



## THE GREEN SCHOOL FOR GIRLS

POLICY TITLE	CHILD PROTECTION
Purpose	To set out each Trust school's responsibilities and procedures for dealing with child protection issues. Schools have a statutory duty under S175/S157 of the Education Act (2002) to ensure they safeguard and promote the welfare of students within school, outside of school and any young people using the school site out of school hours. It is the intention of the procedures within this policy to ensure that appropriate action is taken immediately where it is alleged that a child is suspected of being abused ( <i>children includes everyone under the age of 18</i> ). The prime concern at all times must be the interests and safety of the students. The Directors will use the expertise of school staff and other suitably trained professionals to ensure that this policy is compliant with current legislation.
Summary	Guidance for directors, governors, staff on safeguarding procedures
Statutory	Referenced in Statutory Guidance
Related Legislation	<p>Statutory Guidance:</p> <ul style="list-style-type: none"> <li>• Working Together to Safeguard Children (2018 updated 2022)</li> <li>• Keeping Children Safe in Education 2025</li> <li>• Relationships Education, Relationships and Sex Education (RSE) and Health Education Updated (2021)</li> </ul> <p>Non-statutory Guidance:</p> <ul style="list-style-type: none"> <li>• What to do if you're worried a child is being abused (2015)</li> <li>• Information Sharing (2018)</li> <li>• Prevent Duty (Revised 2021)</li> <li>• Children Missing Education (2024)</li> <li>• 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (2016)</li> <li>• Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)</li> <li>• Searching, Screening and Confiscation (2022)</li> <li>• Teaching Online Safety in Schools (2019)</li> <li>• Working Together to Improve School Attendance (May 2022 updated Sept 2023)</li> <li>• Use of Reasonable Force in School (updated 2025)</li> </ul> <p>Key Legislation:</p> <ul style="list-style-type: none"> <li>• The Children Act (1989) &amp; Children Act (2004)</li> <li>• Local Government Act (2000)</li> <li>• Education Act (2002)</li> </ul>
Related Policies	<ul style="list-style-type: none"> <li>● Restrictive Interventions and Use of Reasonable Force;</li> <li>● Preventing Extremism and Radicalisation;</li> <li>● Student Code of Conduct;</li> </ul>

	<ul style="list-style-type: none"> <li>● Online Safety;</li> <li>● Female Genital Mutilation;</li> <li>● Allegations against Staff ,</li> <li>● Screening, Searching and Confiscation,</li> <li>● Staff Code of Conduct,</li> <li>● Whistleblowing Policy;</li> <li>● Equalities;</li> <li>● SMSC;</li> <li>● SEND;</li> <li>● Complaints,</li> <li>● Managing Self-Harm,</li> <li>● Mental Health and Wellbeing Policy,</li> <li>● PSHCE Policy</li> </ul>
Responsibility	CEO/Executive Headteacher
Approval Authority	The Trust Board
Approval Date	15.10.25
Next review date and frequency	Annual (October 2025) or in line with legislation
Monitoring and Evaluation	LGB
Author	Miss V Pathak DSL (TGSG) & Trust Safeguarding, Mental Health and Wellbeing
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## Mission Statement

“Let Your Light Shine”

Matthew 5: 16

The Green School for Girls is part of the Multi-Academy Green School Trust. A Church of England school, our motto is taken from the Gospel of Matthew “*Let your light shine before men, that they may see your good works, and glorify your Father who is in heaven.*” (v 5:16)

Our intent is to provide an aspirational and enriching education, motivated by our Christian Foundation to extend the love of God within a supportive, inclusive community, where each person is known, valued and enabled to flourish; to explore and develop their God given talents; to engage with the world of today and to build a resilient and visionary hope for tomorrow rooted in joy, integrity, wisdom and compassion.

### The Green School Trust Executive Statement on Child Protection

#### 1. Purpose and aims of policy

- 1.1 The purpose of this policy is to ensure every child at our schools is safe and protected from harm. It applies to all staff, governors/directors and volunteers and visitors to our schools. The main aims of the policy are:
  - a. providing help and support to meet the needs of children as soon as problems emerge
  - b. protecting children from maltreatment, whether that is within or outside the home, including online
  - c. preventing the impairment of children’s mental and physical health or development
  - d. ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - e. taking action to enable all children to have the best outcomes
- 1.2 To meet these aims, the Trust will:
  - a. Ensure we practise safer recruitment in checking the suitability of staff and volunteers to work with children
  - b. Raise awareness of child protection issues and equipping children with the skills needed to keep them safe
  - c. Implement effective procedures for identifying and reporting cases, or suspected cases, of abuse
  - d. Support students who have been abused or for whom there are welfare concerns in accordance with their agreed child protection, child in need plan or other care plan
  - e. Establish a safe environment in which children can learn and develop
  - f. Ensure all staff members are aware of Trust guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- 1.3 This policy is one of a series in the Trust’s integrated safeguarding policies and must be read in conjunction with the other policies for fuller guidance and expectations, for example The Student Code of Conduct, Allegations of Abuse against Staff, Online Safety, Whistleblowing.

- 1.4 This policy has been updated taking account of the updated Keeping Children Safe in Education 2025 and Working Together to Safeguard Children (2018) updated 2022

## 2. Our ethos

- 2.1 The Green School Trust is committed to safeguarding and promoting the welfare of all its students. Through a Trauma Informed Approach ( Appendix 11), we recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others. The Trust and its schools will always take a considered, trauma -informed and sensitive approach in order that we can support all our students and recognise that each student's welfare is of paramount importance. Our schools will establish and maintain an ethos where:
- a. Students feel secure, are encouraged to talk, are listened to and are safe. Children at our schools will be able to talk freely to any member of staff at our school if they are worried or concerned about something
  - b. We recognise that staff play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are encouraged to maintain an attitude of 'it could happen here' where safeguarding is concerned
  - c. Through robust training and induction, all staff and regular visitors will know how to recognise indicators of concern, abuse and neglect and how to respond to a disclosure from a child and how to record and report this information immediately
  - d. Every child will know what the adult will have to do with any information the child/young person has disclosed
  - e. At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children 2018

## 3. Key terminology

3.1 Safeguarding refers to the process of providing help and support to meet the needs of children, protecting children from abuse or neglect, preventing impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

3.2 Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

3.3 Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult, adults, another child or children.

3.4 Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

3.5 Child refers to all young people who have not yet reached their 18th birthday.

3.6 Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

3.7 Under the law, a student aged 18 years or over is classed as an adult. Their consent is required before we inform parents and carers of any concerns that have been raised. Further, should additional support be required from external agencies, this will be in the form of Adult Services in each Local Authority.

3.8 DSL (Designated Safeguarding Lead) is the person with overall responsibility for safeguarding and child protection in the school. The duties, roles and actions of a DSL may be delegated to the DDSLs (Deputy Designated Safeguarding Lead) at any time.

#### 4. Child protection statement

4.1 We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm from other children and adults.

4.2 Everyone who comes into contact with children and their families has a role to play in safeguarding. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns escalating.

4.3 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

4.4 The procedures contained in this policy apply to all staff, governors and directors and are consistent with those of the Hounslow Safeguarding Children Partnership (HSCP).

4.5 The procedures from Children's Safeguarding Partnerships can be located below:

	Website Address	Chair
Hounslow SCP	<a href="https://www.hscb.org.uk/">https://www.hscb.org.uk/</a>	Hannah Miller, Hannah.miller50@btinternet.com
Richmond SCB	<a href="https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/">https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/</a>	Chris Robson, chrisrobson@kingrichlscb.org.uk
Ealing SCB	<a href="https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directories/escb.page?escbchannel=0">https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directories/escb.page?escbchannel=0</a>	Sheila Lock, LockS@ealing.gov.uk
Hammersmith and Fulham, Kensington and Chelsea and Westminster LSCP	<a href="https://www.rbkc.gov.uk/lscp/">https://www.rbkc.gov.uk/lscp/</a>	Jenny Pearce, <a href="mailto:jennifer.pearce@rbkc.gov.uk">jennifer.pearce@rbkc.gov.uk</a> Contact via <a href="mailto:emma.biskupski@rbkc.gov.uk">emma.biskupski@rbkc.gov.uk</a> or <a href="mailto:victoria.harris@rbkc.gov.uk">victoria.harris@rbkc.gov.uk</a>
Hillingdon SCP	<a href="https://hillingdonsafeguardingpartnership.org.uk/">https://hillingdonsafeguardingpartnership.org.uk/</a>	Steve Ashley, sashley@hillington.gov.uk
Surrey SCP	<a href="https://surreyscp.org.uk/">https://surreyscp.org.uk/</a>	Simon Hart, <a href="mailto:partnership.team@surreycc.gov.uk">partnership.team@surreycc.gov.uk</a>



## 5. Abuse of Trust

5.1 All school staff are aware (through Safeguarding and Child Protection training) that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

5.2 In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.

5.3 If the mode of behaviour with a student younger than 18, once referred and investigated by the proper authorities, did not meet the threshold for police action, the member of staff would nonetheless have their case progressed under the school's disciplinary processes for gross misconduct.

