



# Elmfield Rudolf Steiner School

## Child Protection Policy Safeguarding Children

March 2020

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## Principles and Core Values

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

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, welfare and best interests of a child must always be the first priority. Failure to provide an effective response can have serious consequences for the child.

## Definitions

Child protection is defined as a set of specific measures necessary to effectively protect children (i.e. everyone under the age of 18) 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 outcomes

Child protection forms part of the school's safeguarding strategy and is the **responsibility of everyone** at the school who comes into contact with children. 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.

## Statutory Framework

Elmfield School recognises its legal duty 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 People Partnership Board (DSPPB) inter-agency child protection and safeguarding procedures available via: <http://safeguarding.dudley.gov.uk/child/safeguarding-children-board/>.
- Children Act 1989
- Children Act 2004
- Education Act 2002
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2019 (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>)
- The Prevent Duty for England and Wales 2015 (under section 26 of the Counter Terrorism and Security Act 2015)
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff 2012
- Dealing with a disclosure of abuse: guidance for staff (*See Appendix 1*)
- What do you do if you are worried a child is being abused (*See Appendix 2*)
- Children Missing in Education and at risk of Child Sexual Exploitation (CSE)
- Information Sharing (2018)
- Teaching Online Safety in Schools (2019)

## Related Policies

Many of our policies play an important part in safeguarding the children and young people in our care. The key ones are listed below with the latest and valid version being accessible on the school's website:

- Anti bullying
- Anti-radicalisation
- Attendance
- Behaviour and Discipline
- Boarding
- Complaints
- Confidentiality
- Missing Pupil Procedure
- Restraint
- School Trips Behaviour
- Staff Code of Conduct
- Staff Disciplinary Procedure
- Staff Recruitment
- Whistleblowing

## 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 so that children can learn in a safe environment to achieve their full potential.

This policy provides information to enable all adults working with children to carry out their 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.

Further local authority guidance on many safeguarding issues is available on the DSPPB website:

<http://safeguarding.dudley.gov.uk/child/parents-carers/>.

At Elmfield 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, encouraged to talk and 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 People Partnership Board and take account of guidance issued by the Department for Education (DfE) to:

- **ensure that all staff understand that child protection is everyone's responsibility, that they should have the child's best interests at heart at all times and that child protection requires a co-ordinated approach**
- ensure we have a DSL for child protection, who has received appropriate training and support for this role. The Designated Safeguarding Lead (DSL) for Elmfield School is Ruth Beachim-Ratcliffe. Her deputies are Diana Ball and Elaine Sheppard .
- ensure we have a nominated Council member responsible for child protection; **the designated Council member for Child Protection is Stuart Gallagher.**
- ensure every member of staff (including temporary and supply staff and volunteers) and Council member knows the name of the DSL 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 DSL
- 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
- take registers twice daily and quickly follow up on any missing pupils
- monitor pupils' attendance on an ongoing basis and encourage full attendance
- notify the appropriate Children Missing in Education team when a pupil leaves or is permanently excluded from the school
- notify the appropriate local authority if a pupil is frequently missing from school, home or care placement
- develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection meetings
- offer an Early Help referral if appropriate to ensure a family gets the help it needs in a timely fashion
- 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 explains what to do if you are concerned. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** A copy of the inter-agency 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 the Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff with lead responsibility for child protection and safeguarding of all pupils at the school. The Deputy DSL will stand in for the DSL if she is unavailable for any reason. Elmfield School's DSL is Ruth Beachim-Ratcliffe, and the Deputy DSLs are Diana Ball and Elaine Sheppard. Their contact details can be found in Appendix 6 of this document.

