding Domestic Violence Support please go to www.operationencompass.org

What to look out for when a child is witnessing domestic abuse:

Children who witness domestic violence may display a variety of responses...

Emotional responses: This may include: fear, guilt, shame, sleep disturbances, sadness, depression, and anger (at both the abuser for the abuse and at the victim for being unable to prevent the abuse).

Physical responses: This may include stomach aches and/or headaches, bedwetting, and loss of ability to concentrate. Some children may also experience physical or sexual abuse or neglect. Others may be injured while trying to intervene on behalf of the victim or a sibling. They may experience developmental delays in speech, motor or cognitive skills

Behavioural responses: This may include acting out, withdrawal, or anxiousness to please. They may also use violence to express themselves, displaying increased aggression with peers, adults or their family. They can become self-injuring. Children may exhibit signs of anxiety and have a short attention span. This may result in poor academic performance and attendance.

What to do if domestic abuse is disclosed:

If a student discloses that they have witnessed domestic abuse, or an adult linked to a student discloses that they are being abused, staff must follow the usual safeguarding procedures.

Domestic abuse: how to get help: <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help>

Female genital mutilation (FGM)

Female Genital Mutilation (FGM) 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 if they discover that FGM appears to have been carried out on a girl under 18. FGM typically takes place between birth and around 15 years old; however, **it is believed that the majority of FGM cases happen between the ages of 5 and 8.**

Risk factors for FGM include:

- a. low level of integration into UK society
- b. mother or a sister who has undergone FGM
- c. girls who are withdrawn from PSHE
- d. visiting female elder from the country of origin
- e. being taken on a long holiday to the country of origin
- f. talk about a 'special' procedure to become a woman

Symptoms of FGM:

Awareness of possible FGM usually come from a disclosure. FGM may be likely if there is talk of a special visiting female elder, of a special procedure or celebration to become a woman, or where parents may wish to withdraw their children from learning about FGM, or where parents may wish to take their daughter out-of-school to visit an 'at-risk' country (especially before holidays).

Indications that FGM may have already taken place may include:

- a. difficulty walking, sitting or standing and may even look uncomfortable
- b. spending longer than normal in the bathroom or toilet due to difficulties urinating
- c. spending long periods of time away from a classroom during the day with bladder or menstrual

problems

d. frequent urinary, menstrual or stomach problems

e. prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g.

withdrawal or depression) on the girl's return

f. confiding in a professional without being explicit about the problem due to embarrassment or fear

g. talking about pain or discomfort between her legs

h. reluctance to undergo normal medical examinations

Under no circumstances should any staff physically examine pupils.

Teachers 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 Designated Safeguarding Lead of the academy school and with children's social care. The duty to report does not apply in relation to at risk, or suspected cases.

Female genital mutilation guidance:
<https://www.gov.uk/government/collections/female-genital-mutilation>

Multi-agency statutory guidance on female genital mutilation:
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

New duty for health and social care professionals and teachers:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

Forced marriage

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

Whistleblowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Staff must report

and discuss any concerns with the DSL/ Deputy and they will then refer to the BCP Children's First Response or Dorset ChAD if required.

Further information can be found at: <https://www.gov.uk/guidance/forced-marriage> and at <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

Staff can contact the Forced Marriage Unit if they require advice or information on: 020 7008 0151 or email fmufco.gov.uk

Homelessness

AIMCommunity recognises that being homeless or being at risk of becoming homeless presents a risk to a young person's welfare. The DSLs will know the contact details and referral routes to the Local Authority (LA) Housing Department for the LA in which the young person lives. This will ensure that they can raise and/or progress any concerns or disclosures at the earliest opportunity. (Ref: KCSiE 2019) AIMCommunity should be aware of any housing issues which may pose a risk to a student's welfare. They should work with appropriate services and where a young person is thought to be at risk of harm, a referral should be made to the CP Children's First Response or Dorset ChAD.

Honour – based violence (HBV)

'Honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy) at their school. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency. Where FGM has taken place please refer to the FGM section in this policy.

Peer on peer/ child on child abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). It can happen inside and outside of AIMCommunity and online. All staff will be made aware of the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

Peer on peer abuse is most likely to include, but may not be limited to:

bullying (including cyberbullying, prejudice-based and discriminatory bullying);

abuse in intimate personal relationships between peers;

physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

sexual violence, such as rape, assault by penetration and sexual assault;

sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;

non-consensual sharing of nude and semi-nude images and/or videos; Consensual image sharing may require a different response. It might not be abusive – but students still need to know it is illegal- whilst non-consensual is illegal and abusive.

causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

upskirting, 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 or alarm;

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.