## 6. Children who may be particularly vulnerable

6.1 Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

6.2 To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled or has certain health conditions and has specific additional needs;
- have special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- have a mental health need;
- a young carer;
- showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- frequently missing/goes missing from care or from home;
- at risk of modern slavery, trafficking, sexual or criminal exploitation;
- at risk of being radicalised or exploited;
- have a family member in prison, or is affected by parental offending;
- in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- misusing drugs or alcohol themselves;
- have returned home to their family from care;
- at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- a privately fostered child; and
- persistently absent from education, including persistent absences for part of the school day
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit

(Keeping Children Safe in Education 2025)

Additionally, consideration will be given to the groups below:

- asylum seekers
- those looked after by the Local Authority or otherwise living away from home

- those vulnerable to being bullied, or engaging in bullying behaviours
- those living in temporary accommodation or are classed as homeless
- those living transient lifestyles
- those living in chaotic and unsupportive home situations
- those with family members in prison
- those who have been involved with the Courts system
- those vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- those who identify as being Lesbian, Gay, Bisexual, Transsexual, Questioning (LGBTQ+)

6.3 \* The Trust is aware of the additional safeguarding challenges SEND children can face and the potential barriers to identifying abuse and neglect in this group of children.

In order to ensure that safeguarding concerns are identified, the SEND team will be specifically trained in Safeguarding Children with SEND. All staff and safeguarding team will be aware and alert to:

- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers
- not making assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration

## 7. Safeguarding legislation and guidance

7.1 The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 157 of the Education Act 2002
- The Children's Act 2004
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018 updated 2022 2023
- Keeping Children Safe in Education 2022 2023
- What to do if you're worried a child is being abused 2015
- Information Sharing 2018
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)
- Prevent Duty (2021)
- Screening, Searching and Confiscation - Advice for Schools (Sept 2022)
- Working Together to Improve School Attendance ( May 2022 updated September 2023)
- Use of Reasonable Force in Schools (updated 2025)

7.2 The legislation places the primary responsibility for the care and protection of abused children, and children at risk of abuse, on Local Authorities. Children's Social Care hold a central register on behalf of the Hounslow Safeguarding Children's Partnership, which lists all the children in the area who are considered to be suffering from, or likely to suffer, significant harm and for whom there is a Multi-Agency Protection Plan (Section 47 Enquiry).

7.3 Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- student health and safety

- bullying including cyber-bullying
- e-safety
- fabricated or induced illnesses
- Child Sexual Exploitation (CSE)
- Honour Based Abuse (HBA) which includes Female Genital Mutilation (FGM) and Forced Marriage
- preventing radicalisation & extremism
- gang association
- domestic abuse
- racist abuse
- harassment and discrimination
- use of physical intervention
- meeting the needs of students with medical conditions, including mental ill-health
- self-harm
- Homophobic, Bi-phobic and Transphobic (HBT) abuse
- Youth Produced Sexual Imagery (Sexting)
- Child on Child Abuse, including Sexual Violence and Sexual Harassment
- teenage relationship abuse
- trafficking
- providing first aid
- drug and substance misuse
- educational visits
- intimate care
- internet safety, including the use of social networks and blogs
- issues which may be specific to a local area or population, for example gang activity
- school security
- management of contractors and visitors

7.4 The policy also takes into account the link between safeguarding duties the school and governors' legal obligations under the Human Rights Act 1998, the Equality Act 2010, including the Public Sector Equality Duty, and the local multi-agency safeguarding arrangements.

## 8. The Context of The Green School for Girls

8.1 The Green School for Girls is situated in South West London. As a Church of England, single-sex school, our Admissions Criteria means that the students come from a wide geographical area.

8.2 Our main catchment is from the London Borough of Hounslow, but we also have students who live in Richmond, Ealing, Hammersmith and Fulham, Hillingdon and Surrey. There are 78 different home languages, the main ones are English, Urdu, Panjabi, Arabic and Somali. As of

Demographics Breakdown October 2025	
EAL	43.31%
Disadvantaged (Ofsted 2023)	33.83%
FSM	26.74%
Not FSM	73.26%
SEN	12.46%
Not SEN	87.54%
Education, Health and Care Plan	1.70%
Looked After (In Care)	0

8.3 The Green School for Girls is situated in the ward of Syon. Crime figures are generally below the London average, and consistent with the levels across the Local Authority. Violence against the person, theft, Vehicle Crime and public order offences were the highest reported concerns (Oct 2022 - Sept 2023).

Over September 2023 to September 2024, the reported crime rate remained the same. Rates of reported domestic abuse previous year to year to 3332. There has been a 15% increase in Knife Crime over the same period. Over the year Sept 2022 - Sept 2023 there was a 28% increase indicating that knife crime remains on the increase. There was no overall increase in reported Hate Crimes, 654 of these were Religious and Racist Hate Crimes. Full details can be found here: <https://www.met.police.uk/sd/stats-and-data/>

## 9. Key Personnel

9.1

Designated Safeguarding Lead (DSL)	Vandna Pathak Senior Assistant Head ( TGSG)  Alan Bate Deputy Headteacher ( TGSB)
Deputy Designated Safeguarding Leads (DDSL)	Annalize James (TGSG Assistant Headteacher – KS3)  Lee Thomas (TGSG Head of School)  Simon Carter (Head of School)  Mina Douvros (TGSB Assistant Headteacher)  Priscilla Adjaye (TGSB Head of Year)  Gabbi Paisley (TGST 6th Form Inclusion Lead – KS5)
Designated Safeguarding Governor	Sadia Thantre (TGSG)  Nadine Moore (TGSB)
Chair of Governors	Alex Forbes ( TGSG)
Designated Safeguarding Director	Helen Wildgust
CEO & Executive Headteacher	Sally Yarrow

9.2 The responsibilities, as detailed in Appendix 1 of the Designated Safeguarding Lead (DSL) may be delegated to the Deputy Designated Safeguarding Lead (DDSL) when dealing with cases of alleged abuse.

9.3 The roles and responsibilities of other key personnel can also be found in Appendix 1.

## 10. School Procedures – staff responsibilities

10.1 All staff have a responsibility to read and understand the :

- Part one or Appendix A of Keeping Children Safe in Education
- Child Protection policy
- Code of Conduct policy
- Staff Code of Conduct policy
- Online Safety Policy
- Safeguarding response to children who go missing from education
- role of the designated safeguarding lead, including the identity of the designated safeguarding lead and the three deputy designated safeguarding leads

10.2 If any member of staff is concerned about a child they must inform the respective DSL, via each school's safeguarding reporting procedures, currently Edukey. The DSL/DDSL can be alerted verbally, but the concern must always be placed in writing.

10.3 The concern will be followed up by the DSL or a DDSL. Once the concern has been thoroughly looked into, the DSL/DDSL will make a decision on the next steps. The three levels of concern are detailed on the Safeguarding Referral Flow Chart in Appendix 3.

10.4 The member of staff must record information regarding the concerns on the same day on Edukey, the online safeguarding reporting system. The recording must be a clear, precise, factual account of the observations.

10.5 The DSL/DDSL will acknowledge receipt of the referral through Edukey and decide whether the concerns should be referred to Children's Social Care. Any referral made to this team will be discussed with the parents or carers, unless to do so would place the child at further risk of harm.

10.6 The school will pay particular attention to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan. Any student who is listed as a persistent absentee will be added to the Inclusion file.

10.7 If a student who is or has been the subject of a child protection plan changes school, the DSL/DDSL will inform the social worker responsible for the child's case and securely transfer the appropriate records to the DSL at the receiving school, separately from the child's academic file. A receipt confirming its delivery will always be sought.

10.8 All staff members have a duty to refer safeguarding concerns to the DSL/DDSL and to follow up with the DSL/DDSL or contact Children's Social Care directly if there is a concern that:-

- a) concerns raised have not been taken seriously, or
- b) action to safeguard the child is not taken by professionals, and

c) the child is considered to be at continuing risk of harm

10.9 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Social Care immediately.