When a member of staff raises a concern about a child, the DSL will decide what steps should be taken. This could include (but is not limited to):

- asking staff to monitor the situation
- discussing the concern with the child's parents/carers
- making an Early Help referral
- referring cases of suspected abuse to the appropriate local authority children's social care
- referring cases to the Channel programme if we are concerned about a pupil becoming radicalised

- contacting the police if we believe a crime may have been committed
- contacting the Disclosure and Barring Service (DBS) if a member of staff is dismissed or has left due because they have harmed a child or because we believe they pose a risk to children

In addition, the DSL is expected to:

- Ensure that all concerns, discussions, decisions made and the reasons for these decisions are recorded in writing.
- Liaise with and act as a source of support, advice and expertise for all staff
- Undergo training (at least every two years) to provide herself with the knowledge and skills necessary to carry out the role.
- Have a solid understanding of new and current safeguarding themes
- Provide regular training and briefings for staff
- Undertake Prevent awareness training
- Understand the assessment process for Early Help and statutory intervention, including the local authority threshold criteria and the local authority children's social care referral system
- Raise safeguarding awareness within the school and wider community
- Review the school's child protection policy and procedures at least annually and update as necessary
- Be available during school hours for staff to discuss any safeguarding concerns
- Arrange adequate and appropriate cover arrangements when unavailable

## Confidentiality and Record-Keeping

While it is the responsibility of all staff to share information about the protection of children with the DSL and other professionals as necessary, child protection information must be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation serves the best interests of the child and 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. (See also our Confidentiality policy.)

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 DSL or her deputies 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. **We will not disclose to a parent any information held on a child if doing so would put the child at risk of significant harm.** The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

If a pupil joins or leaves our school, child protection records will be exchanged between the DSLs at both the new and previous 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. If sending by post, pupil records will be sent by "Special/Recorded Delivery." A note of all pupil records transferred or received will be kept. 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.

When a DSL resigns from 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 DSL and seek further support as appropriate.

## Role and Responsibilities of the Council of Management

Keeping Children Safe in Education 2019 places statutory requirements on all governing bodies to ensure 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.

It is the responsibility of the members of the Council of Management to ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that the school's policies, procedures and training are effective and comply with the law at all times, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The Council of Management has an important role to play if allegations are made against the school's Education Lead, DSL, or Bursar. If this is the case, the **Chair of Council** is to be notified, and he/she will contact the Local Authority Designated Officer (see page 10).

The Council member responsible for safeguarding at Elmfield is Stuart Gallagher. His contact details can be found in Appendix 6 of this document. Safeguarding is on the agenda at all regular Council of Management meetings at Elmfield and at least once termly meetings are held between the DSL and the Council member for Safeguarding.

## Safer Recruitment and Employment Practices

Elmfield School has created a culture of safe recruitment and follows 'Safer Recruitment' processes for all appointments, which includes the following:

- a declaration of our statement of commitment and the intent to undertake a DBS check in all job advertisements: *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 each interview panel has completed Safer Recruitment Training
- ensuring that as far as possible 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 an enhanced DBS check for all staff
- ensuring that a prohibition check is carried out for anyone involved in 'teaching work'

For staff who work in childcare provision or who are directly concerned with the management of such provision, appropriate checks will be carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009.

The Chair of the Council of Management will ensure that enhanced DBS checks and identity checks are completed before, or as soon as practicable after, any individual takes up a position on the Council of Management. The chair will also ensure that members are not subject to a section 128 direction that would prevent them from taking part in the management of an independent school. Further checks, as the chair considers appropriate, will be undertaken where, by reason of the individual's living or having lived overseas, obtaining an enhanced DBS certificate is not sufficient to establish his or her suitability to work in a school.

If the school has reason to believe that an individual is barred, it must not allow 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 staff members will have their identity verified from 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 parents or grandparents attending a school festival). The Education Lead will use her professional judgment on how best to supervise these occasions.

## Allegations against Staff

In line with *Dealing with Allegations of Abuse against Teachers and Other Staff 2012*, if any member of staff has a concern about anyone working with children at the school, or if a child raises a concern about a teacher or other adult in the school, the Education Lead should be informed immediately. He/she will complete a Managing Allegations Referral form and inform the Dudley LA Designated Officer for Managing Allegations. The contact details for the Designated Officer are as follows: Yvonne Nelson-Brown 01384 813110 [allegations@dudley.gov.uk](mailto:allegations@dudley.gov.uk).

