**Elmfield Rudolf Steiner School**

**Safeguarding (Child Protection) Policy**

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## Safeguarding Children Contacts

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| Designated Safeguarding Lead (DSL)  | Mrs Margaret Davison, SENCO Margaret.davison@elmfield.com  |
| Deputy Designated Safeguarding Leads (DDSL)  | Elaine Sheppard, Education ManagerElaine.sheppard@elmfield.comRebecca Jenkins-Handy, EYFS LeadRebecca.Jenkins-handy@elmfield.comMr Paul Merrell, School Lead Paul.merrell@elmfield.com  |
| Trustee with Safeguarding Responsibility  | Sue Dawson councilchair@elmfield.com  |
| Dudley Safeguarding People’s Partnership (DSCP)  | 0300 555 0050 |
| Police | 111 |
| NSPCC Helpline to report sexual abuse  | 0800 136 663 |
| LADO | For Yvonne Nelson-Brown – 01384 813110  |

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## Policy statement

Elmfield is committed to promoting and ensuring the safety and well-being of every pupil at the School. All children have the right to feel safe and protected from any form of abuse. The best

interests of the child are paramount to enable children to have the best outcome. This policy

ensures compliance with all relevant legislation and guidance including: Keeping Children Safe in

Education (referenced hereafter as KCSIE) (September 2023); Working Together to Safeguard

Children (2018, updated Dec 2020) (WTSC) and Prevent legislation (2015, updated 2021).

The School recognises it is part of a wider safeguarding system for children and communicates

readily with the multi-agency team to ensure appropriate referrals are made and also to promote

excellent partnership working practices. The school acknowledges **that safeguarding and**

**promoting the welfare of children is everyone’s responsibility. It is essential that everybody**

**working in a school or college understands their safeguarding responsibilities**. All staff should

make sure their approach is child-centred and they should consider, at all times, what is in the best

interest of the child.

Safeguarding must be at the forefront and underpin all relevant aspects of process and policy

development in our school. There are four key elements of safeguarding at Elmfield School:

prevention, protection, support and recording. These areas are detailed further in the policy.

If the school believes or suspects that a crime has been committed, the police will immediately be

contacted.

### Prevention

* Staff Code of Conduct
* Curriculum
* Staff Training
* Safer Recruitment

### Protection

* Implementing safeguarding and child protection procedures and working in partnership
* with pupils, parents and external agencies.
* Providing multiple opportunities for pupils to disclose concerns
* Providing an environment where pupils feel safe
* Safer Recruitment including whistleblowing

### Support

* By identifying individual needs where possible through pastoral tracking overseen by the
* Education Manager
* By developing, implementing and reviewing plans which meet the needs of pupils.

### Records and reporting

* Thorough and accurate record keeping which conforms to legislative requirements and
* demonstrates consistently best practice.

### Definitions

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard

Children 2018 as:

* Protecting children from maltreatment
* Preventing impairment of children's health or development
* Ensuring that children grow up in circumstances consistent with the provision of safe and

effective care

* Taking action to enable all children to have the best outcomes

Children includes everyone under the age of 18.

See Appendix 1 for more information on the different types of abuse.

### Roles and Responsibilities

All staff have a responsibility for the welfare of the pupils. Therefore, this policy applies to all staff,

Trustees and volunteers working within the School.

### All Staff

All staff should be aware of the process for making referrals to children’s social care and for

statutory assessments under the Children Act 1989, especially section 17 (children in need) and

section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along

with the role they might be expected to play in such assessments. All staff should know what to do

if a child tells them he/she is being abused or neglected. Staff should know how to manage the

requirement to maintain an appropriate level of confidentiality. This means only involving those

who need to be involved, such as the Designated Safeguarding Lead (or a Deputy) and children’s

social care. Staff should never promise a child that they will not tell anyone about a report of

abuse, as this may ultimately not be in the best interests of the child.

The Teacher Standards (2012) state that teachers, including Head teachers, should safeguard

children’s wellbeing as part of their professional duties. KCSIE (2023) makes it clear that all staff

have a responsibility to safeguard pupils, regardless of role within the organisation. This includes,

when necessary, reporting concerns to external agencies, for example Social Care. All staff must

have an ‘it could happen here’ approach. Staff must never assume that somebody else will take

action and must therefore share information, following the correct channels, that might be critical

in keeping our pupils safe. This is **everyone’s responsibility**, regardless of their role within the

school. There are, however, key people within Elmfield who have specific responsibilities for

safeguarding children. Any member of staff could make a referral to Children’s Services, although

normal practice at Elmfield is to refer matters to the Designated Safeguarding Leads Margaret Davison.

Staff are responsible for those whom they have invited to visit and must follow all the procedures

outlined in the Visitor Policy. Staff must comply with the Recruitment, Selection and Disclosure

(Safer Recruitment) Policy if they are arranging regular visitors or volunteers, or any visiting

coaches, trainers or professionals. Staff should liaise with HR well in advance of the visit so the

correct procedures and checks can be undertaken. Failure to comply with these procedures will

result in a disciplinary hearing and might be classed as gross misconduct.

### Designated Safeguarding Lead

At Elmfield the Designated Safeguarding Lead (DSL) is the SENCO, Mrs Margaret Davision.

### Deputy Designated Senior Leads

The Deputy Designated Senior Leads (DDSLs) are Mrs Elaine Sheppard, Education Manager, Mr Paul

Merrell, School Lead and Mrs Rebecca Jenkins-Handy. There is a weekly safeguarding meeting.

The safeguarding team, and the DSL in particular, are responsible for:

* Co-ordinating and monitoring the implementation of safeguarding children policies and

procedures within the School, ensuring that all temporary and volunteer members of staff

are made aware of the School’s policy and procedures for safeguarding children.

* Sharing information and liaising with the School Lead where appropriate.
* Liaising with other agencies and representing the School at relevant inter-agency meetings.
* Ensuring that locally-established procedures are followed.
* Acting as a consultant for staff to discuss concerns including concerns about pupils who

may benefit from early help, reviewing and referring children whose situation has not

improved.