10.10 Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

10.11 Children's Social Care can be contacted on the numbers below.

	Working hours contact (Mon - Fri, 9am - 5pm)	Out of hours contact, including weekends
Hounslow	020 8583 3200 or email earlyhelp@hounslow.gov.uk	020 8583 2222
Richmond	020 8547 5008 from 8am to 6pm,	020 8770 5000
Ealing	020 8825 8000	020 8825 8000 or 5000
Hammersmith and Fulham	020 8753 6600 familyservices@lbhf.gov.uk	020 8748 8588
Hillingdon	01895 556633 or emailing ratduty@hillingdon.gov.uk.	999
Surrey	0300 470 9100	01483 517898
If you have immediate concerns about a child's safety, please contact the police on: 999. Additionally the NSPCC can be contacted 24/7 for help and advice on 0808 800 5000.		

10.12 Should a member of staff have a low level concern about the conduct of an adult that does not meet the harm threshold for referral to LADO, they must share this concern with the Head of School or the Executive Headteacher via the Staff Safe Form. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a manner that is inconsistent with the staff code of conduct (see section 17.6 for more detail)

10.13 All staff must be provided with training to understand the expectations of their roles and responsibilities in relation to filtering and monitoring.

## 11. Dealing with Disclosures

11.1 If a student makes a disclosure to a member of staff, the following should be followed:

Do	Do not
<ul style="list-style-type: none"><li>● Listen to the student with an open and enquiring mind</li><li>● Believe what is said</li><li>● Act in a careful, calm and measured way</li><li>● Reassure the student that it was right to share the information</li><li>● Ask only 'open' questions ("Tell me"; "Explain", "Describe")</li><li>● Ask student's permission to look for any signs of abuse</li><li>● Explain that the information will be passed onto the DSL and others - on a 'need to know' basis only</li><li>● Make an accurate record of the discussion, giving time, day and date, recording this on EduKey</li><li>● Record actual words used and any significant behaviour displayed during the meeting</li><li>● Make the rest of the day as normal as possible, for both you and the student</li><li>● Seek support for yourself after the disclosure</li></ul>	<ul style="list-style-type: none"><li>● Ask probing or leading questions</li><li>● Ask a student to repeat their disclosure for another member of staff</li><li>● Dismiss the disclosure</li><li>● View indecent images that may have been passed through other students (Youth Produced Sexual Imagery)</li></ul>

11.2 Descriptors of the official categories of classified abuse and neglect (England) are located in Appendix 4.

11.3 All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to a member of the safeguarding team if they have concerns about a child.

## 12. Threshold Guidance

12.1 When assessing whether a threshold for support or referral has been met, the DSL, DDSLs and safeguarding team use the HCSP Quality of Care Tool and The Hounslow LSCP thresholds which which can be accessed in full using the hyperlinks:

<https://www.hscb.org.uk/wp-content/uploads/2021/05/Thresholds-Guidance-Assessment-Protocol-May-2021-Final.pdf>

<https://www.hscb.org.uk/wp-content/uploads/2020/01/HCSP-Guidance-for-Quality-of-Care-Brief-Assessment-Tool.pdf>

12.2 The continuum of need provides a conceptual model to help professionals identify and assess the most appropriate threshold of intervention and support for a particular child. It is intended to be used as guidance, not a prescriptive procedure, to support practitioners and managers to exercise sound professional judgement.

Tier 1: No additional needs

These are children with no additional needs; all their health and developmental needs will be met by universal services. These are children who consistently receive child focused care giving from their parents or carers. The majority of children living in each local authority area require support from universal services alone.

## Tier 2: Early help

These are children with additional needs, who may be vulnerable and showing early signs of abuse and/or neglect; their needs are not clear, not known or not being met. These children may be subject to adult focused care giving. This is the threshold for a multi-agency early help assessment to begin. These are children who require a lead professional for a co-ordinated approach to the provision of additional services such as family support services, parenting programmes and children's centres. These will be provided within universal or targeted services provision and do not include services from children's social care.

Early Help	Website Address
Hounslow	<a href="https://www.hscb.org.uk/professionals/early-help-and-referral/">https://www.hscb.org.uk/professionals/early-help-and-referral/</a>
Richmond	<a href="https://www.achievingforchildren.org.uk/pages/information-for-professionals/early-help-assessment">https://www.achievingforchildren.org.uk/pages/information-for-professionals/early-help-assessment</a>
Ealing	<a href="https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=o">https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=o</a>
Hammersmith and Fulham	<a href="https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care">https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care</a>
Hillingdon	<a href="https://www.hillingdon.gov.uk/article/1021/Children-young-people-and-families">https://www.hillingdon.gov.uk/article/1021/Children-young-people-and-families</a>
Surrey	<a href="https://www.surreycc.gov.uk/children/support-and-advice/young-people-and-their-families/early-help">https://www.surreycc.gov.uk/children/support-and-advice/young-people-and-their-families/early-help</a>

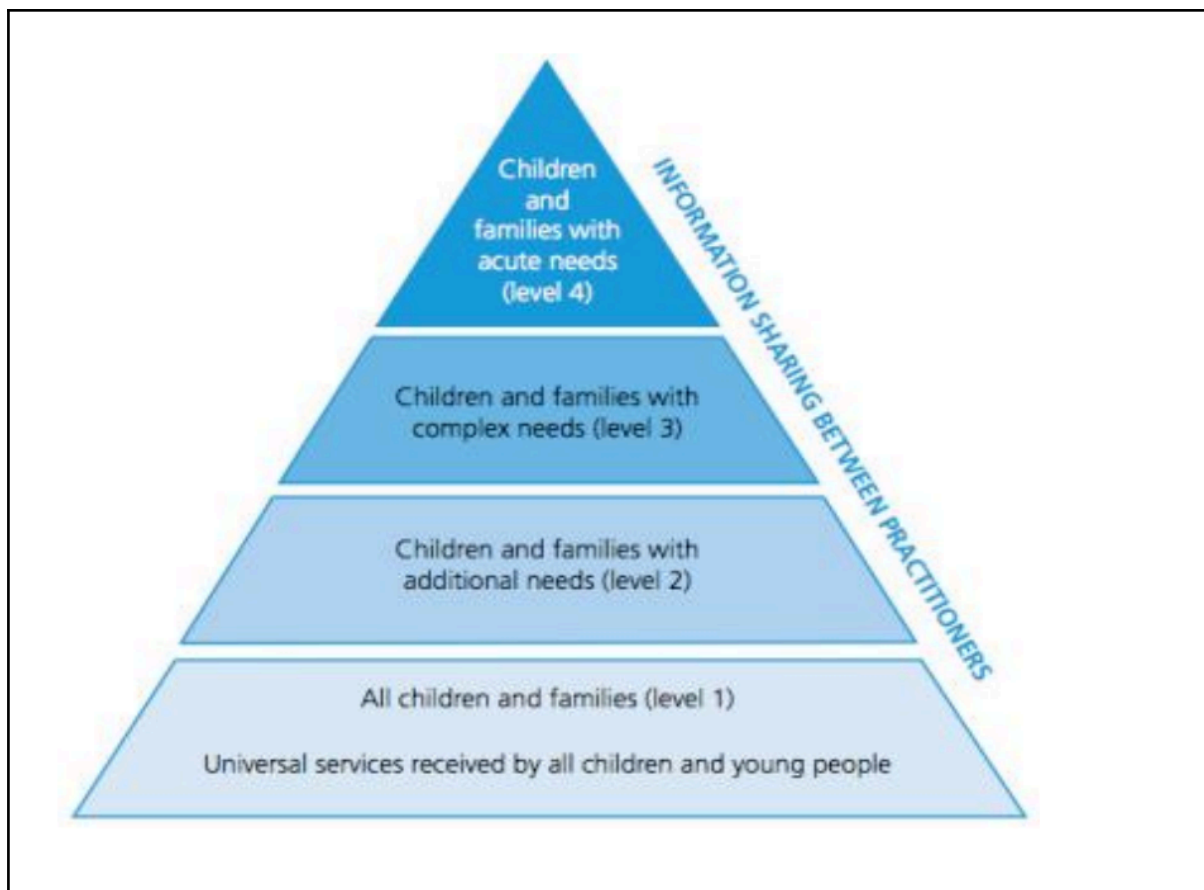
## Tier 3: Children with complex multiple needs

These children require specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. They may require longer term intervention from specialist services. In some cases these children's needs may be secondary to the adults' needs. This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989 although the assessments and services required may come from a range of provision outside of children's social care.

## Tier 4: Children in acute need

These children are suffering or are likely to suffer significant harm. This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes. Their needs may not be considered by their parents. This tier also includes Tier 4 health services which are specialised services in residential, day patient or outpatient settings for children and adolescents with severe and /or complex health problems. This is likely to mean that they may be referred to children's social care under section 20, 47 or 31 of the Children Act 1989. This would also include those children remanded into custody and statutory youth offending services.





