



Policy on Keeping Children Safe at Elmhurst Ballet School

Child Protection, Safeguarding and Safer Staffing

Policy Updated

28th February 2017

Ratified by the Board of Governors

March 2017

Information relating to this Policy:

Prepared by: Anelli Peavot, Assistant Principal, Health Wellbeing and Safeguarding

Updated 28th February 2017

Approved for issue by Board of Governors Date: 21st March 2017

Signed by the Chairman on behalf of the board of governors:

Review Date: March 2018 (earlier if legislation or government guidance changes)

Reviewed by Anelli Peavot, Assistant Principal, Health, Wellbeing & Safeguarding, Checked by Sara Wells, Vice Principal

Changes made at review

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- Make appropriate referrals to the Channel Programme where there is a radicalisation concern.
- Refer cases where a person is dismissed or left due to posing a potential or actual risk to a child to the Disclosure and Barring Service.

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Staff should inform the DSL as soon as possible where they have reported a safeguarding concern to children's services or NSPCC,

Includes information set out in Annexe A-

- Informed on the Early Help process.
- Informed on the process for making referrals to children's social care and the statutory assessments under the children's Act 1989
- Additional updates will be given to staff via email, department meetings and the Daily Briefing.

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We have adopted a software package called MyConcern to support our safeguarding arrangements. The requirements of relevant legislation, statutory guidance, our own policies and the safeguarding training provided by us or on our behalf will always remain the definitive source of safeguarding guidance for users of MyConcern. Any questions about the use of MyConcern should be directed to our (school's/college's) Designated Safeguarding Lead.

A report should be made as soon as possible using the School's online reporting system MyConcern. The DSL and Deputies are automatically alerted when a report is made.

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Complaints Procedures

All staff and volunteers must feel able to raise concerns about poor or unsafe practice and potential failures in Elmhurst's safeguarding policies, guidance and practice. Elmhurst has a robust Whistleblowing policy to allow concerns to be raised with the schools leadership team.

Should you still feel unable to raise a concern with Elmhurst the following whistleblowing channels may be open to you:

- Advice on whistleblowing
- The NSPCC whistle blowing helpline: 0800 028 0285, email help@nspcc.org.uk.

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Appendix A new information

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Appendix A – Updates flow chart

Date of implementation: March 2017

Introduction

Safeguarding children at Elmhurst is everybody's responsibility.

Elmhurst School is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Every child should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment this pertains to direct contact and virtual contact through online social networking and mobile technology. In accordance with the school's Terms and Conditions, child means *a child of whatever age admitted by the School to be educated and includes any student aged 18 or over*. Where a child is at risk, is suffering significant harm or is likely to do so, action will be taken to protect the child.

The Children Act 1989 differentiates between Children in Need (Section 17) and Children at Risk (section 47). Children judged to be at risk will always be referred to Children's Services at the Local Authority. Children in need will be offered additional pastoral support at school and may be referred to the Birmingham Multi-Agency Safeguarding Hub (MASH). The School recognises its role in preventing problems escalating and working with external agencies to this end where appropriate.

Elmhurst has a holistic child-centred approach, where all members of the school community are actively engaged in protecting children and students understand their rights, as set out in the Student Child Protection Charter which is widely displayed around the school. Early intervention strategies are used to protect and promote the welfare of students in need to ensure that concerns do not escalate. Pastoral care and school policies ensure that students have a range of contacts and strategies for their own protection, and an understanding of the importance of protecting others. Given the physical aspects and intensity of full time dance training it is essential that students have access to a range of health and wellbeing services to support them in adopting safe and healthy lifestyles. These are documented in the Student Health and Wellbeing Statement of Provision.

Guidance and Legal Framework

This policy has been written to comply with the following legislations, regulations and statutory guidance:

- DfE Statutory Guidance ***Keeping Children Safe in Education*** (July 2015, updated September 2016)
- DfE Statutory Guidance ***The Prevent Duty*** (June 2015)
- Boarding Schools National Minimum Standards (April 2015)
- DfE Statutory Guidance ***Working Together to Safeguard Children*** (March 2015)
- Birmingham Safeguarding Children Board ***Right Service Right Time*** (March 2015)
- Guidance for Safer Working Practice (2015)
- DfE Teacher Standards (2012)
- Section 157 of the Education Act, 2002
- Independent Schools Standards (England) Regulations
- The Children Act 1989

Aim

Elmhurst School for Dance is committed to the highest standards in protecting and safeguarding the children entrusted to its care. The school will ensure that:

- All reasonable measures are taken to minimise the risk of harm to our students' welfare.
- Appropriate actions are taken to address any concerns about the welfare of any child, working to Birmingham Safeguarding Children's Board policies and procedures in full partnership with children's social care and other services.
- All persons working at our school are appropriately and regularly trained in child protection and safeguarding awareness and procedures, staff are made aware of this policy and are required to read section 1 and Annex A of *Keeping Children Safe in Education* (September 2016).