In the event of the allegation being made against the Education Lead, DSL or Bursar, the Chair of the Council of Management is to be notified, and he/she will contact the Designated Officer, as above. If an allegation is made against any Council member, including the Chair, the DSL will contact the Designated Officer directly. In addition to this, Elmfield School has routine systems for continually monitoring the performance of staff ensuring compliance with child protection procedures, the acceptable use policy and the staff code of conduct.

- 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
- we will advise the individual to contact their trade union representative
- 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

## Whistleblowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by senior management. See Elmfield's Whistleblowing policy for further information.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance and advice can be found at <https://www.gov.uk/whistleblowing>. The NSPCC whistleblowing helpline is available as an alternative: 0800 028 0285 or <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline>.

Any member of staff can contact the Designated Officer for Managing Allegations personally and without going through the school's procedures, especially where they feel that the school is not acting effectively or has not taken safeguarding concerns seriously. The contact details for the Designated Officer are as follows:

Yvonne Nelson-Brown 01384 813110 [allegations@dudley.gov.uk](mailto:allegations@dudley.gov.uk).

## 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 2019. Further advice can be sought from the Bursar.

## 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 DSL. There may, however, 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 at the start of each academic year via email, and this will include a link to the policy on our school website. If parents/carers have concerns about the safety or welfare of any child in the school they should contact the DSL, Ruth Beachim-Ratcliffe, or the Deputy DSLs, Diana Ball and Elaine Sheppard (please see Appendix 6 for their contact details).

## **Safeguarding in the Curriculum and Online Safety**

Child protection and wider child safety issues including online safety will be addressed through the curriculum as appropriate. Safeguarding topics will be covered in main lessons and Religion/Life Skills lessons, as well as in assemblies, Upper School tutorials, IT lessons and talks from visiting specialists, e.g. on CSE, online safety and sexual health.

The use of technology has become a significant component of many safeguarding issues, e.g. child sexual exploitation, radicalisation, sexual predation. Technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

As stated in our Behaviour & Discipline and Exclusion policies, we reserve the right to search pupils or their possessions without consent where we have reasonable grounds for suspecting that the pupil may have a prohibited item, and this includes pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil), e.g. a mobile phone.

All pupils in the Transition group and above (i.e. age 5+) at Elmfield will be educated in an age-appropriate manner in how to stay safe online. In Transition this takes the form of a conversation with the teacher. For pupils in Class 1 and above we use the UKCCIS publication *Education for a Connected World* (a framework for teaching online safety) as our starting point. The class teacher/guardian is responsible for ensuring that all the learning aims for the class are achieved over the course of the year. The material might be covered in main lessons, Life Skills lessons, assemblies or tutorials, for example, and will be delivered by the class teacher/guardian in conjunction with other teachers and external speakers as appropriate.

An appropriate firewall is in place for school PC use, and pupils' mobile phones are only to be used with the express permission of a member of staff and under their direct supervision. The school's firewall notifies the IT Administrator in the event of any breach. The school does not allow pupils to connect to Wi-Fi so students cannot access any inappropriate material via their own devices unless they switch their own data on. The Media and Acceptable Use policy covers upper school pupils and their use of technology. All IT teaching takes place at Heathfield Knoll Independent School. The DSL is satisfied that the school has adequate measures in place to ensure our pupils' safety.

## **Children Looked After (CLA) and Virtual School Head**

The designated lead at Elmfield for children who are looked after is Ruth Beachim-Ratcliffe. 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 appropriate Virtual School Head to ensure that pupil premium funding is best used to support the progress of the child. Matthew Osborne and Neil Hoskinson currently share this role for Dudley LA.