### 13. Support for those involved in a child protection cases/disclosures

13.1 Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- keeping all parties informed. The DSL/DDSL will be the central point of contact. Where a member of staff is the subject of an allegation made by a student, a separate link person will be nominated by the CEO/Executive Headteacher to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- maintaining and storing records securely
- offering details of helplines, counselling or other avenues of external support
- working and cooperating fully with relevant statutory agencies.
- following the procedures laid down in our Whistleblowing, Complaints and Disciplinary procedures

### 14. Support for Staff

14.1 Dealing with a disclosure from a child, and safeguarding issues can be distressing. Staff members should recognise their own emotions and seek support from DSL/DDSL, who will also be proactive in offering support to staff to whom distressing disclosures have been made. (Appendix 9)

14.2 Supervision for members of the safeguarding team will take place through regular meetings with the DSL and DDSL as well as through the sharing of good practice and reviews of case studies

in each head of year meeting. Supervision for the DSL and DDSL is available through the Head of School, the Executive Headteacher, the Safeguarding Governor and a wider Trust network of DSL / DDSL support.

## **15. Communicating with parents/carers**

15.1 The school will normally seek to discuss any concerns about a student with their parents/carers. This must be handled sensitively and the DSL/DDSL, or Head of Year after discussion with the DSL / DDSL, will make contact with the parent/carer in the event of a concern, suspicion or disclosure. However, if the school believes that notifying parents or carers could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Social Care.

## **16. Managing allegations against other students – Child on Child Abuse**

16.1 All staff understand the important role they have to play in preventing child on child abuse and responding where they believe a child may be at risk from it. The school's child protection procedures will be followed, even when the abuse is alleged to have come from another student or students. Staff are aware of the harm caused by bullying and use the school's anti-bullying procedures where necessary. However, on occasions a student's behaviour may warrant a response under Child Protection, rather than anti-bullying procedures. These must be brought to the immediate attention of the DSL. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm the school should report its concerns to Children's Social Care Services.

16.2 All staff understand the importance of challenging inappropriate behaviours between children, and not dismissing or downplaying certain behaviours that are abusive in nature. All staff understand that not challenging unacceptable behaviours can lead to a culture which normalises abuse leading to children accepting it as normal and not coming forward to report it. More detail on child on child abuse can be found in section...

## **17. Managing allegations against staff (including Supply Teachers)**

17.1 Staff, including temporary staff (such as supply teachers) who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. Their concerns could be that they:

- behaved in a way that has, or may have, harmed a child/children
- possibly committed a criminal offence against or related to a child/children
- behaved towards a child or children in such a way that indicates they would pose a risk of harm if they worked regularly or closely with a child
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

17.2 All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

17.3 All concerns of poor practice or possible child abuse by a colleague should be reported to the CEO & Executive Headteacher. The CEO & Executive Headteacher must immediately contact the Local Authority SAAM Desk, who will inform the Designated Officer. Appendix 3 contains the most up to date contact details for the Local Authority. Concerns about the Executive Headteacher should be reported to the Chair of Governors/Chair of the Trust

17.4 In line with Keeping Children Safe in Education 2022, staff may also report their concerns

directly to Children's Social Care or the police if they believe direct reporting is necessary to secure action. (See Managing Allegations of Abuse against Staff policy)

17.5 The NSPCC Whistleblowing hotline may also be called if staff feel that a case has not been handled correctly. The telephone number can be found on the flowchart in Appendix 3.

17.6 Should a member of staff have a low level concern (see 10.12) about the conduct of an adult, which does not meet the harm threshold for referral to LADO, they must share this concern with the Head of School or the Executive Headteacher via the Staff Safe Form. This may include, but is not limited to, examples of behaviour such as:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

## 18. Complaints procedures

18.1 The Complaints Policy will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the Head of School, the Executive Headteacher or governors/directors, as appropriate.

18.2 Complaints from staff are dealt with under the school's Complaints and Disciplinary policies and grievance procedures, where appropriate.

18.3 The Trust's Complaints Policy can be located in the policy folder of The Green School Trust website.

## 19. Confidentiality and Sharing information

19.1 All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

19.2 Staff should only discuss concerns with the DSL/DDSL, CEO/Executive Headteacher or Chair of Governors/Directors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

19.3 Child protection information will be stored and handled in line with the Data Protection Act 2018 principles and UK GDPR, which require that information is:-

- a) processed for limited purposes
- b) adequate, relevant and not excessive
- c) accurate
- d) kept no longer than necessary
- e) processed in accordance with the data subject's rights
- f) secure.

19.4 Moreover, the sharing of safeguarding information is not governed under the General Data Protection Regulations and the Data Protection Act (2018). This means that children and parents/carers do not have an automatic right to see them. If any member of staff receives a request

from a student or parent to see child protection records, they will refer the request to the CEO/Executive Headteacher or DSL/DDSL.

19.5 Safeguarding and Child Protection records will be held in a secure facility with access limited to those appointed individuals. The school uses the EduKey online package to record safeguarding concerns. Hardcopy records, should they exist, are stored in a locked facility.

19.6 Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on portable devices, which could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Any records held online will be password protected. Child protection information will be stored separately from the student's school file.

19.7 Safeguarding and Child Protection records along with a Safeguarding and Child Protection Declaration, for students who leave TGSG will be securely sent to the new establishment within 5 working days of confirmation of the student being on roll being received. Similarly, when a student enrolls at TGSG, the previous establishment will immediately be contacted and a Safeguarding and Child Protection Declaration will be sent on which the establishment will indicate if there are any safeguarding or child protection records for the new student. These will then be securely transferred.

### Specific Areas of Child Protection

Given the context of safeguarding our students and Child Protection at The Green School for Girls, the specific areas below are most relevant to our students.

#### **20. Mental Health**

20.1 The largest number of concerns are based around mental health and well-being. Young people today experience an enormous pressure to perform well academically, to compete with the lives of others that they can see through social media, or to navigate some of the challenges of friendships. Other factors affecting mental health may be, but are not exclusive to, difficulties or changes in family arrangements, self-esteem, school phobia, diagnosable mental health conditions and the impact of the national lock-down in the Spring of 2020 and Spring 2021. Hounslow CAMHS is currently experiencing an approximately 24 month waiting list.

20.2 Students experiencing mental health difficulties are supported in a number of ways within school such as Time OUT cards which are issued and reviewed regularly, use of the Calm Room, signposting to Kooth. If appropriate a wellbeing plan which is agreed with the student, parents and carers, DSL or DDSL and reviewed after four to six weeks. This is then shared with staff and provides strategies for both staff and students to use - Appendix 8.

20.3 The school employs the support of KICK mentors in addition to the members of the Inclusion Team. Staff who have concerns about a student's mental health and well-being should report this through EduKey (or online school reporting system) and speak to the relevant Head of Year.

20.4 The school works with the Mental Health Support Team and Practitioners and an organisation called London Young Counselling. Staff who have concerns about a student's mental health and well-being should report this through EduKey (or online school reporting system) and

Speak to the relevant Head of Year who will discuss a referral with the DSL as the MHST link and LYC link within the school.

20.5 The school PSHCE curriculum, form time and well being activities will explicitly focus on promoting and supporting positive mental health and signposting support to all students

20.6 Where Mental Health concerns pose a risk to the student's safety or the safety of others, a safety plan is agreed and a referral is made to CAMHS with parental consent. Where parents or carers do not consent and concern of risk to safety remains high, a referral will be discussed within the safeguarding team and with Children's Services Duty Desk and if appropriate a referral will be made to Children's Services on the grounds of neglect.

20.7 Please refer to the Mental Health Policy for more details

## 21. Domestic Abuse

21.1 Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Between August 2021 and August 2022, 123 Domestic Abuse cases were reported to Hounslow Police - a 9.1% increase. In London as a whole the increase was 2.8% over the same time period. Hounslow currently has the 5th highest rate of Domestic Abuse in London. Domestic abuse can often go unreported and so school staff should be aware of the possible indicators of this (Royal College of Psychiatrists - 2017):

- Absence
- Poor progress
- Difficulty concentrating
- Flashbacks / jumpy
- Headaches and physical pain

Teenage girls can be particularly prone to withdrawal / anxiety, poor self-esteem, physical complaints, eating disorders / self-harm. choosing abusive partners

21.2 Information on Domestic Abuse cases affecting our child and families will come from the students' own disclosure, parents or carers, the Police or Operation Encompass referrals.