In ensuring that children at Elmhurst School are kept safe, the school will:

- Create an atmosphere where all our children can feel secure, valued and listened to.
- Ensure that all staff feel that their concerns are listened to, taken seriously and dealt with appropriately, recognising that 'it could happen here'.
- Recognise the signs and symptoms of abuse.
- Respond quickly and effectively to cases of suspected abuse.
- Monitor and support children at risk.
- Use the curriculum to raise students' awareness and build confidence and skills.
- Work closely with parent/carers and external agencies.
- Ensure that all adults working or volunteering within the school community have been appropriately checked in accordance with safer recruitment best practice and following statutory guidance.

Safeguarding Personnel

Designated Safeguarding Lead - Anelli Peavot		0121 415 2845
Assistant Principal, Health & Wellbeing,		
Deputy DSL	Jessica Wheeler, Principal	0121 415 2826
Deputy DSL	Sara Wells, Vice Principal	0121 415 2833
Deputy DSL	Lesley-Anne Tulley, Head of Boarding	0121 415 2892

Child Protection Trained Governors: Roy Shields, Chair of Governors
Claire Brown, Designated Safeguarding Governor

Responsibilities

The Governing Body has overall responsibility for all matters relating to child protection and safeguarding. In meeting this responsibility:

- The Chair of Governors is trained in safeguarding and child protection and is supported by the Governor with responsibility for child protection.
- The Safeguarding Sub-Committee of the Governing Body meets termly to discuss and review child protection / Safeguarding procedures.
- Safeguarding and child protection matters are reported to the full board termly by the governor with responsibility for child protection.
- An annual safeguarding report to the board includes a review of the School's Safeguarding Policies and Procedures and the efficiency of their implementation.

The governors delegate day to day responsibility for child protection to the Principal who is supported by the **Designated Safeguarding Lead (DSL)**. The DSL has responsibility for:

- Managing referrals to the local authority as appropriate and in accordance with the BSCB procedures.
- Make appropriate referrals to the Channel Programme where there is a radicalisation concern.
- Refer cases where a person is dismissed or left due to posing a potential or actual risk to a child to the Disclosure and Barring Service.
- Keeping records of all safeguarding issues, ensuring that they are kept securely and separate from the child's main school records which indicate that further safeguarding information exists.
- Co-ordinating the initial and refresher training of staff and governors, maintaining records of training and raising awareness of safeguarding and child protection issues around the school.
- Ensuring that the Policy on Keeping Children Safe at Elmhurst is publically available via the school website and from the school on request.
- Liaison and joint working with Social Care Services and other relevant agencies.

The Deputy DSL's are appropriately trained to provide cover in the absence of the DSL. As appropriate, the DSL may delegate tasks to the Child Protection Officers.

All staff have a responsibility for the timely reporting of safeguarding and child protection concerns. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's services or the NSPCC, although they should inform the DSL as soon as possible that this action has been taken.

The role of all staff and other persons within the schools settings

All staff have a duty to safeguard children. They should be:

Trained and re-trained to be aware of potential indicators of abuse, including physical, emotional and sexual abuse, neglect, female genital mutilation, bullying including cyberbullying, domestic violence, drugs, fabricated or induced illness, faith abuse, forced marriage, gangs and youth violence, gender-based violence, mental health, radicalisation, sexting, teenage relationship abuse and trafficking.

Please see Annex A of Keeping Children Safe in Education - Types of abuse and neglect.

- Open to hearing concerns from children and others, without seeking to investigate these concerns.
- Informed on how to report any concerns to their Designated Senior Lead for Child Protection.
- Informed on the Early Help process.
- Informed on how to report any concerns relating to staff, schools governors or visitors to the School Principal
- Informed on how to report any concerns relating to the School Principal
- Informed on the process for making referrals to children's social care and the statutory assessments under the children's Act 1989.

