P O L I C Y	Owner	Designated Safeguarding Lead
	ID (Version)	DU/5.1.1 (v4)
SAFEGUARDING AND CHILD PROTECTION	**Published**	15-August-2023
	Valid Until	15-August-2024

POLICY STATEMENT

The Arbor School ("Arbor", "we", "the school") is committed to ensuring that **everyone is responsible** for the care of children and young people and always undertake their duties in a professional manner, ensuring at all times that children are treated with sensitivity and respect. It is extremely important that any concern raised about the conduct of a member of staff or allegations of abuse in our school is managed thoroughly and efficiently, maintaining the highest level of protection is provided whilst also giving support to the victim.

This policy will ensure that all staff, children, parents, volunteers, or carers are aware of the procedure for safeguarding and child protection is adopted consistently and matters arising are confidentially dealt with effectively and efficiently as possible.

RESPONSIBILITY ASSIGNMENT

The following position(s) / role(s) has / have been assigned the responsibilities hereunder in relation to the execution of the guidelines, requiring the relevant responsible individual(s) to ensure that they are communicated to, understood, and adhered to by all applicable school employees:

Responsibility	Position(s) / Role(s)
Responsible	Everyone
Accountable	Everyone
Consulted	Arbor Safeguarding Team, ELT and Governing Body
Informed	Parents/Community

APPLICATION

1. BELIEFS

At the Arbor School, we believe that:

- All children, have equal rights of protection.
- All **children (any young person aged 18 and below)** in our care have a right to learn and develop in a safe, caring environment.
- Safeguarding and promoting the **welfare of children is everyone's responsibility.**
- The welfare of children will always be safeguarded and given paramount consideration when developing and delivering school activities.
- The adherence to all applicable safeguarding children's regulations and guidelines, as well as implementing safeguarding best practices in a holistic manner is a critical element of ensuring the safeguarding of all children
- Through the adoption of a child centred approach, all practitioners at Arbor will be in a position to identify concerns early, provide help to children, promote children's welfare and prevent concerns from escalating
- Encouraging and promoting the genuine involvement of staff, at all levels, in maintaining high standards of child protection and putting children and young people first; is a duty of the leadership of Arbor.
- All adults at the school must be open, accessible to students, prepared to listen and supportive of a child's needs.

2. DEFINITIONS *(adopted from Keeping Children Safe in Education (KCSIE), 2023)*

Safeguarding and **promoting the welfare of children** means:
- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;

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- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm, for example, physical, emotional, sexual and neglect. *See Appendix A for indicators of abuse.* This includes **extra familial harms** including **domestic abuse** in their **own intimate relationships** (teenage relationship abuse). Additionally, how to **safeguard other children**, including **intra familial harm** (support networks for **impact on any siblings**). Information can be found in Arbor's *Child-on-Child Abuse Procedure.*

Neglect is a form of abuse and 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. *Appendix A defines neglect in more detail.*

All staff must be aware of specific safeguarding issues that can put children at risk of harm, including being prepared to identify children who may benefit from early help. Staff must also remain vigilant and aware of children with sexually harmful behaviour, and promptly report any concern to a member of the safeguarding team.

3. SAFEGUARDING TEAM

A Safeguarding Team has been established, led by the Designated Safeguarding Lead (DSL) and comprised of competent experts in safeguarding. The 2023/2024 Safeguarding Team are:

Role	Person
Safeguarding Governor (DSG)	Kenneth Jones governors@thearborschool.ae
Arbor Principal	Brett Girven principal@thearborschool.ae
Designated Safeguarding Lead (DSL)	Daniel Nichol headofprimary@thearborschool.ae
Deputy Designated Safeguarding Lead (DDSL)	Frances Powell headofsecondary@thearborschool.ae Andres Floden afloden@thearborschool.ae
Designated Safeguarding Persons (DSP)	PRIMARY: Richard Swingler rswingler@thearborschool.ae SECONDARY: Frances Powell fpowell@thearborschool.ae NON-ACADEMIC: Ghadah AlSalous galsalous@thearborschool.ae
Deputy Designated Safeguarding Persons (DDSP)	PRIMARY (EYFS/KS1): Chloe Morritt cmorritt@thearborschool.ae PRIMARY (KS2): Megan Gallacher mgallacher@thearborschool.ae SECONDARY: Vanessa Mitchell vmitchell@thearborschool.ae NON-ACADEMIC: Luda Zuhair lzuhair@thearborschool.ae
Thrive Representative	Sarah Vundum svundum@thearborschool.ae
Family Liaison	Ashleigh Wilson awilson@thearborschool.ae
Counsellors	Stella Anontiou santoniou@thearborschool.ae Anna-Catarina Lieke aclieke@thearborschool.ae
Medical	Dr Quratulain Faisal qfaisal@thearborschool.ae
E-Safety (Digital and Online) Leads	PRIMARY: Sabrina Michael smichael@thearborschool.ae SECONDARY: David Smale dsmale@thearborschool.ae NON-ACADEMIC: Ali Hatamleh a.hatamleh@mggt.company