Private Fostering

Private fostering occurs when a child under the age of 16 is provided with care and accommodation by a person who is not their parent, does not have parental responsibility for them, and is not a relative of

the child. Private fostering. Care and accommodation is provided for more than 28 days, AIMCommunity will notify the Local Authority so that suitable checks can be carried out.

Radicalisation/extremism

The Counter-Terrorism and Security Act, 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism "the Prevent duty".

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised they should discuss this with the Designated Safeguarding Lead/ PREVENT lead.

The Designated Safeguarding Lead/ PREVENT lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

The Government's '*Educate against Hate*' <https://educateagainsthate.com/> provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

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

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

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

Channel

Staff will understand when it is appropriate to make a referral to the Channel programme. The Channel is a programme that focuses on providing support at an early stage to people, who are identified as being vulnerable to being drawn into terrorism. The link below has detailed guidance.

Channel guidance: <https://www.gov.uk/government/publications/channel-guidance>

AIMCommunity is committed to ensuring that all children are offered a broad and balanced curriculum that aims to prepare students for life in modern Britain. The core values of AIMCommunity will be taught alongside the fundamental British Values.

Early indicators of radicalisation or extremism may include:

- a. intolerance of difference, including faith, culture, gender, race or sexuality
- b. graffiti, art work or writing that displays extremist themes
- c. attempts to impose extremist views or practices on others
- d. verbalising anti-Western or anti-British views
- e. advocating violence towards others

- f. online searches or sharing extremist messages or social profiles
- g. secretive behaviour
- h. showing sympathy for extremist causes
- i. glorifying violence, especially to other faiths or cultures
- j. making remarks or comments about having attended events, or rallies outside of school that could be promoting extremist views
- k. evidence of possessing illegal or extremist literature
- l. advocating messages similar to illegal organisations or other extremist groups
- m. out of character changes in behaviour and peer relationships, dress
- n. talking about powerful narratives, programmes, networks that they have come across online, so involvement with any particular groups may not be apparent.

Revised Prevent Duty Guidance:

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

Protecting children from radicalisation: the prevent duty:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Youth produced sexual imagery (previously known as sexting)/ grooming and other e-safety issues

AIMCommunity will adhere to the guidance issued by the UK Council for Child Internet Safety '*Sexting in schools* and colleges: responding to incidents and safeguarding young people' (September 2016) and to the AIMCommunity [E-Safety Policy](#).

Youth produced sexual imagery (sexting) is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, and laptops - any device that allows you to share media and messages. Sexting may also be called: trading nudes; dirties; pic for pic.

The reasons why a young person may send a naked or semi-naked picture, video or message to someone else are many. Children do not always understand the risks they are taking when sending them. These include loss of control of images and how they're shared. It is very easy to send a photo or message but the sender has no control about how it's passed on. When images are stored or shared online they become public and can still be saved or copied by others. In many cases, images used on social media are also owned by the media that the child has used, (for example anything in the Apple cloud is owned by Apple, anything posted on Facebook is owned by Facebook and will remain within their storage area.) These storage areas are open to hacking. If this happens, then photos or videos that a young person may have shared privately could still be shared between adults they don't know.

Children and young people are therefore at risk of:

- a. Blackmail
- b. Unwanted attention
- c. Bullying
- d. Emotional distress

Prevention

All staff at AIMCommunity will be trained in on-line safety and will have a role in preventing young people from sexting. In line with the AIMCommunity [E-Safety Policy](#), staff will seek to prevent young people from sexting, through educating them about the laws and potential consequences of their action.

Any disclosures about sexting will be referred to the DSL for further investigation and will seek further advice and support from the Safer Schools Community Team (SSCT)

AIMCommunity recognises that every child is different, so our approach will be based on the advice provided by SSCT, the age of the student, their involvement and their character.

Sources of Support:

The Safer Schools Community Team (SSCT) – Provide a variety of training, advice and support for schools

CEOP's Thinkuknow (<https://www.thinkuknow.co.uk/>) gives advice for parents, as well as children and young people of different ages, on staying safe online. Thinkuknow have created short videos to help parents understand why children 'sext', how to talk to them about it and what to do if their child is affected.

Internetmatters.org work to help parents keep their children safe online. They provide free advice on online issues affecting children, including sexting and grooming.

The UK Safer Internet Centre (<https://www.saferinternet.org.uk/>) gives advice and resources for parents and professionals on online safety. Their website has links to games and quizzes for primary and secondary aged children that encourages them to be safe online.

