



Elmfield Rudolf Steiner School

Child Protection Policy Safeguarding Children

Policy Tracker – Responsibility for monitoring this policy: Diana Ball (Education Lead) (Reviewed annually or in response to changes in legislation or LSCB operating procedures)			
Date	Reviewed and Updated By:	Role	Date Approved by the Governing Board
23/01/17	Diana Ball	Education Lead	
06/02/17	Rainer Klocke	Council Member for Safeguarding	
14/02/17	Diana Ball	Education Lead	
16/03/17	Diana Ball	Education Lead	
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Child Protection Policy

Rationale

Children and young people have a fundamental right to be protected from harm. They have a right to expect schools to provide a safe and secure environment. It is a guiding principle of the law and of child protection procedures that the protection and welfare of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

Child protection is defined as a set of specific measures necessary to effectively protect children who are subject to or may be at risk of abuse.

Child protection is part of safeguarding, which is defined as:

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

Elmfield School is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside. Because of our day-to-day contact with children and young people, education staff are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. We all need, therefore, to be alert to the possibility of abuse occurring, be aware of the procedures to be followed if you have suspicions and have the confidence to follow those procedures. This policy applies to all staff, Council members and volunteers working in the school.

Definitions and Indicators of Abuse (see page 8)

Elmfield School recognises its legal duty under s.175/157 Education Act 2002 to work with other agencies in safeguarding and promoting the welfare of children and young people and protecting them from "significant harm". The protection of our pupils from suffering or being likely to suffer significant harm is the responsibility of the school and wider community, superseding any other considerations. The following documents, circulars and guidance for good practice govern child protection work at Elmfield:

- Dudley Safeguarding Children Board (DSCB) - Safeguarding Children Procedures (<http://safeguarding.dudley.gov.uk>)
- Dealing with a disclosure of abuse: guidance for staff (*See Appendix 1*)
- Children's Act 1989
- Children's Act 2004
- Working together to safeguard children (DfE) March 2015
- Keeping Children Safe in Education (DfE) September 2016
- What do you do if you are worried a child is being abused (*See Appendix 2*)
- The Prevent Duty June 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Children missing in education and at risk of Child Sexual Exploitation (CSE)

Aims

Elmfield School is committed to the safeguarding of all pupils in the school. Our aim is to ensure that all pupils are safe in school and that measures are put in place to support any child who is at risk of harm. Overall the policy provides information to enable all adults working with children to carry out their duty of care responsibly. Elmfield School will provide information and training for all staff and other adults to carry out this duty of care responsibly.

Prevention

The six main elements of the policy are:

1. ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children
2. raising awareness of child protection issues and equipping children with the skills needed to keep them safe
3. implementing procedures for identifying and reporting cases, or suspected cases, of abuse
4. supporting pupils who have been abused in accordance with their child protection plans
5. establishing a safe environment in which children can learn and develop
6. ensuring there are links with other school safeguarding policies and practice. For example:
 - Anti-Bullying Policy
 - Anti-Radicalisation Policy
 - Behaviour and Discipline Policy
 - Complaints Policy and Procedure
 - Confidentiality Policy
 - Missing Pupil Procedure
 - Restraint Policy
 - Staff Code of Conduct
 - Staff Disciplinary Procedure
 - Staff Recruitment Policy
 - Whistle-Blowing Policy
 - Boarding Policy and Guidelines

Further local authority guidance on many safeguarding issues is available on the DSCB website - see the links on pages 11 and 12.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to safeguard children. The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from harm

Procedures

Elmfield School will ensure that all staff follow the procedures set out by the Dudley Safeguarding Children Board and take account of guidance issued by the Department for Education (DfE) to:

- ensure we have a designated safeguarding lead for child protection, who has received appropriate training and support for this role. The formal training will be updated every 2 years. In addition, the DSL will keep up with current safeguarding developments and priorities.

THE DESIGNATED SAFEGUARDING LEAD (DSL) FOR ELMFIELD SCHOOL IS DIANA BALL.

HER DEPUTY IS ELAINE SHEPPARD.

THE OTHER MEMBERS OF THE SAFEGUARDING TEAM ARE IAN NEALE, JACKIE IRVING AND JOANNE CLARIDGE.