* Making referrals as necessary and seeking informal advice from the Dudley Safeguarding
* People Partnership when appropriate. Children who have suffered or are at risk of serious

harm would be reported to Children’s Social Care immediately. Those in need of additional

support would be referred for inter-agency assessment, using local processes including the

use of the Common Assessment Framework (CAF), Team around the Child (TAC) and Multi

* Agency-Safeguarding Hub (MASH).
* Maintaining a confidential recording system with records kept for 35 years, or longer in discussion with the School Lead in the DSL’s office.
* Organising appropriate training for all staff including at induction and regular updates and

training for the DSL and her DDSLs every two years. Temporary and voluntary staff will be

made aware of the arrangements.

* Ensuring the delivery of education about safeguarding to the pupils, e.g. through PSHE/RSE and

tutorials.

* Ensuring children receive the right help at the right time to address risks and prevent issues

escalation by acting on and referring early signs of abuse and neglect.

* Keeping clear records, listening to the views of the child, reassessing concerns when

situations do not improve, sharing information and challenging inaction.

* Ensuring data sharing is in line with legislation and does not prohibit protecting children

from harm.

* Taking overall responsibility for Online/E-Safety including, training staff on the monitoring and filtering of ICT and their responsibility..
* Ensuring there is monitoring of the internet filtering system, but ensuring there is not ‘over

blocking’ which might lead to unreasonable restrictions as to what children can be taught.

* Raising any concerns in SLT meetings, seeking both practical and emotional support, where

needed.

* Providing an annual report to Trustees and updates at all Council meetings.

### Council of Trustees and Nominated Trustee

The Council of Trustees maintains close oversight of all safeguarding matters and undertakes a

review, at least annually, of this policy, including an update and a review of the effectiveness of the

policy implementation. Working with the DSL, the Trustees will ensure the implementation of the

policies and procedures is effective and comply with the law at all times. This includes allegations

against staff.

Without prejudice to the Trustees’s responsibility for safeguarding children, there is a nominated

Trustee with responsibility for the monitoring of the effectiveness of the School’s Safeguarding

Children Policy, including the Prevent Duty and procedures on behalf of the Council of Trustees.

The current nominated Trustee is Mrs Sue Dawson.

* The DSL submits an annual safeguarding report for the Council’s formal consideration; this
* is the Dudley Annual Safeguarding Audit, which is a comprehensive overview of safeguarding practices developed by the Child Protection School Liaison Service. If necessary, this is forwarded to the Dudley Safeguarding Team. The specific oversight of safeguarding children matters is delegated to the Trustee’s Education Committee, which

addresses both academic and pastoral issues at the School.

* The Trustees ensure that the School contributes to inter-agency working in line with
* Working Together to Safeguard Children 2018 through effective implementation of this

policy and procedures and effective co-operation with local agencies.

* The Trustees ensure that this policy and procedures will assist staff to understand and

discharge their role and responsibilities as set out in Part 1 and appendix A of KCSIE 2023.

* The implementation of these policy provisions will be checked through discussion between

the Trustees and the DSL at termly Council Meetings, evidenced in minutes. The

* Nominated Trustee, Mrs Sue Dawson, is responsible for a termly check of the following:

training records, referral information in respect of requests for help and support for

individual children, issues and themes which may have emerged within the School and how

these have been handled, and the contribution the School is making to local discussions on

safeguarding matters. She reports to the Council of Trustees. Minutes will be sufficiently

detailed to demonstrate the breadth and depth of review. Trustees should recognise the

expertise staff have, and ensure opportunities are provided for staff to contribute to

shaping safeguarding arrangements.

* The Trustees ensure that children are taught about safeguarding, including online through

teaching and learning opportunities as part of a broad and balanced curriculum, through

* PSHCEE and RSE. They should ensure that there is filtering and monitoring of the internet,

but that there is no ‘over-blocking’. The following advice to Trustees is recommended in

KCSIE (2023).

[https:/www.gov.uk/government/publications/missing-children-and-adults-strategy](https://www.gov.uk/government/publications/missing-children-and-adults-strategy)

<https://www.gov.uk/government/publications/children-missing-education>

### Safer Recruitment

The School complies with all Safer Recruitment practices as set out in KCSIE 2023 part 3. The School Lead, Mr Paul Merrell, the SENCO, Margaret Davison, the Education Manager, Mrs Elaine Sheppard and other senior members of staff, have completed the appropriate external training for

the safer recruitment or selection of any new member of staff, so that every recruitment or

selection interview is attended by at least one fully trained member of staff.

Disclosure and Barring Service (DBS) checks are undertaken and there is compliance with England

Independent School Standards Regulations 2014 before a person begins working at the school. For

appointments to management positions, checks will take place to ensure they have not been

prohibited by the Secretary of State; additionally, the school will undertake a Section 128

Prohibition from Management Check for anyone who has been appointed to management position

from outside the school or promoted to such a position from inside the school. The Recruitment,

Selection and Disclosure Policy (Safer Recruitment) explains in detail the process and required

checks. The Operations Manager obtains assurance that appropriate safeguarding children protection checks and procedures apply to any staff employed by another organisation and working with the pupils on another site.

### Procedures

### 1. Member of staff – initial actions

Any member of staff who is informed of an incident or suspects that a child has been abused,

either within or external to the School, must immediately report this information to the DSL or, in

her absence, a DDSL or, in their absence, the School Lead. There should be no prior consultation

with any third party. Where the allegation relates to harmful sexual behaviours, if possible, the

disclosure should be managed with two members of staff present (preferably with the DSL or a

DDSL). When a child makes a direct disclosure, the following steps should be taken:

1. Listen carefully to the child
2. Refrain from questioning except to clarify meaning.
3. Explain to the child that you will need to pass this information on to the DSL (or DDSL)

who has the responsibility for ensuring the appropriate protection of children within

the School.

1. Carefully record what the child has told you, what you have observed and what you

have said. As soon as possible, upload this information onto MyConcern, the online

pastoral tracking system. Use the body map to illustrate any injuries observed.

Remember, whilst decisions to seek support would normally be taken in consultation

with parents and pupils, their consent is not required when there are reasonable

grounds to believe the child is at risk of significant harm

1. Any member of staff who is informed of, or suspects, a case of alleged child abuse is not

in a position to give an absolute guarantee of confidentiality to the informant. He/she

should, however, affirm that the information will only be passed on to the minimum

number of designated people, so that the appropriate action can be taken. He/she

should also assure the informant that whatever action may be necessary will be taken

to protect the informant from any retaliation or unnecessary stress that might be feared

after a disclosure of alleged abuse has been made.