## Mental Health

The named lead person for mental health at Elmfield is Ruth Beachim-Ratcliffe. Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors, which increase someone's vulnerability, and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and intervention is identified and implemented.

## LGBT+ pupils

Some pupils may be vulnerable due to their sexual orientation or gender identity, wither because they are subject to homophobic, bi-phobic or transphobic bullying or because of negative responses from parents/carers or others, which may result in increased risk of self-harm, suicide or homelessness.

Several studies also evidence that LGBT+ young people may be at increased risk of CSE. Parents should share any concerns regarding their child so that appropriate support can be accessed when required.

## Children with Special Educational Needs and Disabilities (SEND)

Children with SEND are additionally vulnerable to abuse. Furthermore, additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.
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## Early Help

Early Help is intended to give families timely support and intervention to prevent emerging issues escalating. Early Help referrals can only be made with parental consent, and are made by the school's DSL or SENDCo to the appropriate family centre. An Early Help Assessment helps children, young people and families to get the help they need at the right time from a range of organisations and agencies, depending on the need. If you would like to find out more, please contact the DSL or click on this link: <http://www.dudley.gov.uk/resident/care-health/children-and-family-care/early-help-for-children-and-families> for further details.

## Training and Development

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. Elmfield School will ensure that:

- all staff are kept up to date throughout the year with child protection issues through face to face or online courses
- 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 DSL and deputy DSL 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

## **Definitions and Indicators 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Cases of abuse and neglect are rarely isolated events that can be covered by one definition or label. In most cases, multiple issues will overlap. There are four types of child abuse: physical abuse, emotional abuse, sexual abuse and neglect.

### **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.

### **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 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, although it may occur alone.

### **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, 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failing to ensure adequate supervision (including the use of inadequate caregivers), or failing to ensure access to appropriate medical care or treatment. It may also include neglect of or lack of response 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.

## **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSL (or deputy), should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

## **Special Circumstances**

### **Boarding students**

As we have a small number of boarding students we are classed as a boarding school. All schools and colleges that provide residential accommodation must comply with the relevant National Minimum Standards and/or regulations for their sector. We are required to be particularly alert to the signs of abuse in such settings and work closely with the local authority. Relevant guidance can be found on the gov.uk website. Please also refer to our Boarding policy.

### **Homestays**

Every year we welcome Class 10 from Schloss Hamborn, our sister school in Germany, typically for 9 days in the autumn term. The students are accommodated in local families while they are here, and this is classed as a homestay.

In arranging accommodation for the German students we will consider the suitability of the adults in those families who will be responsible for the visiting child during the stay, and to help inform that assessment we will obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school or college to consider, alongside all other information it has obtained, whether the adult would be a suitable host for a child.

Our Class 9 usually visits Schloss Hamborn in the spring or summer term. It is not possible for us to obtain criminality information from the DBS about adults who provide homestays abroad. We will therefore liaise with staff at Schloss Hamborn to satisfy ourselves that the arrangements being made to accommodate our students in Germany are appropriate and sufficient to safeguard effectively every child who will take part in the trip.

### **Exchange students**

Every year a small number of our Upper School students arrange a foreign language exchange with a student from another Steiner school. As the students' parents arrange the exchange, this is considered a private arrangement and therefore the school is not required to carry out any checks, unless the foreign student comes to stay with a family for 28 days or more. This is considered private fostering and in this case the school will liaise with a social worker from the local authority so that suitable checks can be made on the host family and on the accommodation being provided. The Education Lead, Andy Plant is the designated lead for private fostering.

## **Site Security**

Access to Elmfield is via electronic gates which are controlled by office staff. You will need to state your name, your reason for requesting entry to the school, and if you are collecting a child, the name and class of the child. Do not

allow anyone to come in through the gates with you without them first having spoken to the office in this way. This process applies both to pedestrians and to those arriving by car.

Once on site, visitors must report to the office where they will be signed in and given a lanyard to wear. Blue lanyards are for fully checked visitors and volunteers; red lanyards are for unchecked visitors. Parents collecting children do not have to sign in or wear a lanyard.