Child Protection issues can be very difficult to spot. If in doubt, it is always best to inform Diana Ball and allow her to make the decision about what further action is necessary. **If in doubt - ask!**

- ensure we have a nominated Council member responsible for child protection; **the designated Council member for Child Protection is RAINER KLOCKE.**
- ensure every member of staff (including temporary and supply staff and volunteers) and governing body members knows the name of the designated safeguarding lead responsible for child protection and their role
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated safeguarding lead
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection; parents should be made aware of the Child Protection Policy and procedures
- ensure that parents are aware that a hardcopy of this policy is available on request and make the policy available on the school website
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- develop links with other agencies that support the child, such as Child and Adolescent Mental Health Service (CAMHS), the Education Investigation Service and Education Psychology Service
- keep written records of concerns about children (noting date, event and action taken), even where there is no need to refer the matter to Social Services and other relevant agencies immediately
- ensure all records are kept securely, separate from the main pupil file, and in a locked location
- ensure that if a child who has a child protection plan leaves, his/her information is transferred to the new school immediately and Social Care is informed
- ensure that all staff are aware of what to do if there are concerns around a child. **Appendix 2 refers to *What to do if you are concerned*.** A copy of the interagency referral form that must be completed when making a referral can be accessed from the DSCB website. Usually the DSL will take responsibility for completing this form.

Role and Responsibilities of Designated Safeguarding Lead

The Designated Safeguarding Lead has responsibility and management oversight and accountability for child protection.

When the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken.

Child protection information will be dealt with in a confidential manner.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family.

A written record will be made of what information has been shared with whom, and when.

Child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.

Access to these records by staff other than by the Designated Safeguarding Lead or her deputy will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with our home school policies and give due regard to which adults have parental responsibility.

Do not disclose to a parent any information held on a child, if this would put the child at risk of significant harm.

If a pupil moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes a note of all pupil records transferred or received should be kept in electronic format on the appropriate Management Information System. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.

If a pupil is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there will be a full face-to-face handover/exchange of information with the new post holder.

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their concerns with the Designated Safeguarding Lead and seek further support as appropriate.

Roles and Responsibility of Governors and Governing Bodies

It is the responsibility of governing bodies to ensure that they comply with their duties under legislation. They must have regards to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. Elmfield School's governing body is the Council of Management.

The statutory guidance, Keeping Children Safe in Education places statutory requirements on all governing bodies. Governing bodies must make sure that their school has policies and procedures in place and take into account any guidance issued by the Secretary of State, any LA guidance and locally agreed inter-agency procedures.

Safer Recruitment and Employment Practices

Elmfield School has created a culture of safe recruitment, and has adopted the Local Authority policy on recruitment procedures. Elmfield School will follow the 'Safer Recruitment' processes for all appointments, which will include the following:

- declaration of our statement of commitment and the intent to undertake a DBS check in the advertisement;
Our statement of Commitment
“Elmfield School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to Enhanced DBS Clearance, Qualification and ID Checks.”
- ensuring that at least one member of the interview panel has attended DSCB Safer Recruitment Training
- ensuring that references are gained before interview
- ensuring that a safeguarding question is included in the interview
- ensuring that any gaps in employment are explored at interview
- undertake a DBS check* at the relevant level to the position
- ensuring that a prohibition check is carried out for anyone in ‘teaching work’

*An enhanced DBS check with barred list information will be appropriate for all staff as the majority of staff will be engaging in ‘regulated activity’.

If the school has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to five years in prison, if a barred individual is convicted of attempting to engage in such work.

All new appointments will have their identity verified from a current photographic ID and proof of address to obtain an enhanced DBS check with barred list information. The school will always ask for written information about previous employment history and check that the information is complete.

The school does not have the power to request DBS checks for visitors (for example children’s relatives visiting a sports day). The Education Lead will use her professional judgment on how best to supervise these occasions.

Allegations of Abuse Made Against Other Children (Peer on Peer Abuse)

All staff should recognise that children are capable of abusing their peers. This may manifest in the following ways:

- Physical abuse
- Verbal abuse
- Online abuse
- Emotional abuse
- Sexual abuse
- Sexting

When dealing with such incidents, they will usually, in the first instance, be investigated by the class teacher. If there is a need to escalate the issue, it will then be passed to the Designated Safeguarding Lead and, in extreme cases, the Council of Management. We recognise that every case will be unique and that they may need to be dealt with in a variety of ways.