1. Members of staff should not investigate reports of abuse themselves. Alleged victims,

alleged perpetrators or those reporting abuse should not be interviewed beyond the

point at which it is clear that there is an allegation of abuse. Any investigation will be

conducted by appropriate external authorities once the matter has been referred to

Children’s Services.

1. Every member of staff has a legal responsibility to report anything that might indicate

that a child is suffering, has suffered or is likely to suffer some form of abuse.

Significant changes in behaviour may be noted at any time. However, any concern

whatsoever must be reported to the DSL and the assumption must not be made that

someone else will already have done something. The personal and professional

immunity of any member of staff making such a report will be protected under the

provisions of the Whistleblowing Policy. Staff have responsibility to speak to external

agencies if they feel that the School has not dealt with the matter effectively.

1. The DSL, DDSL or School Lead will always be available to discuss safeguarding concerns

whenever a concern arises.

i) All staff should be able to reassure victims of abuse that they are being taken seriously

and will be supported. Children and young people should never be made to feel

ashamed or that they are creating a problem by reporting abuse, sexual violence or

sexual harrassment.

### 2. Making a Referral (DSL/DDSL/School Lead)

### a) Pupils

The DSL, DDSL or School Lead must submit a referral form as soon as possible to Children’s

Services, and within 24 hours. For Dudley referrals, advice can be sought from the Dudley

Safeguarding People Partnership on 0300 555 0050. A MARF referral should be made to:

MASH\_Referrals@dudley.gov.uk

If there are concerns that a child is at risk of immediate significant harm, the first action is to

call 999. You can also contact the Child Abuse Investigation Unit via 101. This is a specialist

team within the police with countrywide responsibility for undertaking child protection

investigations.

When the referral has been made, there should be a response within 24 hours. If this does not

happen within 3 days, the DSL or School Lead must make contact. The following should be

recorded by the DSL:

i. The team manager’s proposed actions, who will take what actions, the expected

timescale of each action. Or,

ii. The justification for NFA (no further action)

If there is a social care assessment, the key designated staff member (usually the DSL or DDSL)

will provide as much information as possible as part of the referral process to help social care

assessments consider contexts outside the home and enable a contextual approach.

Parents should be aware that the School’s first priority is the welfare of each child and thus the

matter of how and when to inform parents will be discussed with the social care team first.

However, the School will always endeavour to work closely with the parents, as this will

normally be in the best interests of the child. However, the school does not require parental

consent for referral to statutory agencies if there is suspicion or a belief that the child is

suffering or is likely to suffer significant harm from notifying the parents first.

### b) Allegations against a member of staff or volunteer

If an allegation is made that a member of staff/volunteer has behaved in a way that has, or

may have harmed a child, or possibly committed a criminal offence against/related to a child,

or behaved towards a child in a way which indicates that he/she is unsuitable to work with

children, the person receiving the allegation must take it seriously and immediately inform the

School Lead and the DSL (unless the DSL is the subject of the concern).

They should also make a written record of the allegation using the informant’s words and

including the time, date and place of the alleged incident, what was said and details of anyone

else present. This record should be signed and dated and passed immediately to the School

Lead. The School Lead is trained in dealing with allegations against staff, including volunteers.

If an allegation of child abuse is made against the DSL, the member of staff receiving the

allegation must inform the School Lead immediately. In the School Lead’s absence, the

allegation must be reported instead to the Chair of Council, getting contact details from the Operation Manager.

If the concerns regard the School Lead or a Trustee, then the Chair of Council must be

contacted or, in their absence, (or if the concerns regard the Chair of Council) the Vice Chair of

Council obtaining contact details from the Operations Managers. In this instance the School Lead

must not be informed.

If there are concerns that a child is at risk of immediate significant harm, the first action is to

call 999.

The LADO, Yvonne Nelson-Brown, can be contacted via 01384 813110. or by email on

allegations@dudley.gov.uk . Written records of these conversations should be kept, and

communication with the individual and the parents agreed. Due weight to the views of LADO

should be taken into account when considering suspension. In a case of serious harm, the

police should be informed from the outset.

The School Lead should, as soon as possible, following a briefing from the LADO, inform the

subject of the allegation. The School must not undertake their own investigations without

consulting the LADO. In borderline cases, discussions with the LADO can be held informally and

without naming the School or individual.

In response to an allegation, staff suspension should not be the default option. An individual

should only be suspended if there is no reasonable alternative. If suspension is deemed

appropriate, the reasons and justification should be recorded by the School and the individual

notified of the reasons. Allegations that are found to have been malicious should be removed

from personnel records and any that are not substantiated, are unfounded or malicious should

not be referred to in employer references. Confidentiality should be maintained and every

effort made to guard against unwanted publicity until the accused is charged or the DFE/NCTL

publish information. Pupils that are found to have made malicious allegations are likely to have

breached School behaviour policies. The School should therefore consider whether to apply an

appropriate sanction, which could include temporary or permanent exclusion (as well as

referral to the police if there are grounds for believing a criminal offence may have been

committed). If there has been a substantiated allegation against a member of staff the School

will work with the LADO to establish if improvements can be made to procedures or practice.

### c) Allegations against a child – child-on-child abuse

Incidents of child abuse may also result from the actions of one child against another, known as

child-on-child Abuse. (a fuller description of this type of abuse is found on page 13).

Staff must report these concerns to the DSL or DDSLs as soon as possible and within 24 hours.

Every effort should be made to continue the educational provision for all parties during the

investigation process that may be initiated by external agencies.

### Reporting to External Agencies

Elmfield is required to report promptly to the Disclosure and Barring Service (DBS), on leaving

the School, the name of any person (whether employed, contracted, a volunteer or student)

whose services are no longer used because he/she is considered unsuitable to work with

children, and the DBS referral criteria are met. This includes: dismissal, non-renewal of a fixed

term contract, no longer engaging a supply teacher, terminating a placement of a student

teacher or other trainee, no longer using staff employed by contractors, resignation, volunteers

or where they withdraw from training, working or volunteering. The report will include as

much evidence about the case as possible. ‘Compromise Agreements’ cannot prevent this

referral, nor can an individual’s refusal to co-operate with an investigation.

The School has a duty to make a referral to the Teaching Regulation Agency (TRA) where a

teacher has been dismissed (or would have been dismissed had they not resigned) and a

prohibition order may be appropriate. This might be for ‘unprofessional conduct’, ‘conduct that

may bring the profession into disrepute’, or a conviction for a relevant offence. The School will

also report to the TRA if it considers that the member of staff has acted in an unprofessional

manner at any time during their employment at the school.