### **Implementation, Review and Monitoring**

Implementation will take place by ensuring this policy is discussed and approved first by the safeguarding Council member and then by the full Council of Management within the first half of the autumn term every year and by ensuring all staff are made aware of its existence, with periodic refresher briefings during the course of the year.

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 and approval by the Council of Management.

## Appendix 1: Dealing with a disclosure of abuse - guidance for staff

It is not your role to seek disclosures. Your role is to observe that something may be wrong, make yourself available to the child, allow them to talk if they open up and listen to what they have to say.

If a child tells you about abuse s/he has suffered:

- 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 or promise confidentiality. Assure her/him that you will try to help but let him/her 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 they may have tried to tell others and not been listened to 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 carefully and attentively.
- 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.
- Do not make any comments about the alleged offender.
- Be aware that the child may later retract what s/he has told you. It is essential to record everything 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. Write down the date, time and your name. A suitable form is included in Appendix 3.
- Report the disclosure directly and immediately to the DSL (Ruth Beachim-Ratcliffe), in person or by phone. If the DSL is not available, then the Deputy DSL should be informed. Do not leave your report/notes in her pigeonhole or on her desk, as the case 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, but anyone can do this if the DSL or her deputy are not available by contacting the MASH on 0300 555 0050.

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 and from the DSCB.

## Appendix 2: What to do if you are concerned - guidance for staff

- Report your concerns in person or by phone to the DSL. This should happen as soon as possible and at the very latest by the end of the same day.
- If the DSL 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 DSL will decide whether and how to involve the parents/carers. Parents/carers should not be informed if to do so would increase risk to the child. Any decision must be recorded in writing by the DSL.
- Maintain confidentiality on a need to know basis only.
- Either you or the DSL must make a written note of the concern. This should include the reasons for your concern, the full name and date of birth of the child, and any other key information. A suitable form is included in Appendix 3.

It is the DSL's responsibility to report concerns about suspected abuse to children's social care without delay, but anyone can do this if the DSL or her deputy are not available. All concerns should be reported to the MASH on 0300 555 0050.

### 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 unprofessional behaviour:

- If, following consideration, the allegation is clearly about unprofessional behaviour, the Education Lead will deal with it as a misconduct issue.
- If the allegation is about the DSL behaving unprofessionally, 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 DSL, 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 DSL 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 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 DSL is the subject of the suspicion/allegation, the concern must be shared with the Chair of the Council of Management. The Chair of Council will liaise with the Designated Officer for Managing Allegations and the Bursar.