To minimise the risk of peer on peer abuse, the school has an ethos of promoting friendship and cooperation. Through assemblies, Religion lessons, PSHEE and other curriculum areas the children are taught tolerance, empathy and understanding.

Allegations Against Staff

Elmfield School will follow 'Managing Allegations against Staff or Volunteers' (DSCB Procedures). The **Education Lead** will deal with allegations made against school staff.

If any concerns or allegations are made against members of staff, in the first instance these should be discussed by the Education Lead with the Designated Officer for Managing Allegations (DO) or duty Independent Reviewing Officer (these are both DSCB posts). It is useful at this stage to also provide full names of the member of staff and child involved in the allegation, their dates of birth, addresses and details of any previous concerns, as this will avoid delay. All allegations against people who work with children will be passed on to the Designated Officer (Managing Allegations) in accordance with Working Together to Safeguard Children (2015) and DSCB Safeguarding Children Procedures. A Managing Allegations Referral form will need to be completed by the Education Lead.

In the event of the allegation being made against the Education Lead or Bursar, the **Chair of Council** is to be notified, and he will contact the Designated Officer, as above.

If an allegation is made against any Council member, including the Chair of Council, the Education Lead will contact the Designated Officer, as above.

- if any allegation is made, a quick resolution should be a clear priority; any unnecessary delays should be avoided
- in response to an allegation all other options should be considered before suspending a member of staff;
- allegations that are found to be malicious should be removed from the personnel records
- pupils that are found to have made malicious allegations are likely to have breached school behaviour policies; the school will therefore consider the appropriate sanction
- we as the employer have a duty of care to all staff; support for the individual is the key to fulfilling this duty
- when an allegation is made it is extremely important that every effort is made to maintain confidentiality
- after any allegations of abuse have been made, the outcome will be categorised as either substantiated, malicious, false, unsubstantiated or unfounded

In addition to this, Elmfield School has routine systems for continually monitoring the performance of staff ensuring compliance with both child protection procedures and the staff code of conduct.

If staff have concerns about a fellow colleague, they should follow the Whistle-Blowing Policy (available on our website). Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other channels are open to them such as the NSPCC Whistle Blowing helpline: **0800 028 0285**.

Referral to Disclosure and Barring Services (DBS)

Any employee who is dismissed or resigns due to a child protection case will be referred to the DBS, who will consider the future risk and harm the individual poses to vulnerable groups including children.

The Single Central Record must be in place and include all the areas covered in Keeping Children Safe in Education (2016). Further advice can be sought from the Bursar.

Information Sharing, Confidentiality and Record Keeping

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Every effort should be made to ensure that confidentiality is maintained for all concerned. Information should be handled and disseminated on a need to know basis only.

Advice should be sought from the Children's Social Care Team, who should approach the alleged abuser (or parents if the alleged abuser is a child).

Information will be stored in a secure place with restricted access to designated people and be maintained in line with data protection laws (e.g. that information is accurate, regularly updated, relevant and secure).

If a child who is subject to a child protection plan leaves, their information will be forwarded to the Designated Safeguarding Lead at the new school, in line with the government guidance on the transfer of such records. (See Role of Designated Safeguarding Lead.)

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our Child Protection Policy through the school website.

The Curriculum

Child Protection and wider child safety issues will be addressed through the curriculum as appropriate.

Looked After Children

The designated teacher for looked after children at Elmfield School is Diana Ball. She is responsible for promoting the educational achievement of children who are looked after by the local authority. The designated teacher will work closely with the Dudley Virtual School Head to ensure that pupil premium funding is best used to support the progress of the child.

Other Areas of our Work

All our policies which address issues of power and potential harm, for example Anti-bullying, Equal Opportunities, Restraint, Behaviour and Discipline, will be linked to ensure a whole school approach.

Our Child Protection policy cannot be separated from the general ethos of the school, which should ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Training and Development

Elmfield School will ensure that:

- all staff are kept up to date with Child Protection issues by formal training taking place annually; online courses, external training and in-house training provided throughout the year
- clear reminders of all procedures will be given out to all staff on the training day at the start of every academic year, with frequent reminders at staff meetings and subsequent training days
- the Designated Safeguarding Lead and her deputy will take part in advanced level training (including Core Working Together) at least every two years
- all policies and procedures will follow DFE guidance on Child Protection issues
- Council members will be kept informed about procedures through the Council member for Child Protection
- good monitoring takes place of pupils identified as at risk, for example those on a Child Protection Plan
- the pastoral team (Education Lead, teaching staff and SENDCo) works closely with outside agencies to share information and co-ordinate support for the pupil

The Education Lead and all other staff who work with children will undertake training to equip them to carry out their responsibilities for Child Protection effectively. This will be kept up to date by refresher training at regular intervals for all staff. A training record is kept for all adults working in contact with children.