21.3 The school treats children who are witnesses to Domestic Abuse as victims also, and will be supported through the Inclusion Team, Kick Mentors and/or Parent and Child Domestic Abuse Worker (PCDAW) teams.

21.4 The PSHCE programme incorporates Statutory RSE guidance and includes work from Year 7 through to Year 13 on Healthy Relationships including identifying possible red flags of an unhealthy, coercive or abusive relationship and consistently signposts support and builds confidence and knowledge to access advice and further information.

## 22. Bullying

22.1 Bullying is the intention to humiliate, threaten or hurt someone and can be:

- Emotional: being unfriendly, excluding, tormenting, mocking, intimidation, making threatening gestures, extortion
- Indirect (also known as social bullying): hiding bags or books, graffiti, defacing of property, display of pornographic, class, disability, homophobic, biphobic, transphobic, racist or sexist material
- Physical: kicking, hitting, punching, pushing, slapping or any form of violence, taking and damaging belongings, unwanted physical contact
- Verbal: name-calling, teasing, mimicking, threats, sarcasm, offensive/personal remarks, sexually abusive comments
- Sexual: unwanted physical contact, sexual abusive comments, sexual objectification, being asked for or receiving unwanted sexual images
- Cyber: All areas of internet misuse, such as nasty and/or threatening emails or comments via social media sites, misuse of blogs, gaming websites, internet chat rooms and instant messaging. Mobile threats by text messaging & calls. Misuse of associated technology (camera and video facilities)
- Prejudicial: taunts, graffiti, gestures, online posts, because of, or focusing on the issue of race/ sexuality/ gender (including biphobic and transphobic) /disability/ faith/ appearance/ circumstance (where students live).

22.2 The Anti-Bullying policy for the Trust can be located here:

<https://www.tgstrust.com/AboutUs/Trust-Policies/>

22.3 The launch of the Safe Form in September 2021 allows all students to report abuse or concerns online. The Safe forms can be accessed through google classrooms or the school website at any time and are monitored by the Safeguarding Team. Safe Forms are signposted weekly.

22.4 The Trust is aware of the additional safeguarding challenges SEND children can face and the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs and the communication barriers and difficulties in overcoming these barriers. SEND students have access to key workers and are offered support through systems such as LSAs. Peer Support Ambassadors and being shown how to use Safe Forms. The Code of Conduct makes clear that discrimination or prejudice on the grounds of ability will not be tolerated.

## 22.5 Children who are lesbian, gay, bi, or trans (LGBTQ+)

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+. The TGSG code of conduct explicitly highlights that any discriminatory language or conduct including homophobic, biphobic or transphobic comments or actions are unacceptable and will not be tolerated.

22.6 Diversity and Inclusion Fortnight, Anti-Bullying Weeks and the school curriculum as well the PSHCE curriculum promote respect and highlight the impact of bullying and discrimination on an individual on the grounds of Sexual Orientation or Gender Identity.

22.7 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.

22.8 LGBTQ +inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum which is embedded in the PSHCE Curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic

bullying and abuse.

## 23. County Lines

23.1 'County Lines' is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

23.2 A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

23.3 In some cases the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing.

23.4 People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

23.5 Any concerns regarding involvement with County Lines or risk of CCE will immediately be reported to the DSL who will discuss with the Safer Schools Officer and make a referral to Children's Services

23.6 Some signs to look out for include:

- Sudden changes in mood, temperament
- Truancy, exclusion, disengagement from school
- Unexplained injuries
- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g clothes, jewellery, cars etc)
- Young people you know going missing, maybe for long periods of time
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- An increase in anti-social behaviour in the community

Further information can be located at

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-line>

## 24. Self-Harm

24.1 Self-harm is when somebody intentionally damages or injures their body, without the intention of causing death. It's usually a way of coping with or expressing overwhelming emotional distress.

24.2 There are many different ways people can intentionally harm themselves, such as:

- cutting or burning their skin
- punching or hitting themselves
- throwing their body against something hard
- punch/bite/scratch themselves or re-infect old wound
- under-medicate (e.g. insulin)

- pull their hair or eyelashes out
- poisoning themselves with tablets or toxic chemicals
- misusing alcohol or drugs
- deliberately starving themselves (anorexia nervosa) or binge eating (bulimia nervosa)
- excessively exercising
- ingesting objects

### 24.3 Guidance and support for school staff

24.31 Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer.

24.32 However, students must be made aware that it is not possible for staff to offer complete confidentiality. If you consider a student is at serious risk of harming themselves, it is important **not** to make promises of confidentiality that you cannot keep, even if a student puts pressure on you to do so. Any member of staff who has evidence that a student is engaging in, or is suspected of engaging in, self-harm should immediately report this on Edukey complete a Safeguarding Referral Form (Appendix 3) and speak to a member of the Safeguarding Team before the end of the school day. Part of the conversation, maybe around supporting the students to share the disclosure with the member of the safeguarding team or possibly asking who they would prefer the information to be shared with - but it **MUST** be shared.

24.33 The discovery of or disclosure by a student of self-harm may be distressing for the member of staff. In all cases, they can approach a member of the school's Safeguarding Team for support.

### 24.4 School Procedures for Self Harm or Suicidal Ideation in School

24.41 If a student of any age has evidence of deliberate self-harm in school or discloses an intentional plan to kill themselves, If a student has self-harmed in school, the DSL/ DDSL must be alerted immediately and the Welfare Officer should be called to provide immediate care:

- Any equipment considered to be dangerous for the student to have in their possession will be confiscated
- Any immediate injuries must be tended to
- The student will not be left unsupervised
- Parents will be contacted and asked to collect the student and strongly advised to take them straight to A&E.
- If a parent or carer is non contactable, an ambulance will be called for direct access to A&E.

24.42 If a student of any age discloses that they have ingested any tablets, liquids or dangerous items an ambulance will be called and then parents will be contacted. Should parents arrive before the ambulance and agree to take the student to A&E, the ambulance can be cancelled.

24.43 Once in A&E they will be assessed and Tier 3 CAMHS ( Crisis Team) and Social Care support will be activated.

If there is any doubt, an ambulance should be called to take the student and appropriate staff member from Student Services to A&E.

24.44 At any stage, advice can be sought from CAMHS:

CAMHS – Tier 2 Duty Line	12-2pm every day	020 8583 3887
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CAMHS – Tier 3 Urgent referrals	9–5pm every day	020 8483 2050

24.45 After any incident of self harm or suspected self harm that results in a student being collected by parents or taken to A&E, the DSL, DDSL or if agreed the Head of Year must contact the family to follow up on the professional support sought and to discuss support that the school can provide

24.46 Where parents or carers have not already sought professional medical help, the school will make a referral to CAMHS, with parental consent. Where consent is not given, the DSL will consider whether a referral to Children's Services is appropriate on the grounds of Neglect.

24.47 Any existing safety plan following the incident of self harm or suicidal ideation should be shared with the school before the student's return. Where a safety plan does not exist, it should be put in place in discussion with parents, carers and health professionals on the student's return to school

## 24.5 School Procedures for Disclosure of historic or recent Self Harm or Suicidal Ideation

24.51 When it has been established that a student has self-harmed (*either following a disclosure or report from concerned peers*), the early involvement of parents/carers is desirable. Students often feel most supported by the school when they are helped to tell the parents/carers with a member of the school staff present. A member of the safeguarding team or Head of Year if agreed, will contact parents or carers on the day of the disclosure to advise them to contact the GP and to support the student and also ensure their safety when they return home. This will be followed up by the safeguarding team and a referral made to CAMHS if needed.

24.52 Where a student is insistent that they would prefer to inform their parents themselves a specific, short deadline must be set by which a member of the safeguarding team or Head of year if agreed, the school will then contact the parents/carers and discuss an appointment with the GP /CAMHS referral and to support the student and also ensure their safety when they return home. This will be followed up by the safeguarding team and a referral made to CAMHS if needed. In school, an appointment will be made for the student to meet the School Nurse.

24.53 If a student discloses thoughts of suicide or suicidal ideation, a member of the safeguarding team must be alerted immediately. The student will be asked if they have a plan and if they have any intention to carry out the plan.

24.54 If the member of the safeguarding team judges that the student is at immediate risk as they have a plan and intend to act on it, school procedures as set out in section 12 will be followed.

24.55 If the member of the safeguarding team judges that the student is not at immediate risk as they do have a clear plan and do not intend to act on it, school procedures as set out in section 13 will be followed.

24.56 Some instances of self-harm may be Child Protection issues and must be referred to the Designated Safeguarding Lead in which case the procedures laid down in the Safeguarding and Child Protection policy must be followed and advice should be sought from Social Care before contact with parents is made.