### Staff Training: Safeguarding Induction and Training

Safeguarding training for all new staff and volunteers forms part of the induction process. This is

carried out by the DSL. Staff are then regularly trained with regular updates about the causes of

abuse, and are encouraged to have an attitude of ‘it could happen here’ and a commitment to act

in the best interests of the child. The updates will also include changes to key documentation,

policies and processes.

The School adheres to DfE guidance, contained in ‘Safeguarding Children and Safer Recruitment in

Education’, that all members of staff should have appropriate training in child protection issues.

The School Lead, DSL, DDSLs, as well as designated Governors undertake a course in initial child

protection training and inter-agency working, and then a refresher course, at least every two years.

Staff are trained in line with advice from the from KCSIE (2023) to provide them with the relevant

skills and knowledge to safeguard children effectively. New members of staff receive internal

training as part of their induction programme on joining the School, which includes:

* The School’s Safeguarding Children Policy
* The Staff Code of Conduct, including the whistleblowing procedure and IT Policy – non

pupils. Staff are advised in the Staff Code of Conduct to avoid being alone in a room with a

pupil. Where for reasons of timetabling, confidentiality or other circumstances this is not

practicable, staff should ensure that the door to the room has an unobstructed glass panel

or is left open. Advice is provided by the DSL who supports staff who meet individually with

pupils.

* The identity of the DSL and DDSLs
* A copy of Part 1 of KCSIE (2023) and Annexe A
* Anti-Bullying Policy
* Pupil Behaviour Policy
* Children Missing in Education (the safeguarding response)
* The IT Policy Pupils and the Mobile Phone Policy. Including management of access to

3G/4G/5G

* As an inclusive community, Elmfield recognises its specific responsibilities in relation to
* Looked After Children. The Designated Safeguarding Lead ensures the staff have

information they need when required.

* Managing child-on-child sexual violence and sexual harassment, including upskirting
* Online safety (for both staff and pupils)

### Prevent Training

The DSL is responsible for ensuring that Prevent training is given to staff and governors in order

that they can identify children at risk of being drawn into terrorism, and to challenge extremist

ideas. This is part of the Safeguarding training. Additionally, online training is available for staff

here: https://www.elearning.prevent.homeoffice.gov.uk/edu

Additionally, all staff must read at least part 1 of KCSIE (2023) and Annex B on an annual basis and

must return a signed document to say that they have read key policies. They then take a

Safeguarding Quiz to assess their knowledge and understanding.

### Education and Online Safety

Technology is a significant component in many safeguarding issues. Pupils are taught about

safeguarding, including online safety, through the curriculum and in PSHCEE. The IT Policy for

Pupils makes it clear that visiting internet sites that contain obscene, hateful, pornographic or

otherwise illegal material including any which encourage radicalisation is unacceptable. The School has a filtering and monitoring system which blocks sites which promote extremist views and encourage radicalisation, as well as other potentially harmful and inappropriate online material. The DSL regularly receives updates and checks the input to assess any inappropriate internet activity. Staff are also aware of their responsibility to monitor ICT, apps and websites.

As part of the PSHCEE curriculum, appropriate guidance on keeping safe from abuse is delivered to all year groups each year; this includes bringing in external speakers, as well as delivering material in tutorials and year group meetings. The safe use of electronic equipment and access to the internet is covered. This includes ensuring pupils are aware of the Mobile Phone Policy.

The PSHCEE curriculum tackles, at an age-appropriate stage, issues such as:

• Healthy and respectful relationships

• Boundaries and consent

• Stereotyping, prejudice and equality

• Body confidence and self-esteem

• How to recognise an abusive relationship, including coercive and controlling behaviour

• The concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM) and how to access support, and

• What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Cybercrime, as defined as criminal activity committed using computers and/or the internet, is

something that young people can, deliberately or inadvertently, become involved in. Children who

are particularly skilled in computing and technology may be drawn into cybercrime; this includes

activities such as hacking, ‘denial of service’ attacks (where a website is made unavailable) and

creating and using malware such as viruses.

All staff need to be aware that abuse can happen online, offline or both. Abuse that is online can

include abusive, harassing or misogynistic messages, non-consensual sharing or indecent images

(particularly in chat groups) and sharing of abusive images and pornography to those who do not

want to receive such content. Pupils are regularly reminded of people they can talk to if they have

any concerns.

### Transparency and Whistleblowing

A copy of this policy will be kept in the DSL’s office along with other policy documents relating to

safeguarding issues. All teaching staff, as well as senior members of the support staff, have a copy

of this policy which has been explained to them, so that they are fully aware of all procedures. It is

hoped that parents and guardians will always feel able to make contact with the School to address

any matters of concern. Elmfield will never ignore any allegation of child abuse and will always

investigate it thoroughly and expeditiously, contacting appropriate agencies as set out in this

policy. Any perceived deficiencies or weaknesses in Elmfield’s safeguarding children arrangements

should be reported immediately to the DSL and must be remedied without delay. If staff are in any

doubt they should speak to the DSL. The NSPCC has a whistleblowing helpline for staff who do not

feel able to raise concerns regarding safeguarding failures internally. Staff can call 0800 028 0285

08:00-20:00 Monday - Friday and email help@nspcc.org.uk

### Early Help

All staff should be prepared to identify children who may benefit from early help. Early help means

providing support as soon as a problem emerges at any point in a child’s life, from the foundation

years through to the teenage years.

Any child may benefit from early help, but all staff should be particularly alert to the potential

need for early help for a child who:

* Is disabled and has specific additional needs
* Has special educational needs (whether or not they have a statutory education,
* Health and care plan)
* Has a mental health need
* Is a young carer
* Is showing signs of being drawn in to anti-social or criminal behaviour, including
* Gang involvement and association with organised crime groups or county lines
* Is frequently missing/goes missing from care or home
* Is at risk of modern slavery, trafficking, sexual or criminal exploitation
* Is at risk of being radicalised or exploited
* Has a family member in prison, or is affected by parental offending
* Is misusing drugs or alcohol
* Is in a family circumstance presenting challenges for the child, such as substance
* Abuse, adult mental health problems or domestic abuse or whose parent(s) are
* In prison
* Has returned home to their family from care
* Is at risk of ‘honour’ based abuse, such as fgm or forced marriage
* Is a privately fostered child; and
* is persistently absent from education, including persistent absences for part of
* The school day

### Domestic violence and abuse

Domestic violence or abuse is any incident or pattern of incidents of controlling, coercive,

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. It can include psychological,

physical, sexual, financial and emotional abuse.