Definitions and Indicators of Abuse

There are four types of child abuse. They are defined in the UK Government guidance Keeping Children Safe in Education; statutory guidance for schools and colleges, September 2016 as follows:

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Neglect

Physical Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation or exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

Provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Significant Harm

“Significant Harm is any Physical, Sexual or Emotional Abuse, Neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill treatment or impairment of health and development.”

Signs of Abuse

Recognising child abuse is not easy. It is every staff member’s responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

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

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members, regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

Psychological, Physical, Sexual, Financial and Emotional

Controlling behaviour is: A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: An act or pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, the NSPCC offers information for schools and colleges on its own website www.nspcc.org.uk. Schools can also access Dudley Safeguarding Children's Board (DSCB) guidance on the issues listed below via their website: http://www.proceduresonline.com/dudley/scb/chapters/full_contents.html#guides.

Responding to Abuse and Neglect

Referrals

Assessment

Child Protection Enquiries (Section 47 Enquiries)

Child Protection Conferences

Child Protection Plans

Children and Families Moving Across Local Authority Boundaries

Allegations Against Staff or Volunteers

Organised and Complex Abuse

Information Sharing

Safeguarding Practice Guidance

Abuse Linked to Faith or Belief

Bullying

Child Sexual Exploitation

Children and Families that go Missing (Including Unborn Children)

Children Affected by Gang Activity or Serious Youth Violence

Children from Abroad

Children Living Away from Home

Children Missing from Education

Children Missing from Home and Care

Children Moving Across Local Authority Boundaries

Children of Parents with Learning Difficulties

Children of Parents with Mental Health Problems

Children of Parents who Misuse Substances

Disabled Children

Domestic Violence and Abuse

E-Safety: Children Exposed to Abuse through the Internet and Other Technologies

Fabricated or Induced Illness

Female Genital Mutilation

Forced Marriage

Honour Based Violence

Racism

Sexual Activity

Sexually Harmful Behaviour

Trafficked Children

Working with Interpreters and others with Special Communication Skills

Learning and Improvement

Learning and Improvement Framework

Serious Case Reviews

Unexpected Death of a Child

Roles and Responsibilities of LSCB

Local Safeguarding Children Board - Role and Function

Agency Roles and Responsibilities

Conflict Resolution

Guidance for Safe Recruitment, Selection and Retention for Staff and Volunteers

Complaints in Relation to Child Protection Conference

Local Protocols

Child Protection Concerns During Pregnancy

Domestic Abuse Response Team (DART)

Joint Working Practice Guidance for Safeguarding Children whose Parents / Carers have Mental Health Issues, Learning Disability, Emotional or Psychological Distress and Substance Misuse

Faltering Growth Pathway

Medical Assessment

Use of Images Guidance

Honour Based Violence (HBV)

So called 'honour-based' violence (HBV) encompasses 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. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If a member of staff has any doubt or concern, it should be reported immediately to the designated safeguarding lead.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or

that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. **Teachers must personally report to the police a disclosure that FGM has been carried out, in addition to liaising with the DSL.**

Child Sexual Exploitation (CSE)

"Children and young people who are sexually exploited are the victims of child sexual abuse, and their needs require careful assessment. They are likely to be in need of welfare services and - in many cases - protection under the Children Act 1989. This group may include children who are sexually abused through the misuse of technology, coerced into sexual activity by criminal gangs or the victims of trafficking."

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.

Sexting

Electronic forms of communication have developed rapidly in recent years and the vast majority of children have access to a computer and or mobile phone. Children are frequently exposed to internet abuse including sexual abuse and bullying by phone is on the increase. Any child thought to be the victim of such abuse should therefore be regarded as in need of protection.