Training

All members of staff and Governors will receive appropriate and proportionate training on child protection procedure. Whole staff safeguarding training, including part time, temporary and voluntary staff will be provided within INSET in accordance with the requirements of the LSCB, additional updates will be given to staff via email, department meetings and the Daily Briefing. All new staff are given appropriate child protection training as part of their induction. This includes:

- Staff Code of Conduct,
- Elmhurst Safeguarding Policy and Procedures,
- Who the designated Safeguarding Lead and Deputies are and their role
- Part 1 and Annex A of the KCSIE – All staff sign a declaration stating that they have both read and understood these documents.
- Guidance for safer working practice for those working with children and young people in education settings October 2015

The DSL, Principal and Child Protection Officers will be provided with Education Services Core Child Protection and inter-agency training in order to carry out their role and will attend refresher training updates every 2 years. Safeguarding training will be clearly cross referenced and supplemented by other areas of staff training including appropriate touch, care & control (including safe restraint) FGM, radicalisation, behaviour management and risk assessment.

Listening to children

Schools and Services should:

- Create the opportunity and environment for students to be able to talk about their concerns
- Ensure that staff are trained in active listening techniques
- Establish systems to enable cover for the member of staff listening to a child's concerns
- Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should not dismiss abusive behaviour as normal between young people (i.e. Banter or simply a normal part of growing up) and should not develop high thresholds before taking action.

Bullying incidents should be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. Please refer to the schools *Anti-Bullying Strategy* for further guidance.

- Ensure that staff are aware that children with SEN/D are particularly vulnerable to all forms of abuse and staff should be alert to signs of abuse of any kind.

Always:

- Report on as soon as you have a concern.
- Record information verbatim using the actual words of the child and noting any questions the child raises.
- Note dates, times, who was present, positions in the room, anything factual about the child's appearance.
- Pass these notes to the DSL at the earliest opportunity.
- If possible use a silent witness.

Never:

- Promise confidentiality to any student who is disclosing Child Protection information/evidence.
- Ask leading questions.
- Ask the child to write down his/her account.
- Investigate with, or without, others.
- Take photographs of marks.
- Attempt any medical judgement
- Arrange a medical examination
- Tape/video record an interview
- Ask a child to remove any clothing. Staff members should always be aware of their own vulnerability at this point, and should take steps to minimise risk to themselves whilst supporting the child.

We recognise that all matters relating to safeguarding and child protection are confidential. The Principal, DSL or CPO's will disclose any information about a student to other members of staff on a need to know basis only. Any member of staff who has reported a child protection concern using the school's internal procedure and who feels that it has not been appropriately dealt with should contact social services directly or use the NSPCC helpline. Responsibility for the protection of a child does not end when a report is made to the DSL. The school will ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide. Children will have the opportunity to express their views and give feedback.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. All staff are able to access confidential support and counselling through the first assist employee helpline 0800 912 0827 reference no: 71735.

Reporting Procedures

The school communicates readily and immediately with the local safeguarding agencies whenever an allegation or disclosure of abuse is made with no threshold or caveat.

1. Normally, concerns are referred to and managed by the DSL who will notify the Principal however, all staff members have the right to make a referral to Social Care Services.
2. Children in need may be managed by the schools pastoral system, may be referred to Children's Social Care or the Multi- Agency Safeguarding Hub.

3. Children at risk will be referred to Children's Social Care immediately.
4. If a crime may have been committed, the matter will be reported to the police.

We have adopted a software package called MyConcern to support our safeguarding arrangements. The requirements of relevant legislation, statutory guidance, our own policies and the safeguarding training provided by us or on our behalf will always remain the definitive source of safeguarding guidance for users of MyConcern. Any questions about the use of MyConcern should be directed to our (school's/college's) Designated Safeguarding Lead.

If a disclosure is made or a member of staff has reason to believe abuse has occurred a report should be made as soon as possible using the reporting system MyConcern. The DSL and Deputies are automatically alerted when a report is made. No member of staff should undertake an investigation at this stage but should note the basic details of the disclosure or concerns. Any questioning of a child at this point could prejudice any subsequent investigation. Any original notes should be signed, dated and attached to the student's MyConcern file. All staff must be aware of the confidentiality of notes and individual staff members should pass all notes and records onto the DSL for secure storage. The DSL will make a verbal referral to Social Services by the end of the working day and follow this up with a written referral within 24 hours.

If the child's situation does not appear to be improving, the staff member with concerns should press for reconsideration.

In some circumstances, the DSL may decide, usually with advice from Children's Services, that a multi-agency approach is required to support a child or family (Child in Need, Section 17). They will therefore instigate an inter-agency assessment. The DSL would normally be the lead professional in this process.

Staff and or Volunteer allegations

1. Allegations against anyone working at the school must be reported to the School Principal who will refer the concern to the LADO (Local Authority Designated Officer) before any investigation takes place, within one working day. The LADO will guide the appropriate course of action. Where appropriate informal contact can always be made with the LADO for advice without naming the individual(s) concerned. The LADO will provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.
2. Any complaint or concern of a child protection nature relating to the Principal must be passed immediately to the Assistant Director, Safeguarding without alerting the Principal. The Assistant Director, Safeguarding will contact the Chair of Governors.
3. If a crime may have been committed, the matter will be reported to the police.