Children can witness and be adversely affected by domestic violence and exposure to it can have

long lasting negative impact on children. Harm can include ill treatment that is not physical, as well

as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse

on children.

Where police have been called to a domestic violence incident where children are in the

household and experienced that incident, the police will inform the DSL. This ensures that the

school has up to date safeguarding information about the child.

All staff are aware of the impact domestic violence can have on a child. If any of our staff are

concerned that a child has witnessed domestic abuse, they will report their concerns immediately

to the DSL.

### Child-on-Child Abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused

by bullying and will use the school’s anti-bullying procedures where necessary. However, all staff

recognise that children can abuse their peers and should be clear about the school’s policy and

procedures regarding child-on-child abuse. All child-on-child abuse is unacceptable and will be

taken seriously. We will continue to encourage pupils to report any abuse, including past abuse,

to a trusted adult and will publicise the new NSPCC helpline 0800 136 663, that has been set up in

response to the many worrying incidents raised on ‘Everyone’s Invited.’

Child on child abuse can take many forms, including:

* Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
* Abuse in intimate personal relationships between peers;
* Physical abuse such as biting, hitting, kicking or hair pulling, or otherwise causing physical harm (this may include in online element which facilitates, threatens and/or encourages

Physical abuse);

* Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an

online element which facilitates, threatens and/or encourages sexual violence);

* Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment,

which may be standalone or part of a broader pattern of abuse;

* Causing someone to engage in sexual activity without consent, such as forcing someone to

strip, touch themselves sexually, or to engage in sexual activity with a third party;

* Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also

known as sexting or youth produced sexual imagery);

* Upskirting – which typically involves taking a picture under a person’s clothing without their

permission, with the intention of viewing their genitals or buttocks to obtain sexual

gratification, or cause the victim humiliation, distress or alarm;

* Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element);
* Prejudiced behaviour - a range of behaviours which causes someone to feel powerless,

worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

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

Different gender issues can be prevalent when dealing with child-on-child abuse, for example

girls being sexually touched/assaulted or boys being subject to initiation/hazing type

violence.

At our school, we take the following steps to minimise or prevent the risk of child-on-child

abuse.

* An open and honest environment where young people feel safe to share information about

anything that is upsetting or worrying them.

* Assemblies are used to provide a moral framework outlining acceptable behaviour and

stressing the effects of bullying.

* Life Skills and PSHE are used to reinforce the message through stories, role play, current

affairs and other suitable activities.

* Staff will endeavour always to create surroundings where everyone feels confident and at

ease in school.

* We will ensure that the school is well supervised, especially in areas where pupils might be
* vulnerable.

We need to recognise that, even if there are no reported cases of child-on-child abuse, that

does not mean it is not happening at Elmfield. Staff need to be vigilant and have the attitude

that it could happen here. All allegations of child-on-child abuse should be passed to the DSL or

DDSL immediately. They will then be investigated and dealt with as follows.

* Information gathering – children, staff and witnesses will be spoken with as soon as

possible to gather relevant information quickly to understand the situation and assess

whether there was intent to cause harm.

* Decide on action – if it is believed that any young person is at risk of significant harm, a

referral will be made to children’s social care. The DSL will then work with children’s social

care to decide on next steps, which may include contacting the police.

* Inform parents - as with other concerns of abuse, the school will normally seek to discuss

concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and

so if the school believes that notifying parents could increase the risk to the child or

exacerbate the problem, advice will first be sought from children’s social care and/or the

police before parents are contacted.

* Decide on appropriate sanctions – these will vary, depending in the situation and

seriousness of it: they could range from detention to exclusion.

Where allegations of sexual violence or sexual harassment are made, the school will act in

accordance with the guidance set out in Keeping Children Safe in Education (2023).

### Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and

the nature of the abuse. Support could include counselling, mentoring, the support of family and

friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil

acted in this way and consider what support may be required to help the pupil and/or change

behaviours. Once those needs have been met, the consequences for the harm caused or intended

will be addressed. A pupil against whom an allegation of abuse has been made may be suspended

from the School during the investigation. The School will take advice from the relevant local

authority on the investigation of such allegations and will take all appropriate action to ensure the

safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is

necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School

will ensure that, subject to the advice of the relevant local authority, parents are informed as soon

as possible and that the pupils involved are supported during the interview by an appropriate

adult and until the investigation is completed.

Confidentiality will be an important consideration for the School and advice will be sought as

necessary.

### Historical Allegations

We take any allegations of sexual abuse seriously and will act promptly to any disclosure of

historical abuse. If this allegation is made by past pupils, we will work with them to ensure that

they are supported and that any disclosure is acted upon and reported, in line with our policy, to

external agencies, such as the police.

Anyone with any allegation that is historical should contact the DSL or the School Lead. Each

allegation is taken seriously and victims will be supported and never made to feel that they are

creating a problem or that this should have been reported earlier.

### Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of

an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or

criminal activity, in exchange for something the victim needs or wants, and/or for the financial

advantage or increased status of the perpetrator or facilitator and/or through violence or the

threat of violence. CSE and CCE can affect children, both male and female and can include children

who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting

drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing.

They can also be forced or manipulated into committing vehicle crime or threatening/committing

serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and

their families) with violence, or entrap and coerce them into debt. They may be coerced into

carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from

others. As children involved in criminal exploitation often commit crimes themselves, their

vulnerability as victims is not always recognised by adults and professionals, (particularly older

children), and they are not treated as victims despite the harm they have experienced. They may

still have been criminally exploited even if the activity appears to be something they have agreed

or consented to.

It is important to note that the experience of girls who are criminally exploited can be very

different to that of boys. The indicators may not be the same, however professionals should be

aware that girls are at risk of criminal exploitation too. It is also important to note that both boys

and girls being criminally exploited may be at higher risk of sexual exploitation.

### Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by

penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing,

rubbing, and touching outside clothing. It may include noncontact activities, such as involving

children in the production of sexual images, forcing children to look at sexual images or watch

sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child

in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child’s

immediate knowledge e.g. through others sharing videos or images of them on social media. 38.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16

and 17 year olds who can legally consent to have sex. Some children may not realise they are being

exploited e.g. they believe they are in a genuine romantic relationship.