## 24.6 Supporting Friends and Peers

24.61 It is important to encourage students to let you know if one of their peer group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

24.62 The friend(s) of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group.

24.63 When a young person is self-harming it is important to be vigilant in case other students in close contact with the individual are also self-harming. Occasionally schools may discover that a number of students in the same peer group are harming themselves.

## 24.7 Record Keeping

24.71 A concern must be logged on Edukey. A member of the safeguarding team will acknowledge receipt of this on the same day. The disclosure will then be followed up in line with Safeguarding procedures. This will be actioned and the student will be added to the Safeguarding Register if not already on it..

24.72 Any meetings with a student, their parents or their peers regarding self-harm should be recorded on a Parent-Carer contact sheet/Edukey Safeguarding Referral Form.

24.73 This information should be forwarded to the Designated Safeguarding Lead who will store them in the student's safeguarding file, separate from their education records.

## 24.8 Organisation Support:

Kooth - [www.kooth.com](http://www.kooth.com)

Speak CAMHS - 0800 328 4444

Young Minds: 0808 802 5544/020 7336 8445 [www.youngminds.org.uk](http://www.youngminds.org.uk)

National Self-Harm network: 0800 622 6000 [www.nshn.co.uk](http://www.nshn.co.uk)

Child Line: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

MIND info line: 0845 766 0163

Papyrus HOPEline 0870 170 4000 [www.papyrus-uk.org](http://www.papyrus-uk.org)

NYAS Young People's Safety Net: 0800 61 61 01 [www.nyas.net](http://www.nyas.net)

## 25. Honour-Based Abuse (HBA) and the One Chance Rule

25.1 So-called 'honour-based' abuse (HBA) encompasses incidents or 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.

25.2 Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

25.3 All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities,

need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

25.4 HBA might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

25.5 It is a violation of human rights and may be a form of domestic and/or sexual abuse.

25.6 Suspected cases of HBA will be reported through each school's safeguarding procedures.

25.7 All staff will be aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBA. Staff recognise they may only have 'one chance' to speak to a student who is a potential victim and have just one chance to save a life.

25.8 We are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBA cases.

## 26. Female Genital Mutilation (FGM):

26.1 FGM is a violation of basic human rights; it is illegal to practise FGM in the UK or to take girls out of the UK for FGM. FGM has been a criminal offence in the U.K. since the Prohibition of Female Circumcision Act 1985 was passed.

26.2 The Female Genital Mutilation Act 2003 Act and makes it an offence for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal. The FGM Duty 2015 makes it a legal requirement to ensure that all confirmed cases of FGM are reported to the police.

26.3 All staff should raise any FGM concerns with the DSL/ DDSL and should understand their mandatory duty to report FGM disclosures.

## 27. Forced Marriage

27.1 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

27.2 Forced marriage is an indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

27.3 A forced marriage is not the same as 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 or not to accept the arrangement remains with the prospective spouses.

27.4 School staff should never attempt to intervene directly as a school or through a third party.

Contact should be made with the contact centre or the Forced Marriage Unit 020 7008 1500.

## **28. Child Sexual Exploitation (CSE):**

28.1 CSE is a form of child sexual abuse. It can take many forms from the seemingly 'consensual' relationships where sex is exchanged for attention, accommodation or gifts, to serious organised crime and child trafficking.

28.2 Prevention measures will include the development of education and awareness raising programmes for students so that they can make safe and healthy choices about relationships and sexual health. Staff concerned about particular students being exploited in this way should report their concerns directly to the DSL.

28.3 Each case will be investigated fully and where necessary, the police and social care contacted. Social Care may ask the student to undertake the CSE Screening Tool to establish the level of risk that they may have been exposed to.

28.4 In Hounslow, girls of Eastern European origin are particularly at risk, and this is noted in our safeguarding practice and training

## **29. Child Criminal Exploitation (CCE):**

29.1 CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

29.2 The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

29.3 Some of the following can be indicators of CCE:

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

## **30. Preventing Radicalisation and Extremism (The Prevent Duty):**

30.1 The Counter-Terrorism and Security Act 2015 places a duty on specified authorities (e.g. education) to have due regard to the need to prevent people from being drawn into extremist or radicalised activities.

30.2 The school will closely follow locally agreed procedures and agreed processes and criteria for safeguarding individuals who are vulnerable to extremism and radicalisation. Within Hounslow, three main extremist movements operate: Anti-Western (including Islamic fundamentalism), Far-Right (including Britain First) and Animal Rights groups. As part of wider safeguarding responsibilities school staff will be alert to:

- a) Disclosures by students of their exposure to the extremist actions, views or materials of others outside of college, such as in their homes or community groups, especially where learners have not actively sought these out.
- b) Graffiti symbols, writing or art work promoting extremist messages or images

- c) Students accessing extremist material online, including through social networking sites
- d) Parental reports of changes in behaviour, friendship or actions and requests for assistance
- e) Reports from police and local authority services of issues affecting students in the school or other education settings in the locality
- f) Students voicing opinions drawn from extremist ideologies and narratives
- g) Use of extremist or hate terms to exclude others or to incite violence
- h) Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- i) Attempts to impose extremist views or practices on others
- j) Anti-Western or Anti-British Values, as defined by the Department for Education

30.3 All concerns with regards to Radicalisation and Extremism should be reported to the DSL, in line with the school's reporting procedures. The DSL will then decide if contact with the Prevent Team in Hounslow is required.

30.4 School staff will have training at least annually on the risk factors in 30.2 and how to respond to concerns through each school's reporting systems.

30.5 Please refer to the Preventing Extremism and Radicalisation Policy.

### **31. Children Missing Education (CME), Children Absent from Education (CAFE) and Persistent Absenteeism (PA)**

31.1 Attendance and absence is closely monitored by the Inclusion Team, the Attendance Officer and the Head of School. A child going missing from education or a child absent from education, is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

31.2 Staff will be alert to students who do not return from family holidays on the specified date, or fail to return to school at the start of each half term. Every action will be taken to establish the reason the child is not in school, including contacting the Education Welfare Service and/or police where appropriate.

31.3 Students who have been absent for 3 consecutive days, where contact with home cannot be established and parents/carers have not provided medical information and /or a valid reason will be referred to the local authority through a CFAN.

31.4 In line with Keeping Children Safe in Education(2023), all students will have at least two emergency contact numbers

31.5 The Green School for Girls recognises the national increase in Persistent Absentees and Children Absent from Education. It recognises post pandemic, an increased number of our own students are struggling to attend school regularly due to anxiety. Persistent Absentees and Children Absent from Education can be at increased risk of safeguarding concerns. Persistent Absenteeism and Children Absent from Education. can be an indicator of Mental Health issues including Anxiety; Bullying; Neglect. Students whose attendance drops below 95% will be monitored and the following Attendance Procedures will be followed to support and safeguard the student - Appendix 5.

### **32. Private Fostering Arrangements**

32.1 A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents/carers. It

applies to children under the age of 16 or 18 if the child is disabled.

32.2 Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

32.3 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

32.4 The school recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

32.5 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement they will raise this with the DSL/DDSL who will notify Children's Social Care of the circumstances.

### 33. Looked After Children (LAC)

33.1 The most common reason for children becoming looked after is as a result of abuse and neglect. We ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

33.2 The Designated Teacher for Looked After Children and the DSL for each school have details of the child's social worker and the name and contact details of the virtual school head in each local authority for children in care.

33.3 The Designated Teacher for Looked After Children works with the relevant virtual school heads to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's Personal Education Plan (PEP).

### 34. Homelessness

34.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

34.2 Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour, as well as the family being asked to leave a property.

34.3 Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

34.4 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including

an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

34.5 Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

### 35. Child on Child Abuse

35.1 In most instances, the conduct of students towards each other will be covered by our Code of Conduct. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. We recognise that children are capable of abusing their peers. The school recognises that girls will more likely be the victims of child on child abuse and that boys will be more likely to be the perpetrators. However, this is not always the case and in all scenarios, it will not be passed off as 'banter' or 'part of growing up'. The school will adopt a 'It could happen here' approach and all forms of peer abuse will be challenged robustly.

35.2 Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an 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 nude 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, and
- 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).

35.3 In all cases of child on child abuse, the expectations for reporting and the procedures to be followed will be the same as for any form of abuse.

35.4 Research indicates that young people rarely disclose child on child abuse and that if they do, it is likely to be to their friends. We therefore educate students on how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and signpost where and who they can contact for further advice. The launch of the Safe Form in September 2021 allows all students to report abuse or concerns online. The Safe forms can be accessed through google classrooms or the school website at any time and are monitored by the Safeguarding Team. Safe Forms are signposted weekly.