The full evidence will be made available to the member of staff or volunteer who is the subject of the allegation, as soon as is agreed appropriate, within the ongoing needs of any investigation by the Police, Children's Services, or by any disciplinary process. In some cases it may be necessary for the staff member/volunteer to be suspended whilst an investigation is carried out. Alternative accommodation away from children will be made in cases where a member of the boarding staff is suspended, pending an investigation, of a Child Protection nature. It must be recognised that any decision to suspend a member of staff is without prejudice and on full pay, and is not an indication of any proof or of any guilt. Advice should always be taken from the LADO and or Schools Personnel Team in this respect. .

All members of staff including volunteers working within the school need to be aware of their vulnerability to allegations especially when working with students on a one to one basis, escorting students to appointments in their own vehicles and engaging with students in inappropriate electronic communications, and must address their practice accordingly. They must adhere to the school's policy/guidance in respect to safe conduct. Reference should be made to the staff code of conduct, guidelines on appropriate touch, e-safety guidance and anti-bullying strategy.

Students cannot be expected to raise concerns in an environment where staff fail to do so. All staff/volunteers should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

It is never acceptable for a member of staff to socialise with students informally off the school site. Staff must never visit a student's off-site accommodation or have a student to visit their private accommodation at any time, unless express permission from the School Principal has been granted. Failure to adhere to this could lead to disciplinary action.

All schools responsible for children in receipt of a managed care placement have a duty to inform Ofsted, in cases of child protection concerns.

The school has a responsibility to report to the Disclosure and Barring Service (DBS), within one month of leaving the school, any person (whether employed, contracted, volunteer or student) whose services are no longer used because he/she is considered unsuitable to work with children. The matter will also be referred to the National College for Teaching and Leadership, where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first) such as unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.

Parents and Carers

Parents and carers will be made aware of this policy through published information and in initial meetings with parent and carers of new children. They will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision. Parent information sessions focusing on Safeguarding issues are organised by the School.

Teaching and Learning

Students take part in an annual cycle of INSET training which includes sessions on staying safe, e-safety and seeking help and support. The curriculum will be used to raise students' awareness and build confidence so that they have a range of strategies to support their own protection and understanding of protecting others. The school will promote child support services through assemblies and the display of contact information including Childline, Independent Listeners and the Children's Commissioner. Please also see the Schools Policy on Staying Safe Online.

The School takes its duty of care very seriously and ensures that safeguarding protocols are in place when students work with other organisations not on the school site.

Visitors and Volunteers

A summary of the school's procedures the Child Protection Charter and the name of the DSL are displayed in the main foyer for the information of visitors to the school. The DSO names, contact number and a Child Protection Statement can be found on the back of all visitor badges.

Contact details for agency involvement:

- School and Education Services Lead officer for Child Protection 0121 303 2280
- Child protection Manager for schools and Education Services 0121 675 1669
- Designated Officer (Children's Services) / Position of Trust Team 0121 675 1669
- Multi Agency Safeguarding Hub 0121 303 1888
- CAF 0121 303 2291
- Sexually Harmful Behaviour Service 0121 303 6616
- Disclosure and Barring Service & NCTL referrals 01325 953 795
- Assistant Director for Safeguarding -0121 303 2280
- Social Services Emergency Duty Team Tel: 0121 675 4806
- NSPCC Helpline: 0808 800 5000
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. You can also contact your local police force or dial 101 (the non-emergency number).

Safer Staffing

A vital part of Elmhurst's culture of keeping children safe is the safe recruitment, selection and pre-employment vetting checks. The School has a staff recruitment procedure which helps deter, reject or identify people who might abuse children. This includes the use of personal and professional interviews as part of the process and adhering strictly to a robust safer recruitment checklist. All interview panels include staff who have undergone safer recruitment training.

For most staffing appointments, an enhanced DBS check with barred list information is required, as most staff will be engaged in regulated activity. The School follows the definition of regulated activity set out in the document *Keeping Children Safe in Education* (DfE July 2015).

The school maintains a Single Central Record of appointments that covers all staff who work at the school and all others who work in regular contact with children at the school including volunteers and all members of the governing body.

Full details of the School's safer staffing procedures can be found in the School's *Staff Recruitment Procedure*.

Complaints Procedure

Any person wishing to complain about any issue dealt with by this policy should follow the school's complaints procedure. Copies of this procedure are available from the school.