### Honour-Based Abuse (HBA) and Female Genital Mutilation (FGM)

‘Honour-based’ abuse (HBA) 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 HBA are abuse.

While all staff should speak to the DSL or DDSL with regard to any concerns about FGM, there is a

specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers

that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher

must report this to the police.

FGM is the collective name given to a range of procedures involving the partial or total removal of

external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the

practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause

intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on pupils of any age, from young babies to older teenagers and adult women,

so school staff are trained to be aware of risk indicators. Many such procedures are carried out

abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils

about going on a long holiday during the summer vacation period. Any concerns should be

immediately reported to the DSL or DDSL.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the

marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and

emotional pressure. It may also involve physical or sexual violence and abuse. In England and

Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act

2014.

Children may be married at a very young age, and well below the age of consent in England. School

staff receive training and should be particularly alert to suspicions or concerns raised by a pupil

about being taken abroad and not be allowed to return to England. Any concerns should be

immediately reported to the DSL or DDSL.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is

common in several cultures, the families of both spouses take a leading role in arranging the

marriage but the choice of whether to accept the arrangement remains with the prospective

spouses.

* FGM: 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 to report to the police where

they discover that FGM appears to have been carried out on a pupil under 18. Those failing to

report such cases to the police will face disciplinary sanctions. It will be rare for teachers to see

visual evidence, and they should not be examining pupils, but the same definition of what is

meant by ‘to discover that an act of FGM appears to have been carried out’ is used for all

professionals to whom this mandatory reporting duty applies. The Mandatory reporting duty

commenced in October 2015. Unless the teacher has a good reason not to, they should discuss

any such case with the DSL, who will involve children’s social care as appropriate.

### Prevent Duty

Elmfield takes seriously the Prevent Duty Guidance for England and Wales and aims to

mitigate the risk of pupils being drawn into extremist activity or being subject to radicalisation in

the following ways: The School Lead is responsible for a risk assessment which takes into account

our geographical area and intake, weekly meetings between the School Lead and the Education

Manager include discussing any concerns about radicalisation, and pastoral meetings between the

Lower and the Upper Schools also raise any concerns.

The DSL is the single point of contact who oversees and coordinates the School’s implementation of the Prevent Duty in addition to being the DSL. She will make referrals via the Channel Programme as appropriate and will report concerns. However, any member of staff can make a referral, if necessary. It is important to note that normally this would be done in consultation with parents and pupils, but their consent is not required for a referral where there are reasonable grounds to believe a child is at risk of significant harm.

This is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services),

the police and the local community to identify individuals at risk of being drawn into terrorism,

assess the nature and extent of that risk and develop the most appropriate support plan for the

individuals concerned. Channel is about safeguarding children and adults from being drawn into

committing terrorist-related activity. It is about early intervention to protect and divert people

away from the risk they face before illegality occurs.

Channel is one tactical option employed by Prevent and has recently been placed on a statutory

footing. Further advice from: [www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)

There is a DFE dedicated telephone helpline for non-emergency advice for staff and governors.

0207 340 7264 counter-extremism@education.gsi.gov.uk

In addition to Channel, concerns can be reported to the Anti-Terrorist Hotline: 0800 789 321,

Crime stoppers: 0800 555 111, or the Police: 101. Any staff who have a concern about

radicalisation must raise it with the DSL, or, in her absence, the School Lead or DDSLs. Appendix 2

provides guidance on indicators of a child at risk of radicalisation. Any speaker invited to the

School is accompanied by the member of staff who invited them, in order that the School is aware

of the content of the talk; additionally, background checks are run to ascertain suitability. Staff are

aware of their duty to promote Fundamental British Values (FBV). PSHCEE, Chapels and assemblies

teach pupils to manage risk, resist pressure, make safe choices and seek help if needed.

Within the curriculum, many subjects cover democracy, diversity, mutual respect and debate

contentious issues. The School has an evidence document to support the monitoring of the

delivery of FBV and how the risk of radicalisation is mitigated. Absence is monitored and followed

up on by the Education Manager.

### Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a

child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health

problem. Education staff, however, are well placed to observe children day-to-day and identify

those whose behaviour suggests that they may be experiencing a mental health problem or be at

risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood

experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

It is key that staff are aware of how these children’s experiences, can impact on their mental

health, behaviour, and education.

Schools and colleges can access a range of advice to help them identify children in need of extra

mental health support, this includes working with external agencies. More information can be

found in the mental health and behaviour in schools’ guidance. Public Health England has

produced a range of resources to support secondary school teachers to promote positive health,

wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate

action should be taken, following their child protection policy, and speaking to the designated

safeguarding lead or a deputy.

### Serious Violence

All staff should be aware of the indicators, which may signal children are at risk from, or are

involved with serious violent crime. These may include increased absence from school, a change in

friendships or relationships with older individuals or groups, a significant decline in performance,

signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by,

or are involved with, individuals associated with criminal networks or gangs and may be at risk of

criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in

serious violence, such as being male, having been frequently absent or permanently excluded from

school, having experienced child maltreatment and having been involved in offending, such as

theft or robbery. Advice for schools and colleges is provided in the Home Office’s Preventing youth

violence and gang involvement and its Criminal exploitation of children and vulnerable adults:

county lines guidance.

### Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will

share this information with us, and the DSL will hold and use this information to inform decision

about safeguarding and promoting the child’s welfare.

### Additional Issues

The following issues have been identified as potential safeguarding issues. They have been

risk assessed for Elmfield, and where there are additional policies, they have been

identified below:

* Bullying including cyberbullying. The procedures for this are in the School’s Anti Bullying

Policy. Staff are aware of the Anti-Bullying Policy which is clear about every member of

staff having responsibility for tackling bullying. This includes any racist, sexist, homophobic

or disability discriminatory language.

* Mental Health - there is a non-statutory document, ‘Mental Health and behaviour in

schools’ (March 2016) providing advice. Elmfield recognises that poor mental health is a threat to the welfare of children, and training and discussion opportunities are regularly provided to staff, parents and pupils. More details can be found in the School’s Mental Health Policy.

* Children missing from education - the School recognises that regular absence and long term

absence is potentially a safeguarding issue. The School Routines Document, and Elmfield

Procedures Relating to Children Missing in Education cover Absence, the Attendance Register and the Admissions Register.