NSPCC Help Line: 0808 800 5000

Childline <https://www.childline.org.uk/> 0800 1111

Kidscape <https://www.kidscape.org.uk/>

Sexual Harrassment, Sexual Violence,

Abuse is abuse and should never be tolerated or passed off as “banter” or as “part of growing up”.

All staff are also aware of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all sexual harassment and sexual violence is unacceptable and will be taken seriously.

It is unlawful for schools and colleges to act in a way that is incompatible with the European Convention on Human Rights.

Being subjected to sexual violence or sexual harassment may breach any or all of Articles 3; 8; 14 and Protocol 1, Article 2, depending on the nature of the conduct and the circumstances.

AIMCommunity will provide information to all staff on indicators and advice on what they should do if they have concerns.

Multi-agency partners, including Children's Social Care will be important in providing advice and services to address any needs.

Police must be informed where a report of rape, assault by penetration or sexual assault is made.

***How allegations of peer on peer abuse, sexual harassment and sexual violence will be recorded, investigated and dealt with (We just need a clear policy, do we have one that we use currently that I can add?)**

Children and young people may not find it easy to tell staff about their abuse verbally. They can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

All victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

Online abuse that occurs online or outside of AIMCommunity will be treated equally seriously.

Staff should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the designated safeguarding lead (or a deputy).

It is important for AIMCommunity to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required.

Whether the alleged sexual violence or sexual harassment involves students from AIMCommunity and has

taken place away from the premises, or online, or, the students concerned attend different settings, AIMCommunity has a duty to safeguard and promote the welfare of the students. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.

All staff will be trained to manage a report. If possible, reports will be managed with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible.

Where the report includes an online element staff need to be aware of searching screening and confiscation advice and the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. The key consideration is for staff not to view or forward illegal images of a child.

Staff should not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to

Staff understand that the person to whom the student discloses recognises that the student has placed them in a position of trust. They should be supportive and respectful of the child;

Staff know that an initial disclosure to a trusted adult may only be the first incident reported. Students may not be able to recall all details or timeline of abuse

Staff are aware that some students may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;

Staff will listen carefully to the student, reflecting back, using the student's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the student where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was;

Staff will immediately write up the report, including a thorough summary. This will happen when the Student has finished reporting as it allows the staff member to devote their full attention to the student and to listen to what they are saying. It may be appropriate to make notes, especially if a second member of staff is present. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. It is essential a written record is made;

Staff will only record the facts as the student presents them. The notes should not reflect the personal opinion of the note taker. Staff will be made aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation

Designated safeguarding lead (or deputy) should be made aware as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) advice provides detailed information and links to resources.

NSPCC Protecting children from harmful sexual behaviour:
<https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>

APPENDIX 3 /// LINKS TO STATUTORY GUIDANCE

1. Working Together to Safeguarding Children (2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
2. Keeping Children Safe in Education (2023)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf
3. Guidance for Safer Working Practice for Adults who work with children and young people
<https://www.bournemouth.gov.uk/childreducation/working-in-childcare/early-years-safeguarding/safeguarding-documents/Guidance-Safer-Working-Practice-May-2019-final.pdf>
4. The Brook Traffic Light Tool
https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/?gclid=Cj0KCQjwirz3BRD_ARIsAlmf7LMifGxFxy4gSQEQIK1TiN0ABviMVEPvjWoyiMGNocvEflizFwfRXkkaAkrSEALw_wcB
5. Pan-Dorset Safeguarding Children Partnership <https://pdscp.co.uk/>
6. What to do if you're worried a child is being abused – March 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
7. Information sharing advice for practitioners providing safeguarding services to children, young people, parents & carers
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
8. Preventing and Tackling Bullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
9. BCP Family Information Directory
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=9EQU1U-llnw>
10. Children Missing Education (September 2016)
<https://www.gov.uk/government/publications/children-missing-education>
11. Mental Health and Behaviour in Schools (2016)
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
12. . Female Genital Mutilation, multi-agency statutory guidance
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
13. Revised Prevent Duty Guidance
<https://www.gov.uk/government/publications/prevent-duty-guidance>

14. Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism from the Home Office
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
15. Safeguarding: Disclosure and Barring .
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
16. Pan Dorset Continuum of Need 2019
<https://pandorsetscb.proceduresonline.com/contents.html>
17. CE toolkit <https://www.gov.uk/government/publications/child-exploitation-disruption-toolkit>
18. Sexual violence and sexual harassment between children in schools and colleges
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
19. Deeper SEND Support
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- <https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>
- <https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children#risk-and-vulnerability-factors>
- *20. Centre of expertise on child sexual abuse
<https://www.csacentre.org.uk/>
- *21. Preventing child exploitation
https://assets.publishing.service.gov.uk/media/63106669e90e076ebfb7f419/Child_Exploitation_Disruption_Toolkit_082022.pdf
- <https://stop-ce.org/>
- *22. National Crime Agency
<https://www.ceopeducation.co.uk/>