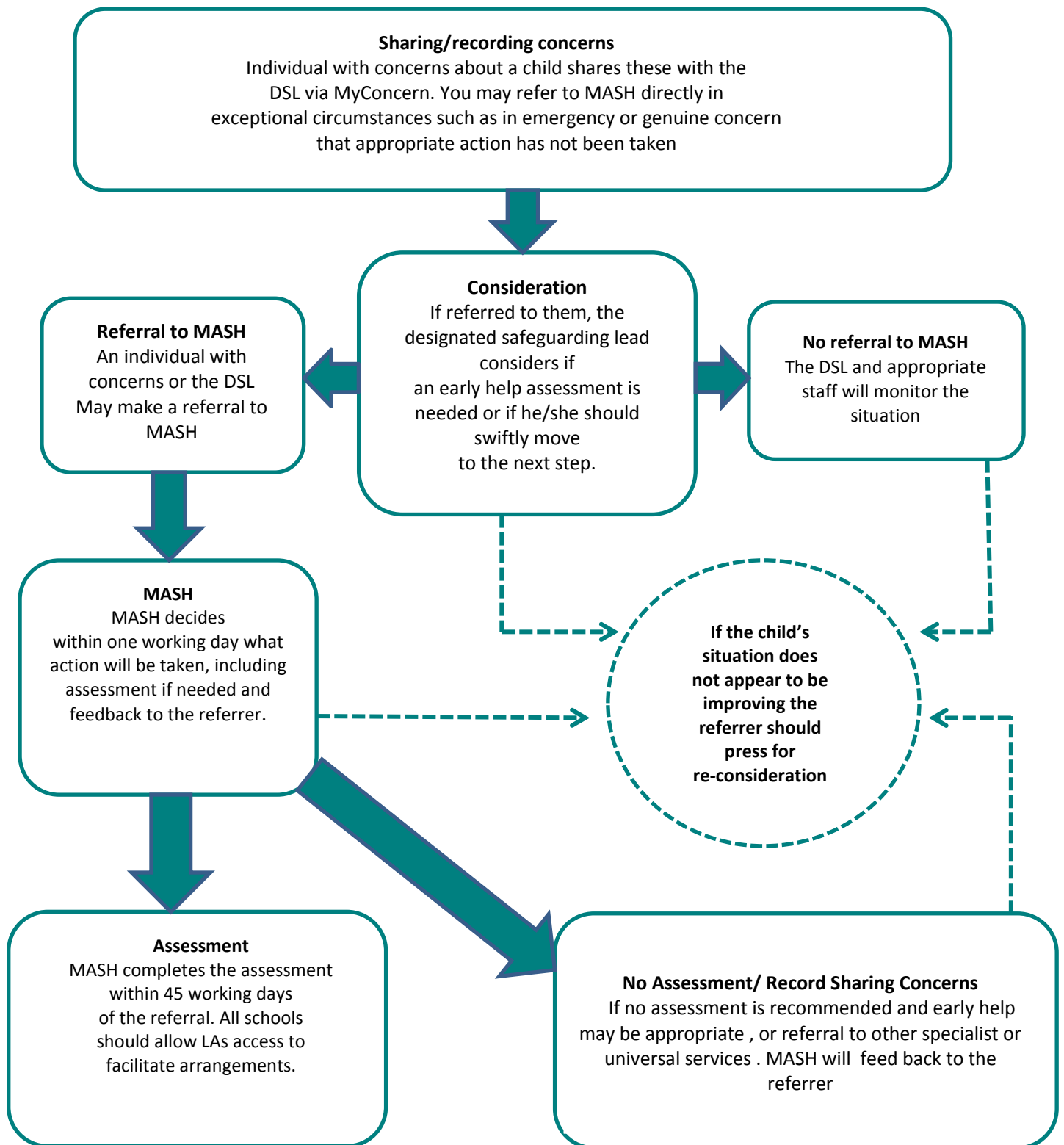
All staff and volunteers must feel able to raise concerns about poor or unsafe practice and potential failures in Elmhurst's safeguarding policies, guidance and practice. Elmhurst has a robust Whistleblowing policy to allow concerns to be raised with the schools leadership team.

Should you still feel unable to raise a concern with Elmhurst the following whistleblowing channels may be open to you:

- Advice on whistleblowing
- The NSPCC whistle blowing helpline: 0800 028 0285, email help@nspcc.org.uk.