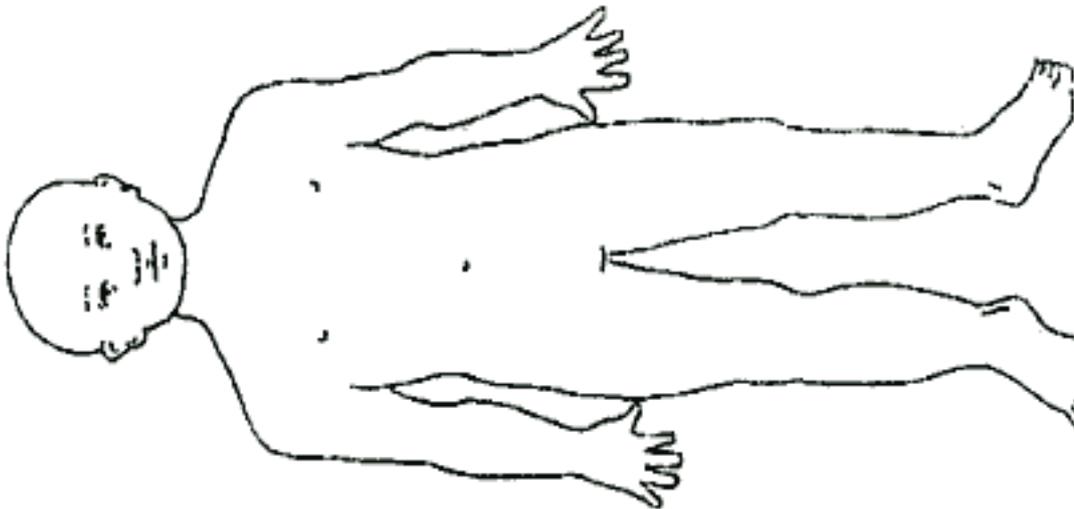
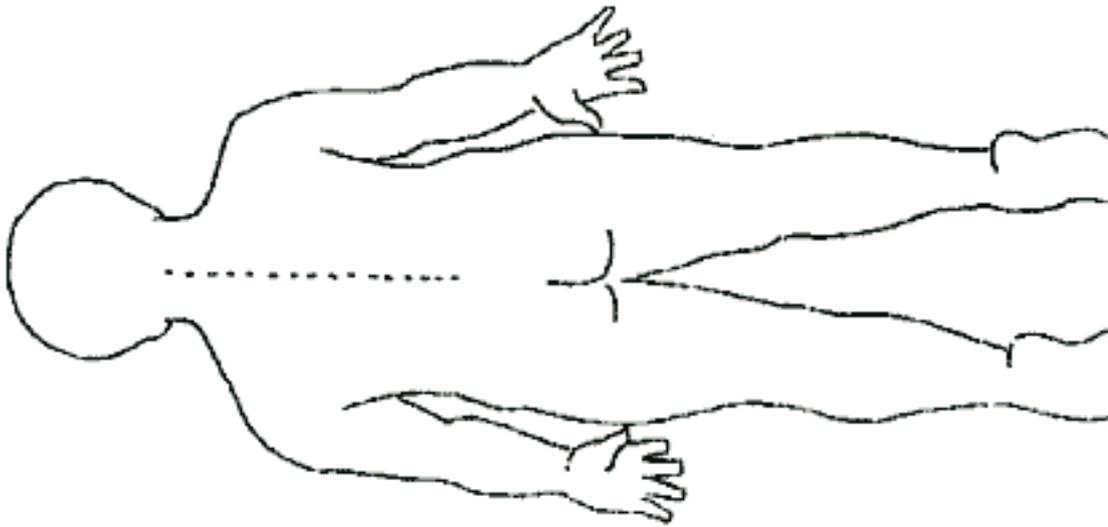
## **Internal Enquiries and Suspension**

- The DSL will liaise with the Education Lead/Chair of Council and Bursar (who is responsible for HR matters at Elmfield) and make an immediate decision about whether any individual accused of abuse should be temporarily suspended pending further police and social care enquiries. Advice can also be sought from the Designated Officer for Managing Allegations.
- The Chair of Council, DSL, Education Lead and Bursar 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, DSL, Education Lead and Bursar 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.