APPENDIX 4 /// LINKS TO AIM COMMUNITY DOCUMENTS

Policy	Google Docs Link	
AAA Exclusion Policy	AAA Exclusion Policy	
AAA Student Absence Policy	AAA Student Absence Policy	
Absence Policy	Absence Policy	
Anti-bullying Policy	Anti-Bullying Policy	
Data Protection & Privacy Policy	Data Protection & Privacy Policy	
Disciplinary Policy	Disciplinary Policy	
Equality Policy	Equality Policy	
Health & Safety Policy	Health & Safety Policy	
E-Safety Policy	E-Safety Policy	
Lone Working Policy	Lone Working Policy	
Safer Recruitment	Safer Recruitment Policy	
Staff Code of Conduct	Staff Code of Conduct	
Whistleblowing Policy	Whistleblowing	
Acceptable Use Policy	Staff & Volunteer Acceptable Use Policy	

APPENDIX 5 /// IMPORTANT CONTACT INFORMATION

BCP Council Contact	Contact Number(s)	Email and/or Weblink
LADO BCP	01202 456744	lado@bcpcouncil.gov.uk
Children's First Response Hub (also early help)	01202 123 334	childrensfirstresponse@bcpcouncil.gov.uk
Domestic Abuse Support	01202 710777	
Out of Hours Service	01202 738256	ChildrensOOH@bccpcouncil.gov.uk

Dorset Council Contact	Contact Number(s)	Email and/or Weblink
LADO Dorset	01305 221122	LADO@dorsetcouncil.gov.uk
Dorset Out of Hours Service	01305 228558	
Children's Advice and Duty Service (ChAD)	01305 228866 01305 228558 (prof)	
Police - Dorset Police Safeguarding Referral Unit	01202 222844	sru@dorset.pnn.police.uk
Safer Schools Community Team (SSCT)	01202 222844	ssct@dorset.pnn.police.uk

Nationwide Contact	Contact Number(s)	Email and/or Weblink
NSPCC whistleblowing helpline	0800 028 0285	help@nspcc.org.uk
PREVENT	020 7340 7264	www.gov.uk/government/publications/counter-extremism-strategy
Childline	0800 1111	www.childline.org.uk/info-advice
Child Exploitation & Online Protection Centre (CEOP)		www.ceop.police.uk (incidents can be reported through the website)
Domestic Abuse	0800 970 2070 or txt NCDV to 60777	www.ncdv.org.uk/

APPENDIX 6 /// AIMCOMMUNITY SAFEGUARDING TEAM CONTACT INFORMATION

AIMCommunity Contact	Contact Number(s)	Email
D.S.L. Samantha Pavey	07821 038468	spavey@aimcommunity.org
D.D.S.L. Kenny Mitchell Wesley Williams Emma Greenslade		kmitchell@aimcommunity.org wwilliams@aimcommunity.org egreenslade@aimcommunity.org
Board of Directors Lead for Safeguarding & Child Protection Suzanne Burgess	n/a	suzejb1@gmail.com
E-Safety Champion Guy Southam	07487 542379	gsoutham@aimcommunity.org
C.E.O. Richard Newland	07411 308838	rnewland@aimcommunity.org

SIGNATURES

Signed: _____
Lead

Date: _____ Designated Safeguarding

Signed: _____

Date: _____ AIMCommunity CEO

Signed: _____

Date: _____ Board of Directors Lead for Safeguarding

APPENDIX 7 /// SAFEGUARDING RESPONSE TO CORONAVIRUS

Additional Safeguarding Measures

During pandemics AIMCommunity is committed to support young people and give extra support where appropriate to help foster better mental health for young people. Specific support will be given to those young people with an E.H.C.P. and other vulnerable young people.

For those that we are not able to communicate with for a two week period we will undertake a home visit (door knock with appropriate PPE) to check on the young persons' wellbeing and safety.

Staff Adherence of Pandemic Policy

All AIMCommunity Staff, Volunteers, Young People and Visitors will adhere to the AIMCommunity [Pandemic Policy](#) and follow all appropriate protocols in order to safeguard themselves and each other.

Keeping Up To Date

As and when the Government updates the rulings on Coronavirus protocol and procedures, AIMCommunity will also amend and adapt as appropriate. All changes will be communicated effectively to all parties.