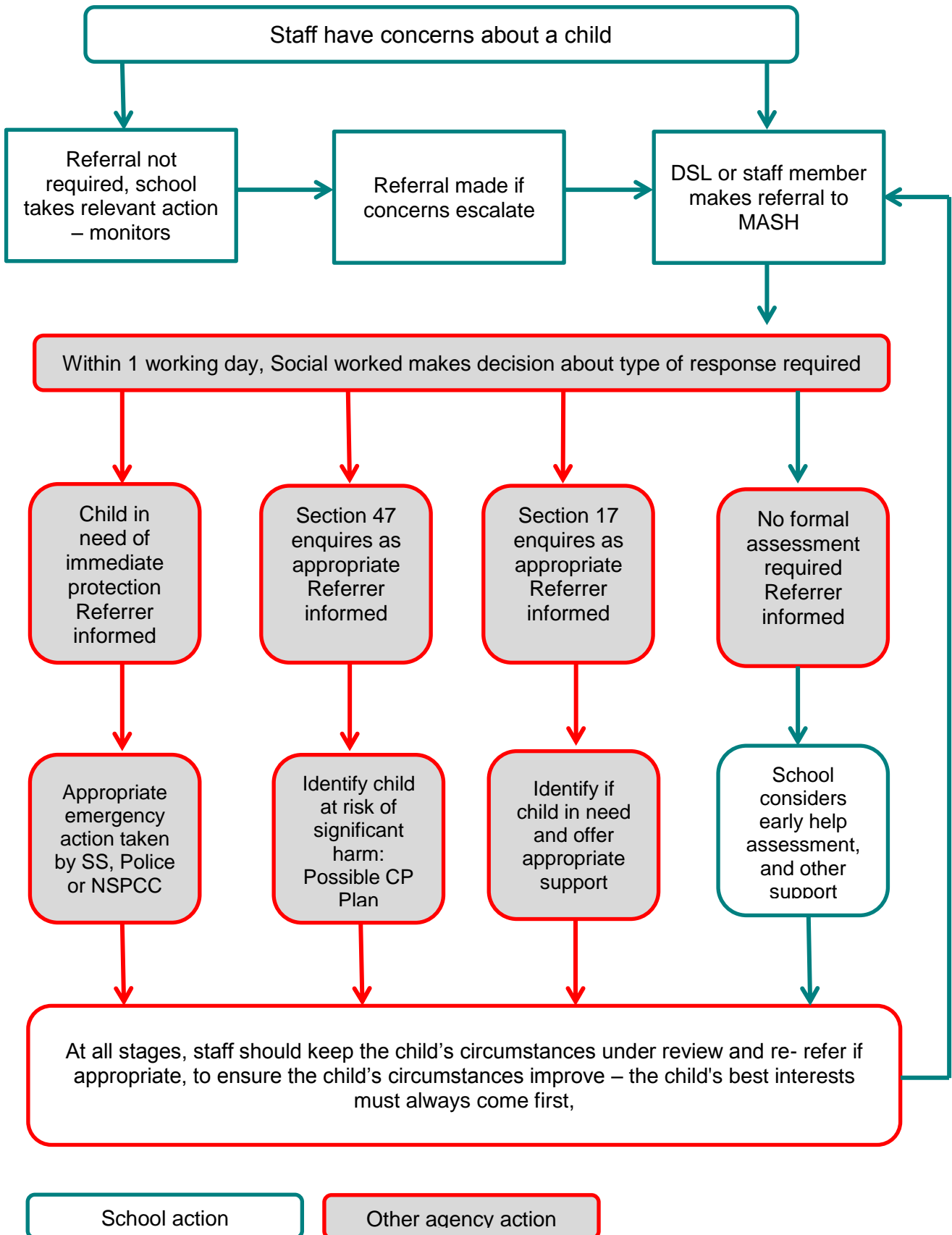
APPENDIX A

Sharing and recording Concerns



Appendix B

Action Where there are concerns about a Child



APPENDIX C

Child Protection Guidance

What to do in the event of a Child Protection Disclosure

<p>All child protection allegations not relating to a staff member or volunteer that the school</p> <p>Must be immediately reported to:</p>	<p><i>The Designated Senior Lead (DSL)</i> Anelli Peavot</p> <p>All verbal reports must be followed up with a written report- This may be done by logging into MyConcern. The DSL will open a CP file and complete the Red CP Book</p>
<p>All child protection allegations relating to staff or volunteer</p> <p>Must be immediately reported to:</p>	<p><i>The School Principal (Not the DSP)</i></p> <p>without informing the subject of the concern/allegation.</p> <p>The Principal will report the allegation to the Local Authority Designated Officer (LADO) within the Position of Trust Team (POT) 0121 675 1669</p> <p>All verbal reports must be followed up with a written referral</p>
<p>Any complaint or concern of a child protection nature received by any person and relating to the School Principal</p> <p>Must be immediately reported to:</p>	<p><i>The Assistant Director Safeguarding and Development</i> 0121 303 2280</p> <p>Without alerting the Principal. The Assistant Director, Safeguarding will contact the Chair of Governors to inform and advise.</p>
<p>Any complaint or concern of a child protection nature received by any person and relating to the DSP</p> <p>Must be immediately reported to:</p>	<p><i>The School Principal</i> who will contact the LADO (Local Authority Designated Officer).</p>
<p>Please be aware that members of your faculty who are part of the Child Protection Steering Group are not Designated Senior People, and no child Protection concerns should be discussed with them. Members of the steering group are there to help embed Child Protection best practice within the school, and share Child Protection updates and changes of legislation with their faculties.</p>	