The identity and contact information for Arbor's Safeguarding Team is shared with the Arbor community, and prominently displayed in multiple locations around campus. *See Appendix B for Roles and Responsibilities.*

4. STANDARDS

- The school will carry out safer recruitment processes to ensure that all adults working with children are suitable.
- Every member of staff, as well as volunteers and third-party providers working in the school's facilities, is responsible for safety and security of all children in their care.
- All staff are responsible for their own actions and behaviour; and will follow the contents of the Safeguarding Declaration and Arbor Staff Handbook.
- All staff will read and understand the Arbor safeguarding policies and procedures.
- All staff have equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm, in accordance with the school guidance.
- Each member of staff must know what they need to do if they have concerns about a child, or the behaviour of a colleague/adult, and act immediately.
- All employees are responsible for challenging inappropriate behaviours between children that are abusive in nature, thus reducing any downplaying or dismissal or certain behaviours and harassment. See the Arbor *Child-on-Child Abuse Procedure* for further information.
- All staff will undergo regular and frequent training to ensure they are up to date with their knowledge and understanding of their responsibilities with regards to safeguarding and child protection.

5. GUIDELINES

All staff at Arbor will:

- Know how to communicate appropriately with children.
- Understand what might make a child more vulnerable.
- Understand and respond to possible signs of abuse.
- Be diligent in their approach in responding to matters of a safeguarding nature.
- Know how to share key information and who to share it with.
- Be aware of the circumstances which may make some children particularly vulnerable.
- Be aware of specific safeguarding issues that can put children at risk of harm, including being prepared to identify children who may benefit from early help.

RELATED DOCUMENTS

This policy should be read and applied in conjunction with all relevant governance documents within the school and related reference documents, whether existing or introduced and / or modified subsequent to this procedure being published, including (but not limited to):

Document Title	ID / Reference No.
Students	
Safeguarding and Child Protection Procedure	DU/5.1.1.1
Child-on-Child Abuse Procedure	DU/5.1.1.2
E-Safety (Digital and Online) Safety Procedure	DU/5.1.1.3
Home Visits Procedure	DU/5.1.1.4
Local Guardianship Procedure	DU/5.1.1.5
Non-Collection of Children Procedure	DU/5.1.1.6
Safe Touch and Positive Handling Procedure	DU/5.1.1.7
Self-Harm and Suicidal Ideation Procedure	DU/5.1.1.8
Student Supervision and Transitions	DU/5.1.1.9

Document Title	ID / Reference No.
Toileting and Intimate Care	DU/5.1.1.10
Relationships, Sex and Health Education (RSHE) Procedure	DU/5.1.1.11
Behaviour for Learning Policy	DU/5.1.2
Behaviour for Learning Procedure: Primary	DU/5.1.2.1
Behaviour for Learning Procedure: Secondary	DU/5.1.2.2
Educational Visits and Excursions Policy	DU/5.1.3
Educational Visits and Excursions Procedure	DU/5.1.3.1
Staff	
Managing Allegations Against Staff Policy	DU/5.2.1
Managing Allegations Against Staff Procedure	DU/5.2.1.1
Safer Recruitment Policy	DU/2.4.9
Social Media Procedure	DU/5.2.2
Health and Safety	
Health and Safety Policy	DU/2.1.1
Critical Incident Management Policy	DU/2.2.4
Lockdown Procedure	DU/2.2.4.4
Fire Safety	DU/2.2.5

ABBREVIATIONS AND DEFINITIONS

Abbreviation / Term	Description / Definition
SLT	Senior Leadership Team
DSL	Designated Safeguarding Lead
DSPs	Designated Senior Persons
DSG	Designated Safeguarding Governor
KHDA	The Knowledge and Human Development Authority
CDA	Community Development Authority
HR	Human Resources
SCR	Single Central Record