35.5 Any concerns, disclosures or allegations of child on child abuse in any form should be

referred to the DSL in line with the school's child protection procedures as set out in this policy.

35.6 The school reserves its right to search the belongings of those suspected of carrying out child on child abuse, as detailed in [Searching, Screening and Confiscation - GOV.UK](#) and in line with TGST policy on searching, screening and confiscation 2023.

### **36. Child on Child Sexual Violence, Sexual Harassment and Upskirting**

36.1 The term Sexual Violence can refer to offences that are described under the Sexual Offences Act (2003). These are Rape, Assault by Penetration and Sexual Assault.

36.2 Sexual Harassment is defined as "unwanted conduct of a sexual nature" that can occur online and offline. This can take the form of sexual comments, sexual "jokes" or taunting, physical behavior such as brushing past someone and online sexual harassment.

36.3 The handling of a report of sexual violence and/or sexual harassment can be more complex than other forms of abuse. Due consideration will always be given to the wishes of the alleged victim(s). All reports will be taken seriously and victims will be reassured.

36.4 "Upskirting" became a specific criminal offence under the Voyeurism (Offences) Act 2019. It typically involves taking a photograph under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or causing humiliation, distress or alarm.

36.5 The school will adopt a 'It could happen here' approach and all forms of sexual harassment or abuse will be challenged robustly. Any reports will always be treated seriously and victims will be informed that this is the case. The agreed processes for managing disclosures (section 10) will be followed and the DSL informed immediately.

36.6 When the DSL is informed, a risk and needs assessment will be undertaken with due consideration for:

- The victim(s)
- The alleged perpetrator(s)
- Other students and adults

36.7 We will consider every report on a case by case basis. However, immediate action will be taken to ensure that all parties are safeguarded. This could include arrangements by which the alleged victim(s) and alleged perpetrator(s) are separated from each other, not only in school but also outside of the Trust's grounds. The same applies for any potential harassment that might be received from other peers subsequently.

36.8 The four likely scenarios that will be followed upon managing a report of sexual violence and/or sexual harassment are:

- Manage internally
  - Cases of one-off sexual harassment
- Early Help
  - Repeated cases of sexual harassment
  - Non-violent harmful sexual behaviour
- Referral to Social Care
  - In cases of harm, risk of harm or immediate danger



- Referral to the Police
  - Reported rape, assault by penetration, sexual assault

In all cases, there will be the underpinning principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

36.9 It is also possible that the alleged victim(s) may not disclose the full details of incidents all at once, and that this might take place over a period of time. In such cases, Risk assessments and the way in which reports are being managed may vary.

36.10 In all cases, both students and those staff involved will be offered the opportunity to speak to a designated person in school and/or an a specialised external agency (CHISVAS, Rape Crisis, Samaritans, Women and Girls Network

36.11 The launch of the Safe Form in September 2021 allows all students to report abuse or concerns online. The Safe forms can be accessed through google classrooms or the school website at any time and are monitored by the Safeguarding Team. Safe Forms are signposted weekly.

36.12 All cases will be managed under the guiding principles of Keeping Children Safe in Education 2022 part 5

### 37. Sharing nudes or semi-nude images/video also known as Youth Produced Sexual Imagery (Sexting)

37.1 The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

37.2 Youth Produced Sexual Imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

37.3 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people (2016) and DfE guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (2020)

37.4 Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child are child sexual abuse and should be responded to accordingly.

37.5 If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL/DDSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

37.6 The DSL/DDSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents/Carers will be informed at an early stage and involved in the process unless there is reason to believe that involving parents/carers would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

37.7 Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- The incident involves an adult
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, due to special education needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent
- The imagery involves sexual acts
- The imagery involves anyone aged 12 or under
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or is self-harming

37.8 If none of the above apply then the DSL/DDSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Executive Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

37.9. In applying judgement the DSL/DDSL will consider if;

- there is a significant age difference between the sender/receiver
- there is any coercion or encouragement beyond the sender/receiver
- the imagery was shared and received with the knowledge of the child in the imagery
- the child is more vulnerable than usual i.e. at risk
- there is a significant impact on the children involved
- the image is of a severe or extreme nature
- the child involved understands consent
- the situation is isolated or if the image been more widely distributed
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances
- the children have been involved in incidents relating to youth produced imagery before

37.10 If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the Police or Children's Social Care. Otherwise, the situation will be managed within the school.

37.11 The DSL/DDSL will log all incidents of youth produced sexual imagery, including the actions taken.

## **38. Online Safety, Filtering and Monitoring**

38.1 It is essential that children are safeguarded from potentially harmful and inappropriate

online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. Ease of access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Students will be taught to question the reliability and authenticity of content by understanding how disinformation, misinformation and conspiracy theories can be spread and the dangers of such content.

38.2 All students, parents / carers and staff sign a responsible use agreement in order to use the school network. Students are reminded of safe and appropriate use through classroom posters, information in their planners and through the curriculum. Parents and carers are also directed to information to support online safety through the bulletin and parent events such as partnership with parents evenings.

38.3 The code of conduct outlines clearly to parents / carers and students, the expectation to use devices and social media responsibly. The use of mobile phones during the school day (without express permission at KS3 & 4) is forbidden. Students at KS5 are expected to use phones in line with the Sixth Form Code of Conduct.

38.4 Misuse of devices or phones in school or when used through a school account will be sanctioned and where a student may need further support or education this will be provided through the safeguarding team or via an external agency referral including the Police.

38.5 Online safety is a broad and ever evolving area, but can be categorised into four areas of risk - the Four Cs:

- Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, and extremism. In addition, misinformation and disinformation and conspiracy theories are also recognised as safeguarding harms.
- Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

38.6 Through safeguarding training on Online Safety in lessons, all teaching staff and LSAs are aware of how to ensure students are directed to safe use of online resources.

38.7 Students learn about the 4C's online safety and responsible use of social media through PSHCE lessons, an annual Safer Internet Week. A termly e-safety bulletin for students is sent out each term with tips on safety, privacy and responsible use of technology

38.8 Parents and Carers are directed towards supporting their children to be safe and responsible through termly e-safety bulletin, Partnership with Parents events, weekly safeguarding section in the school bulletin which will flag up new online safety concerns or dangerous trends.

38.9 Smoothwall is used as an appropriate monitoring and filtering system to limit children's exposure to risks from the school's IT system. The DSL receives alerts should any inappropriate research be made by staff, student to visitors in the school network and safeguarding procedures

are then followed. Smoothwall, the IT Contractor, Eduthing and the DSLs will meet regularly to ensure effectiveness of the monitoring and filtering system.

38.10 The Green School for Girls is aware that The Department for Education has published filtering and monitoring standards which set out that schools should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems
- review filtering and monitoring provision at least annually
- block harmful and inappropriate content without unreasonably impacting teaching and learning
- have effective monitoring strategies in place that meet their safeguarding needs.

The Trust's Online Safety policy is updated regularly to ensure that necessary actions are taken to ensure that these standards are being met

### **39. Children and the court system**

39.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

39.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The school will support any child that is known to be in this position through mentoring and support from external agencies where available.

### **40. Student and Staff training**

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

40.1 It is important that all staff, volunteers and governors/directors receive appropriate, regular and updated training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

40.2 Each member of staff is required to:

- Attend the termly safeguarding (including child protection) update, usually held on the first day of each term
- Complete an annual on-line child protection awareness refresher
- Have read and understood Keeping Children Safe in Education 2022 2023 Part 1 and Annex A
- Attend at least annual (most likely termly) training on the school's Code of Conduct for students, the procedures for Children Missing Education and the Staff Code of Conduct
- Attend the contextual Safeguarding Training throughout the year which will take place through briefings and through Curriculum Meetings including on Preventing Bullying and FGM
- Complete the required on line safeguarding training for Child Protection and Prevent
- Complete online safety training which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring

40.3 New staff, (including student teachers) will receive comprehensive safeguarding training from the relevant DSL/DDSL/Trust Lead for Safeguarding as soon as they arrive. They are also expected to complete the online training above and read and understand Keeping Children Safe in Education 2022 Part 1 and Annex A.

40.4 Governors will receive a safeguarding (including child protection) update at each full governing body meeting. They, with directors, should also attend the annual safeguarding refresher which is led by a DSL/DDSL and must complete the recommended Governor's Safeguarding Training Course

40.5 Each DSL/DDSL will undertake formal training at least bi-annually.

40.6 All staff will have the opportunity to attend workshops in school, where appropriate, throughout the school year.

40.7 We aim to reduce the likelihood of child on child abuse, sexual violence and sexual harassment through:

- high expectations of behaviour
- clear consequences for unacceptable behaviour
- providing a developmentally appropriate PSHCE curriculum which develops students' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe
- systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed including the Safe Form
- a 'it could happen here' approach.