* Domestic violence and abuse
* Drugs
* Fabricated or induced illness
* Faith abuse
* Forced marriage
* Gangs and youth violence
* Gender-based violence/violence against women and girls (VAWG)
* child-on-child abuse
* Private fostering
* Youth Produced Imagery (Sexting): Pupils are told that anyone who has or passes on
* indecent images of someone under 18 is actually breaking the law, and that both
* having and distributing these images is an offence under the Sexual Offences Act
* 2003.
* Encouraging or inciting someone to take or send ‘sexts’ can also be illegal. As well as
* the legal consequences, there are other issues to ‘sexting’ including the emotional
* and reputational damage this can cause.
* Teenage relationship abuse
* Trafficking
* Modern Slavery

The fact that a child or young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+. Risks of harm can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

### Private fostering arrangements

A private fostering arrangement occurs when someone, other than a parent or a close relative, cares for a child for a period of 28 days or more, with the agreement of the child’s parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children’s services as soon as possible.

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the school should notify the local authority of the circumstances.

### Other related school policies and procedures

* Anti-Bullying Policy
* IT Policy for Pupils
* Recruitment, Selection and Disclosure Policy (Safer Recruitment) (HR Policy)
* Staff Code of Conduct (This provides clear guidance about behaviour and actions so as not

to place pupils or staff at risk of harm or of allegations of harm to a pupil, including access

to boarding accommodation, one-to-one tuition, music, performing arts or sports coaching,

conveying a pupil by car, appropriate electronic communication with a pupil, etc.)

* Missing Pupil Policy
* Mobile Phone Policy
* Children Missing from Education
* Procedure for reporting and searching for missing pupils
* Guidelines for the use of physical restraint
* Whistleblowing Policy located in Employment Handbook
* Supervision Policy
* KCSIE (2023) and Annex B
* Visitor Policy
* PSHCEE Policy
* RSE Policy
* School Routines
* Elmfield Procedures Relating to Children Missing in Education (This covers the procedures

relating to absence and the Attendance Register (also covered in the School Routines document) and the Admission Register.

## APPENDIX 1

### Types of abuse and neglect (plus possible signs for staff to recognise)

Abuse is any 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 institutional

community setting by those known to them or, more rarely, by others (eg via the internet). They

may be abused by an adult or adults or another child or children.

Knowing what to look for is vital to the early identification of abuse and neglect. All staff, but

especially the DSL and deputies, should be aware of indicators of abuse and neglect and should

consider whether children are at risk or exploitation in situations outside their families (this is

known as contextual safeguarding). They should be able to identify cases of children who may be

in need of help or protection. If staff are unsure, they should always speak to the DSL. All school

staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events

that can be covered by one definition or label. In most cases, multiple issues will overlap with one

another.

### 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.

Possible signs of Physical Abuse

* Unexplained injuries or burns, particularly if recurrent
* Refusal or unwillingness to discuss injuries
* Improbable explanation of injuries
* Untreated injuries or unattended lingering illness
* Shrinking from physical contact
* Fear of returning home or parents being contacted
* Unexplained pattern of absence
* Fear of undressing
* Fear of medical attention
* Aggressive or bullying attitude
* Over compliant behaviour
* Significant inexplicable changes in behaviour
* Deterioration in quality of work

### Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on

the child’s emotional development. It may involve conveying to a child that they are worthless or

unloved, inadequate, or valued only insofar as they meet the needs of another person. It may

include not giving the child opportunities to express their views, deliberately silencing them or

‘making fun’ of what they say or how they communicate. It may feature age or developmentally

inappropriate expectations being imposed on children. These may include interactions that are

beyond a child’s developmental capability as well as overprotection and limitation of exploration

and learning, or preventing the child participating in normal social interaction. It may involve

seeing or hearing the ill-treatment of another. It may involve serious bullying (including

cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or

corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a

child, although it may occur alone.

### Possible signs of Emotional Abuse

* Withdrawal and depression
* Low self esteem
* Changes in behaviour
* Social isolation
* Mistrust of adults
* Self-inflicted injuries
* Frequent stomach and other pains
* Sudden speech disorders
* High level of attention-seeking behaviour
* Over compliance

### 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 the production of, sexual images, watching sexual activities,

encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation

for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline

abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of

sexual abuse, as can other children. The sexual abuse of children by other children is a specific

safeguarding issue in education

Sexual abuse also includes sexual violence and sexual harassment which can occur between two

children of any sex, known as child-on-child abuse. They can also occur through a group of children

sexually assaulting or sexually harassing a single child or group of children. Sexual violence is sexual

offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by

penetration. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and

offline. Sexual harassment is likely to violate a child’s dignity, and/or 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 deliberating brushing against someone,

interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;

and online sexual harassment, which might include nonconsensual sharing of sexual images and

videos and sharing sexual images and videos (both often referred to as sexting); inappropriate

sexual comments on social media; exploitation; coercion and threats. Online sexual harassment

may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

### Possible signs of Sexual Abuse

* Bruises, scratches or bite marks on the body
* Sexual awareness inappropriate to the child’s age
* Attempts to teach other children about sexual activity
* Refusal to stay with certain people or go to certain places
* Aggressiveness, anger, anxiety, tearfulness
* Withdrawal from friends

### Child-on-child abuse

Child-on-child abuse can take many forms, including:

* Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
* Abuse in intimate personal relationships between peers;
* Physical abuse such as biting, hitting, kicking or hair pulling, or otherwise causing physical

harm(this may include in online element which facilitates, threatens and/or encourages physical abuse);

* Sexual violence, such as rape, assault by penetration and sexual assault; (this may include

an online element which facilitates, threatens and/or encourages sexual violence);

* Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment,

which may be standalone or part of a broader pattern of abuse;

* Causing someone to engage in sexual activity without consent, such as forcing someone to

strip, touch themselves sexually, or to engage in sexual activity with a third party;

* Consensual and non-consensual sharing of nudes and semi-nude images

and/or videos (also known as sexting or youth produced sexual imagery);

* Upskirting – which typically involves taking a picture under a person’s clothing without their

permission, with the intention of viewing their genitals or buttocks to obtain sexual

gratification, or cause the victim humiliation, distress or alarm;

* Initiation/hazing type violence and rituals (this could include activities involving

harassment, abuse or humiliation used as a way of initiating a person into a group and may

also include an online element);

* Prejudiced behaviour - a range of behaviours which causes someone to feel powerless,

worthless or excluded and which relates to prejudices around belonging, identity and

equality, in particular prejudices linked to disabilities, special educational needs, ethnic,

cultural and religious backgrounds, gender and sexual identity.