Prevent Strategy (Radicalisation and Extremism)

Elmfield School is actively involved in the Prevent strategy. The school has a part to play in fostering shared values and promoting cohesion. Extremist ideology runs counter to the school and British values. Therefore our community aims to successfully promote respect and tolerance for others, the rights of all to live and study free from persecution of any kind, freedom of speech, democracy, the rule of law and equality of opportunity and treatment. Extremism promotes fear and division and actively seeks to cause destructive relationships between different communities. Our school strategy for preventing extremism has five key objectives:

1. To promote and reinforce school and British values; to create space for free and open debate; listen and support the learner voice and enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. To promote social cohesion by supporting inter-faith and inter-cultural dialogue and understanding, and to engage all students in playing a full and active role in wider engagement in society.
3. To ensure pupil safety and that the school is free from bullying, harassment and discrimination.
4. To provide support for pupils who may be at risk and offer appropriate sources of advice and guidance.
5. To ensure that pupils and staff are aware of their roles and responsibilities in preventing terrorism and radicalisation.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. **The SPOC for Elmfield School is Diana Ball.** The responsibilities of the SPOC are described on page 15.

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views, which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts, or
 - Foster hatred which might lead to inter-community violence in the UK
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors. It is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration
 - Special Educational Needs – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters
 - Accessing violent extremist websites, especially those with a social networking element
 - Possessing or accessing violent extremist literature
 - Using extremist narratives and a global ideology to explain personal disadvantage

- Justifying the use of violence to solve societal issues
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis

Preventing Violent Extremism -

Roles and Responsibilities of the Single Point of Contact (SPOC)

The SPOC is responsible for:

- Ensuring that staff of the school are aware of who is the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of the school in relation to protecting pupils from radicalisation and involvement in terrorism
- Monitoring the effect of the school's curriculum and assemblies to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information from or in relation to referrals of vulnerable pupils into the Channel** process
- attending Channel** meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel** Co-ordinator, and
- Sharing any relevant additional information in a timely manner.

** Channel is a multi-agency approach to provide support to individuals, who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- *Establish an effective multi-agency referral and intervention process to identify vulnerable individuals*
- *Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity*
- *Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability*

Implementation, Review and Monitoring

Implementation will take place by ensuring this policy is discussed at the full Council of Management meeting and ensuring all staff are made aware of its existence.

This Policy will be monitored and reviewed on an annual basis and whenever significant changes to legislation, guidance or changes to local procedures require it. The cover page of this policy states the dates of review ratification by the Governing Body.

Supporting Documents

DSCB Safeguarding Children Procedures <http://safeguarding.dudley.gov.uk/>

- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Keeping Children Safe in Education: Information for all Schools and College Staff (2015)
- Safer Working Practice Guidance (October 2015)

Useful Numbers

Dudley Single Point of Access/MASH:	0300 555 0050
Emergency Duty Team	0300 555 8574
Local Authority Designated Officer: (Lovona Brown)	01384 813061
Police	Child Abuse Investigation Unit Halesowen Police Station 101 Extension 79026071 or 79026072
Local Authority Prevent Officer (John Hody)	01384 814736

APPENDIX 1

Dealing with a disclosure of abuse: guidance for staff

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask leading questions or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. You should hand your report/conversation notes directly to the DSL (Diana Ball), or phone her to pass on your concerns. This must happen straight away and at the latest by the end of the day on which you receive a disclosure or become concerned about a child. Do not leave your report/notes in her pigeonhole or on her desk as it may be urgent and require an immediate response. It is the DSL's responsibility to report clear indications or disclosure of abuse to children's social care without delay.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL.

APPENDIX 2

What to do if you are concerned: guidance for staff

(Concerns outside the immediate environment (e.g. a parent or carer))

- Report your concerns to the Designated Safeguarding Lead, who should contact Social Care Team or - if there are good indicators that a criminal offence has taken place - the Police as soon as possible.
- If the *Designated Safeguarding Lead* is not available, then the Deputy DSL should be informed. This is to ensure there is no delay in seeking advice or making a referral.
- The Social Care Team and the *Designated Safeguarding Lead* will decide how to involve the parents/carers. Parents should not be informed if to do so would increase risk to the child.
- Maintain confidentiality on a **need to know** basis only.