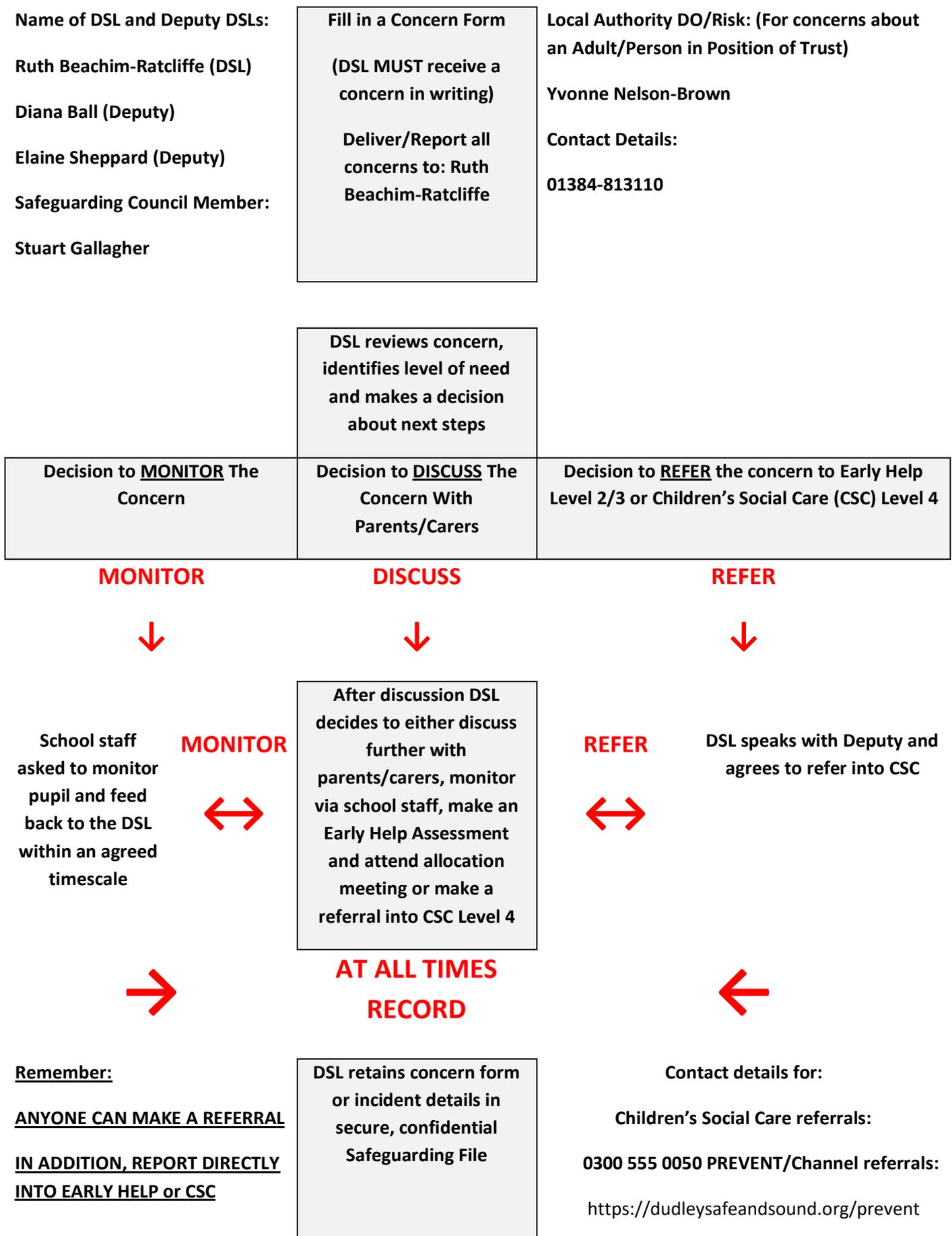
### Appendix 3: Form for recording and reporting concerns about a child to the DSL

<b><u>Form for recording and reporting concerns about a child</u></b>		
<b>Full name of child:</b>	<b>Class:</b>	
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:		

Appendix 4: Body map



## Appendix 5: Process for recording and reporting a concern about a child



## Appendix 6: Useful Contacts

**Designated Lead Person for Child Protection at Elmfield:** Ruth Beachim-Ratcliffe, Safeguarding Lead ([ruth.beachim@elmfield.com](mailto:ruth.beachim@elmfield.com) or 07393 427547)

**Deputy Designated Lead Person for Child Protection:** Diana Ball (01384 394633 or [diana.ball@elmfield.com](mailto:diana.ball@elmfield.com)) and Elaine Sheppard (01384 394633 or [elaine.sheppard@elmfield.com](mailto:elaine.sheppard@elmfield.com))

**Council Member for Safeguarding & Child Protection:** Stuart Gallagher ([stuart.gallagher@elmfield.com](mailto:stuart.gallagher@elmfield.com))