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

Different gender issues can be prevalent when dealing with child-on-child abuse, for example

pupils being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

### Vulnerable children: children who need a social worker and CIN (Child in Need) and

### CPP (Child Protection Plans)

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child’s safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Elmfield will continue to work with and support children’s social workers to help protect vulnerable children.

### Mental Health

Elmfield has an important role to play in supporting the mental health and wellbeing of their pupils.

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-today and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood

experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences can impact on their mental health, behaviour and education.

As a school, we work hard to ensure there are clear systems and processes in place for identifying possible mental health problems.

More information can be found in the [mental health and behaviour in schools guidance](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2); Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See [Rise Above](https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview) for links to all materials and lesson plans.

### Neglect

The persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in

the serious impairment of the child’s health or development. Neglect may occur during pregnancy

as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer

failing to: provide adequate food, clothing and shelter (including exclusion from home or

abandonment); protect a child from physical and emotional harm or danger; ensure adequate

supervision (including the use of inadequate care-givers); or ensure access to appropriate medical

care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional

needs.

* Possible signs of Neglect
* Excessive hunger
* Poor personal hygiene
* Inappropriate clothing
* Frequent lateness or non-attendance
* Low self esteem
* Poor social relationships
* Compulsive stealing or scrounging
* Untreated illness or injury
* Constant tiredness

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### Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are

involved with serious violent crime. These may include increased absence from school, a change in

friendships or relationships with older individuals or groups, a significant decline in performance,

signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by,

or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage

these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence

and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines

guidance. Female Genital Mutilation: whilst all staff should speak to the designated safeguarding

lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a

specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers

that an act of FGM appears to have been carried out on a pupil under the age of 18, the teacher

must report this to the police.

Further advice is available from the document ‘What to do if you’re worried a child is being

abused: advice for practitioners’ March 2015:

<https://www.gov.uk/government/publications/what-to-do-if-youreworried-a-child-is-being-abused>

## APPENDIX 2

### Indicators of children at risk of radicalization

* Vulnerability
* Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their

place in the society around them

* Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem;

disassociating from existing friendship group and becoming involved with a new and

different group of friends; searching for answers to questions about identity, faith and

belonging

* Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is

triggered by personal experience of racism or discrimination or aspects of Government policy

* Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
* Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous

involvement with criminal groups

Access to extremism / extremist influences

* Is there reason to believe that the child/young person associates with those known to

be involved in extremism - either because they associate directly with known individuals

or because they frequent key locations where these individuals are known to operate?

(e.g. the child/young person is the partner, spouse, friend or family member of

someone believed to be linked with extremist activity)

* Does the child/young person frequent, or is there evidence to suggest that they are

accessing the internet for the purpose of extremist activity? (e.g. Use of closed network

groups, access to or distribution of extremist material, contact associates covertly via

* Skype/email etc)
* Is there reason to believe that the child/young person has been or is likely to be

involved with extremist/ military training camps/ locations?

* Is the child/young person known to have possessed or is actively seeking to possess

and/ or distribute extremist literature/ other media material likely to incite racial/

religious hatred or acts of violence?

* Does the child/young person sympathise with, or support illegal/illicit groups e.g.

propaganda distribution, fundraising and attendance at meetings?

* Does the child/young person support groups with links to extremist activity but not

illegal/illicit

e.g. propaganda distribution, fundraising and attendance at meetings.

* Experiences, Behaviours and Influences
* Has the child/ young person encountered peer, social, family or faith group rejection?
* Is there evidence of extremist ideological, political or religious influence on the child/

young person from within or outside the UK?

* Have international events in areas of conflict and civil unrest had a personal impact on

the child/ young person resulting in a noticeable change in behaviour? It is important to

recognise that many people may be emotionally affected by the plight of what is

happening in areas of conflict (i.e.

images of children dying) and it is important to differentiate them from those that

sympathise with or support extremist activity

* Has there been a significant shift in the child/ young person’s behaviour or outward

appearance that suggests a new social/political or religious influence?

* Has the child/ young person come into conflict with family over religious

beliefs/lifestyle/ dress choices?

* Does the child/ young person vocally support terrorist attacks; either verbally or in their

written work?

* Has the child/ young person witnessed or been the perpetrator/ victim of racial or

religious hate crime or sectarianism?

Travel

* Is there a pattern of regular or extended travel within the UK, with other evidence to

suggest this is for purposes of extremist training or activity?

* Has the child/ young person travelled for extended periods of time to international

locations known to be associated with extremism?

* Has the child/ young person employed any methods to disguise their true identity? Has

the child/ young person used documents or cover to support this?

Social Factors

* Does the child/ young person have experience of poverty, disadvantage, discrimination

or social exclusion?

* Does the child/ young person experience a lack of meaningful employment appropriate

to their skills?

* Does the child/ young person display a lack of affinity or understanding for others, or

social isolation from peer groups?

* Does the child/ young person demonstrate identity conflict and confusion normally

associated with youth development?

* Does the child/ young person have any learning difficulties/ mental health support

needs?

* Does the child/ young person demonstrate a simplistic or flawed understanding of

religion or politics?

* Does the child/ young person have a history of crime, including episodes in prison?
* Is the child/young person a foreign national, refugee or awaiting a decision on their

immigration/ national status?

* Does the child/ young person have insecure, conflicted or absent family relationships?
* Has the child/ young person experienced any trauma in their lives, particularly any

trauma associated with war or sectarian conflict?

* Is there evidence that a significant adult or other in the child/young person’s life has

extremist views or sympathies?

More critical risk factors could include: -

* Being in contact with extremist recruiters
* Articulating support for extremist causes or leaders
* Accessing extremist websites, especially those with a social networking element
* Possessing extremist literature
* Using extremist narratives and a global ideology to explain personal disadvantage
* Justifying the use of violence to solve societal issues
* Joining extremist organisations
* Significant changes to appearance and/or behaviour

If you have any concerns discuss them with Mrs Margaret Davison, the Designated Safeguarding

Lead. Further advice may be found on the NSPCC website www.nspcc.org.uk or government

guidance on the issues listed via the GOV.UK website