APPENDIX D

Birmingham Safeguarding Children Board *Right Service Right Time*

Children and families are supported most effectively and efficiently when services and information sharing are planned and delivered in a co-ordinated way. The vision across Birmingham is to deliver the right service to the right child at the right time, supported by flexible and responsive services.

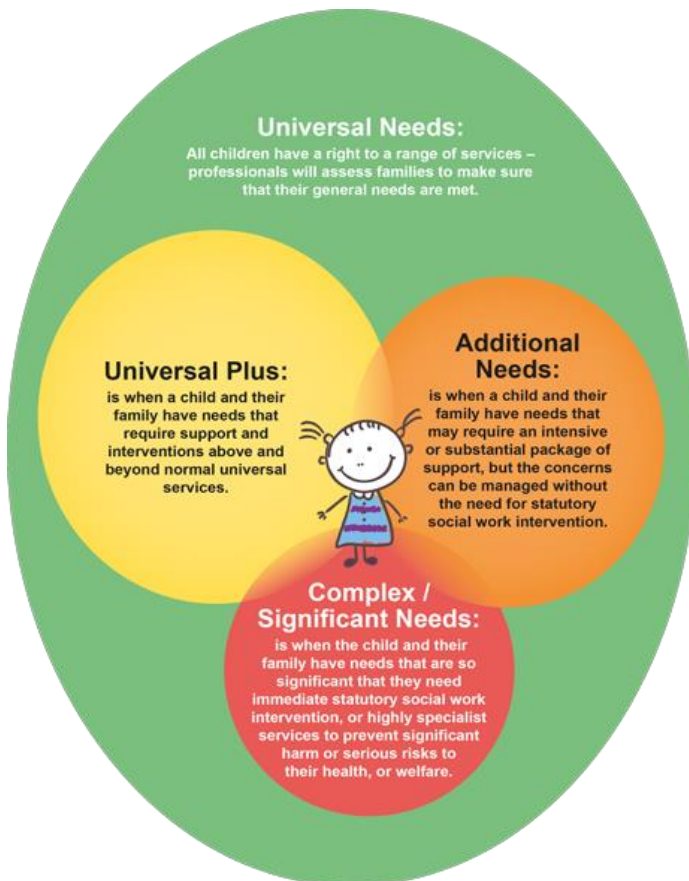
This framework provides everyone with clear advice about what to do and how to respond if a child and their family need extra help. Underpinning it is our determination to put the child at the centre of what we do. Our aspiration is for Birmingham to be a city where all professionals across the system put the voice of the child at the centre of their planning, decision-making and service delivery. We need to have a collective understanding of the needs of the child and the family so we can work more effectively together to make a real difference.

Introduction

This guidance is for everyone who works with children, young people and their families in Birmingham. It sets out four levels of children's needs:

1. **Universal,**
2. **Universal Plus,**
3. **Additional Needs**
4. **Complex/Significant.**

This guide describes potential indicators of concern for children, young people and their families and should be used to enhance collective understanding of risk. The information needs to inform 'professional conversations' between services to improve the quality and consistency of assessments. There will always be circumstances that are not covered in this guide or particular issues that will rely on the professional judgement of frontline workers and of their managers but overall those can still be understood within this framework.



The key Principals of Right Service Right Time

- Always see the child first
- Never do nothing
- Do with, not to, others
- Do the simple things better
- Have conversations, build relationships
- Outcomes not inputs

The diagram reinforces that the child is at the centre of all we do. It also shows the relationship between four levels of need;

Universal Plus is when a child and their family have needs that require support and interventions above and beyond normal universal services.

Additional Needs is when a child and their family have needs that may require an intensive or substantial package of support, but the concerns can be managed without the need for statutory social work intervention.

Complex/Significant Needs is when the child and their family have needs that are so significant that they need immediate statutory social work intervention, or highly specialist services to prevent significant harm or serious risks to their health, or welfare.

APPENDIX E

Types of abuse and neglect

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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.