**School LAC Designated Person:** Ruth Beachim-Ratcliffe, Safeguarding Lead [ruth.beachim@elmfield.com](mailto:ruth.beachim@elmfield.com))

**Private Fostering Named Person:** Andy Plant, Education Lead (01384 394633-or [andy.plant@elmfield.com](mailto:andy.plant@elmfield.com))

**School Online Safety Lead:** Ruth Beachim-Ratcliffe, Safeguarding Lead [ruth.beachim@elmfield.com](mailto:ruth.beachim@elmfield.com))

**Dudley Safeguarding People Partnership Board -** <http://safeguarding.dudley.gov.uk>

**Private Fostering Named Person for Dudley LA:** Angela Marsh ([angela.marsh@dudley.gov.uk](mailto:angela.marsh@dudley.gov.uk))

**Local Authority Designated Officer (LADO), for allegations against staff:** Yvonne Nelson Brown (01384 813110 or [allegations@dudley.gov.uk](mailto:allegations@dudley.gov.uk))

**Chair of Council of Management:** Sue Dawson ([councilchair@elmfield.com](mailto:councilchair@elmfield.com))

**Multi-Agency Support Hub (MASH):** 0300 555 0050

**Out of Hours Duty Team:** 0300 555 8574

**CSE Team:** Nicki Fernandez (01384 817777 or [CSE.Team@dudley.gov.uk](mailto:CSE.Team@dudley.gov.uk))

## Appendix 7: Indicators of Abuse

Recognising child abuse is not easy. It is the responsibility of every staff member 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:

### Controlling and Coercive Behaviour

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.

## Appendix 8: 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](http://www.nspcc.org.uk). Schools can also access Dudley Safeguarding People Partnership Board (DSPPB) guidance on the issues listed below and many others via their website: <http://safeguarding.dudley.gov.uk/child/parents-carers/useful-links>, and further information on specific safeguarding topics is available via Annex A of Keeping Children Safe in Education 2019: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.

### Peer on Peer Abuse and Relationship Abuse

All staff should be aware that safeguarding issues could manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair-pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals
- upskirting

Relationship abuse is any unacceptable behaviour between two people in a relationship.

To minimise the risk of peer on peer abuse or relationship abuse, the school has an ethos of promoting friendship and cooperation. Through assemblies, Life Skills lessons, PSHEE and other curriculum areas the children are taught tolerance, empathy and understanding. If any member of staff witnesses or is made aware of any peer on peer abuse or relationship abuse taking place between Elmfield pupils they should inform the DSL immediately.

### Sexual Violence and Sexual Harassment between Children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially at greater risk, in particular girls, children with SEND and LGBT children.

#### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

## Sexual harassment

Sexual harassment refers to unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include non-consensual sharing of sexual images and videos, sexualised online bullying, upskirting, unwanted sexual comments and messages, including on social media, and sexual exploitation, coercion and threats

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting-up skirts. Dismissing or tolerating such behaviours risks normalising them.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If any member of staff witnesses or is made aware of any of the above taking place at Elmfield they should inform the DSL immediately.

## Child Sexual Exploitation (CSE)

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.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

## Child Criminal Exploitation – County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs, and a referral to the National Referral Mechanism should be considered via the National Crime Agency website.

Like any other form of abuse and exploitation, county line exploitation:

- can affect any child or young person (male or female) under the age of 18
- can affect any vulnerable adult over the age of 18
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

## Female Genital Mutilation (FGM)

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

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.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

**This means that, in addition to informing the school's DSL, teachers must personally report cases of FGM that have been carried on someone under the age of 18.** Information on when and how to make a report can be found via the following link: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

## **The Prevent Strategy (Radicalisation and Extremism)**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of the school's safeguarding approach.

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism." This duty is known as the Prevent duty.

### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

The school's DSL will be aware of local procedures for making a Channel referral. As a Channel partner, the school may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

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

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child or young person is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to their vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or deputy) making a referral to the Channel programme.