Information for social care or the police about suspected abuse

To ensure that this information is as helpful as possible, a detailed record should always be made at the time of the disclosure/concern, which should include the following:

- The reasons for your concern
- Full name and date of birth of the child
- Names and dates of birth of the child's family/household members
- Other agencies/professionals involved with the family
- The child's first language and any special needs
- The child's developmental needs, family and environmental factors and parenting capacity
- Any work you may have already undertaken with the child and family

All incidents will be reported on an Inter-Agency Referral form, by the Designated Safeguarding Lead, to the Single Point of Access Team at spateam@dudley.gov.uk

Responding to allegations or suspicions (about someone working with children or young people)

It is not the responsibility of anyone working within Elmfield School in a paid or unpaid capacity to decide whether or not child abuse has taken place. However, there is a responsibility to act on any concerns by reporting these to the appropriate officer or the appropriate authorities.

Elmfield School ensures all its staff and volunteers that it will fully support and protect anyone who in good faith reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures. They will be applied when there is an allegation or concern that any person, who works with children, in connection with their employment, voluntary or personal activity, has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against, or related to a child
- Behaved towards a child or children in a way that indicates they are likely to pose a risk of harm to children

These behaviours will be considered within the context of the four categories of abuse (i.e. physical, sexual and emotional abuse and neglect). This includes concerns relating to inappropriate relationships between members of staff and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if consensual (s16-19 *Sexual Offences Act 2003*)
- 'Grooming', i.e. meeting a child under 16 with intent to commit a relevant offence (s15 *Sexual Offences Act 2003*)

- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g. inappropriate text/email messages or images, gifts, socializing. etc.)
- Possession of sexual images of children/pseudo-photographs of children

The definition of working with children includes paid and unpaid staff, volunteers and carers (including foster and adoptive carers). It may include everyone, who works at Elmfield School including administrative and other support staff.

The accused member of staff will:

- Be treated fairly and honestly and helped to understand the concerns expressed and processes involved;
- Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process;
- If suspended, be kept up to date about events in the workplace.

Action if there are concerns

Concerns about poor practice:

- If, following consideration, the allegation is clearly about poor practice, the Education Lead will deal with it as a misconduct issue.
- If the allegation is about poor practice by the Designated Safeguarding Lead, or if the matter has been handled inadequately and concerns remain, it should be reported to the Chair of the Council of Management who will decide on whether disciplinary action should be taken and the next steps to take.

Concerns about suspected abuse

- Any suspicion that a child has been abused by either a member of staff or a volunteer must be reported to the Education Lead, who will take such steps as considered necessary to ensure the safety of the child in question and any other child who may be at risk.
- The Education Lead will refer the allegation to the Social Care Team who may involve the Police. All allegations against people who work with children must be passed onto the DO (Designated Officer for Managing Allegations).
- The parents or carers of the child will be contacted as soon as possible following advice from the Social Care Team.
- If the Designated Safeguarding Lead is the subject of the suspicion/allegation, the concern must be shared with the Council Chair. If the Education Lead is the subject of the concern/ allegation, the concern must be shared with the Chair of the Council of Management, Maarten Ekama. The Chair of Council will liaise with the Designated Officer for Managing Allegations and the Bursar.

Internal Enquiries and Suspension

- The Education Lead will liaise with the Chair of Council and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care inquiries. Advice can also be sought from the Bursar and the DO (Designated Officer for Managing Allegations).
- Irrespective of the findings of the Social Care Team or Police inquiries the Education Lead/Chair of Council will assess all individual cases to decide whether an individual can be reinstated and how this can be sensitively handled. This may be a difficult decision; particularly where there is insufficient evidence to uphold any action by the police. In such cases, the Chair of Council and the Education Lead must reach a decision based upon the available information which could suggest that on a balance of probability; it is more likely than not that the allegation is true. The welfare of the child should remain of paramount importance throughout.

APPENDIX 3

Form for recording and reporting concerns about a child (double sided with body map)

Form for recording and reporting concerns about a child	
Full name of child:	Class:
Date of birth (if known):	
Your name:	Position:
Date and time of incident/disclosure/concern:	
Please provide details of the incident/disclosure/concern, including times, dates, description of injuries (body map included yes/no), and, if applicable, exact words spoken by the child (please continue on additional numbered pages if needed):	
Signed:	Time and date of reporting:
Name of staff member reported to:	Further action taken by staff member:
Signed:	Date:
Any other information helpful for referral, e.g. academic progress, attendance, behaviour, presentation, peer relationships and family circumstances:	