Bullying: is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere, at school, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there is no escape because it can happen wherever they are, at any time of the day or night.

Child Missing from Education: All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

Child Sexual Exploitation (CSE): involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (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.

Indicators:

There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#)

Actions:

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty:

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, 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. 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 will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Risk of Radicalisation: this is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

APPENDIX F

Recognising Signs of Abuse

Signs of abuse

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in Elmhurst's Keeping Children Safe at Elmhurst Policy, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

Physical Abuse: Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

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.

Emotional Abuse: Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- 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
- Developmental delay in terms of emotional progress

Sexual Abuse: Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- Pain or itching in the genital area
- Bruising or bleeding near genital area
- Sexually transmitted disease
- Vaginal discharge or infection
- Stomach pains
- Discomfort when walking or sitting down
- Pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- Sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- Fear of being left with a specific person or group of people
- Having nightmares
- Running away from home
- Sexual knowledge which is beyond their age, or developmental level
- Sexual drawings or language
- Bedwetting
- Eating problems such as overeating or anorexia
- Self-harm or mutilation, sometimes leading to suicide attempts
- Saying they have secrets they cannot tell anyone about
- Substance or drug abuse
- Suddenly having unexplained sources of money
- Not allowed to have friends (particularly in adolescence)
- Acting in a sexually explicit way towards adults

Neglect: Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- Constant hunger, sometimes stealing food from other children
- Constantly dirty or 'smelly'
- Loss of weight, or being constantly underweight
- Inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

- Complaining of being tired all the time
- Not requesting medical assistance and/or failing to attend appointments
- Having few friends
- Mentioning being left alone or unsupervised.

Bullying: Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:

Physical: pushing, kicking, hitting, pinching and other forms of violence or threats

Verbal: name-calling, sarcasm, spreading rumours, persistent teasing

Emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating.

Persistent bullying can result in:

- Depression
- Low self-esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide

It is important to remember that these definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers.

Radicalisation: There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include;

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include;
 - physical or verbal assault
 - provocative behaviour
 - damage to property
 - derogatory name calling
 - possession of prejudice-related materials
 - prejudice related ridicule or name calling
 - inappropriate forms of address
 - refusal to co-operate
 - attempts to recruit to prejudice-related organisations
 - condoning or supporting violence towards others.

The Governing Body Responsibilities:

The Governing Body **must** ensure that:

- They comply with statutory safeguarding procedures;
- They have regard to the DfE statutory guidance 'Keeping Children Safe in Education' to ensure that the policies, procedures and training in their schools and colleges are effective and comply with the law at all times.

The Governing Body **should** ensure that:

- all staff have read Part One of *Keeping Children Safe in Education*;
- The school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*;
- Their safeguarding arrangements take into account the procedures and practice of the local authority and LSCB;
- The school has a child protection policy and procedures and a staff code of conduct which are given to all staff on induction, reviewed annually and made available publicly e.g. on the school website;
- They appoint a member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues and that this is explicit in their job description;
- DSL to have appropriate authority and be given time, funding, training, resources, support etc. to fulfil role – training updated every 2 years; cover always available for this role;
- The Principal and all staff members undergo child protection training which is updated regularly, in line with LSCB guidance;
- They appoint a designated teacher to promote the educational achievement of children who are looked after;
- Ensure that a member of the governing body, usually the Chair, is nominated to liaise with the designated officer from the LA and partner agencies in the event of an allegation of abuse made against the principal of a college or proprietor or member of a governing body of an independent school;
- Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities – e.g. through PSHE and SRE;
- Ensure that the child's wishes are taken into account and there are systems in place for children to express their views and give feedback;
- Ensure that staff members do not promise confidentiality to a child and always act in the interests of the child;

Reporting Procedures for Child Protection Concern

Should a member of the Governing body be made aware of a child protection allegation relating to a staff member or volunteer within the school, this must be reported directly to the School Principal (and not the DSP) without informing the subject of the concern/allegation.

Any complaint or concern of a child protection nature received by any person and relating to School Principal must be passed **immediately** to the Assistant Director Safeguarding and Development without alerting the Principal. The Assistant Director Safeguarding and Development will liaise with the Chair of Governors and they will decide upon any action to be taken.

Should a concern be reported to a member of the Governing body first, the Chair of Governors must be informed immediately and he will then contact the Assistant Director of Safeguarding.

Any complaint or concern of a child protection nature received by any person and relating to the DSP (Anelli Peavot) must be reported directly to the Principal who will contact the LADO (Local Authority Designated Officer).

Important Contact Numbers

Assistant Director Safeguarding and Development	0121 303 2280
Position of Trust Team	0121 675 1669