40.8 The Trust Safeguarding Lead and DSL will maintain oversight of and update a record of staff, governors and directors training to ensure all staff, governors and directors complete safeguarding training to the appropriate level.

## 41. The Curriculum

41.1 The Green School for Girls offers a broad and balanced curriculum for all year groups. In doing so, students are taught the importance of developing healthy relationships (both in real life and online), of keeping healthy, keeping safe (physically and mentally) and understanding what it means to be part of Modern Britain. Each fortnight, all students receive a Wellbeing Assembly based around a theme particularly relevant to the context of this school, with signposting to support both in and out of school. This wellbeing form activity also promotes good physical, mental and social health and support is signposted

## 42. Safer recruitment

42.1 The Trust complies with the requirements of Keeping Children Safe in Education 2022 2023 and the DBS by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

42.2 At least one member of each recruitment panel will have completed safer recruitment training. The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

42.3 In addition, as part of the shortlisting process, consideration will be made as to whether an

online search will be carried out as part of due diligence, on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview. The school will inform shortlisted candidates that online searches may be done as part of due diligence checks.

42.4 Student teachers will be checked by the training provider, from whom written confirmation will be obtained. The school maintains a Single Central Record of recruitment checks undertaken.

42.5 All staff, will be appointed subject to the following being successful:

- Their identity is verified
- A clear enhanced DBS certificate (including barred list information)
- Verification of mental and physical fitness
- Their right to work in the UK
- Professional qualifications
- That they are not subject to a section 128 direction made by the Secretary of State
- That they are not subject to a prohibition order, before the abolition of the GTCE in 2012

### 43. Volunteers, Directors and Governors

43.1 Volunteers, including governors/directors will undergo DBS checks commensurate with their work in the schools, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

43.2 In all cases, volunteers will be cleared for duties, subject to the following being successful:

- Their identity is verified
- A clear enhanced DBS certificate (including barred list information)
- Verification of mental and physical fitness to fulfil the role
- Their right to be resident in the UK
- Professional qualifications
- Section 128 check

43.3 Should a volunteer notice any potential abuse caused to a student or have a student make a disclosure to them, they should ask to speak to the DSL as soon as possible. The DSL will ask the volunteer to provide a written account of what happened and have it passed to the DSL as soon as possible.

### 44. Contractors

44.1 The schools check the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

### 45. Site security

45.1 Visitors to the schools, including contractors, are asked to sign in and are given a coloured badge, which confirms they have permission to be on site. Parents/carers who are simply delivering or collecting their children will remain in Reception and do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations, which will be issued to them upon arrival (Appendix 6).

45.2 The CEO and Executive Headteacher and/or DSL will exercise professional judgement in determining whether any visitors should be escorted or supervised whilst on site.

#### **46. Extended school and off-site arrangements / Use of school premises**

46.1 All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply.

46.2 When students attend off-site activities, including day and residential visits and work related activities, the event organiser will check that effective child protection arrangements are in place.

46.5 Should the school receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the same Green School for Girls safeguarding policies and procedures will be followed, including informing the LADO.

46.4 Where services or activities outside of school hours are provided separately by another body, regardless of whether students from TGSG attend, the governing body should seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place. Safeguarding requirements should be included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

#### **47. Alternative Provision and Respite**

47.1 Any organisation used as Alternative Provision or Respite for a student will be contacted by the DSL to discuss their Safeguarding Procedures and if appropriate complete a Behaviour Risk Assessment. The DSL, DDSL or head of year if agreed, will maintain regular contact and share updates on any student attending the provision. Where possible, the provision will be visited termly. This includes CATE, WPES, The Gateway Programme, Evolve Project or Colleges.

47.2 The Safeguarding and Suitability Checklists for Alternative Provision will be completed prior to a student attending AP or respite and shared with the DSL. (Appendix 10)

#### **48. Screening, Searching and Confiscation / Use Of Restrictive Interventions and Reasonable Force**

Please see TSGT School Policies on Screening, Searching and Confiscation and Use Of Restrictive Interventions and Reasonable Force both written in conjunction with Keeping Children Safe in Education, and other relevant Guidance.

#### **49. Supply teachers/Short term relief staff**

49.1 The Green School for Girls, like the vast majority of schools nationally, will occasionally employ the services of supply teachers. All supply staff will be vetted by their agency in advance of arrival to the school, with documentation sent in advance. Upon arrival, they are issued with a Supply Teacher handbook, which includes a copy of the Child Protection policy and the arrangements to be followed should they have concerns about the safety of a child. Supply Staff who will be staying longer than two weeks will receive the same levels of training from the DSL as employees of The Green School Trust.

49.2 Complaints made about Supply Staff will be dealt with according to the Managing Allegations Against Staff Policy

## 50. Visitors to lessons / Professionals supporting Students

50.1 Visitors invited into assemblies, lessons or workshops and those from outside agencies including Social Workers, Adolescent Support Workers, School Nurses, Counsellors, Mental Health Practitioners will be asked to bring in photo identity and a copy of their DBS check. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.



## Appendix 1 - Roles and Responsibilities

The Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team and is responsible for:

- the provision of leadership and vision in respect of child protection
- taking the lead for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place
- the practical implementation of the child protection policy in ensuring that child protection procedures are followed within the school and that appropriate referrals are made to the proper Children's Social Care Services and other agencies
- ensure that child protection files are stored securely, passed to new schools if children transfer or destroyed when they reach the age of 25
- ensuring that the DDSL and they themselves have received the appropriate training every two years with at least one annual update (to include Online Safety and Prevent Awareness training)
- the coordination of all activities related to child protection and children in care, including record keeping, school representation at child protection conferences and other related meetings, supporting students at risk, liaison with others
- maintaining awareness of PREVENT/Channel referrals in conjunction with the police/LA guidance
- monitoring effectiveness of Safeguarding and Child Protection policy and procedures and updating policy at least annually
- ensuring that every member of staff along with volunteers read and understand part one and Annex A of Keeping Children Safe in Education (2022)
- ensuring students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including online safety
- taking the lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems and processes in place).
- opportunities for staff to offer a valuable contribution to safeguarding arrangements and policies will be ongoing, these take place during training sessions and informal meetings
- making the child protection policy available to parents/carers
- referring cases to the Police where a crime has been committed
- ensuring that there is always either they themselves or a DDSL available during the school day for staff to liaise with

**The Deputy Designated Safeguarding Leads (DDSL)** are trained to the same level as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long- term absence of the DSL, the deputies will assume all of the functions above.

**The Trust Lead for Safeguarding** is responsible for:

- working alongside the DSL's in providing advice and guidance on all safeguarding matters, including training and administrative
- ensuring mechanisms are in place to assist staff and governors/directors to understand and discharge their role and responsibilities
- the provision of training to all staff employed within the school so that they are aware of signs of abuse, what they need to do if they think that a student is being abused and how they can protect themselves from an allegation

**The CEO and Executive Headteacher** is responsible for:

- supporting the DSL in all aspects of the role
- ensuring that the DSL, DDSLs and the Inclusion Team have received the appropriate training
- ensuring that all members of the school community are aware of and comply with our Safeguarding and Child Protection policy
- referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS)
- ensuring the safe recruitment of all staff (including supply staff and volunteers)
- dealing with any allegations against members of staff or volunteers and keeping a log
- creating a safe environment for students at the school
- ensure students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including online safety

**All staff** are expected to:

- know the names of the relevant DSL, DDSLs, the members of the Inclusion Team, and understand their roles
- understand and comply with the school's Safeguarding and Child Protection policy
- have read and understood 'Part one' and Annex A of 'Keeping Children Safe in Education'
- attend safeguarding refreshers
- know the signs of harm, abuse or neglect
- reassure any students who disclose harm abuse or neglect
- challenge any incidents of child on child abuse to ensure that they are not normalised
- deal with any bullying incidents that may occur
- know that SEND students may be unable to report any concerns and therefore look out for any signs of bullying, abuse or neglect
- understand the expectations and their applicable roles and responsibilities in relation to filtering and monitoring
- refer e-safety concerns to a member of the Safeguarding Team
- behave in accordance with the Staff Code of Conduct (updated annually and available in the staff handbook)
- be aware of our obligation to pay "due regard to the need to prevent people from being drawn into terrorism", reporting any concerns to a member of the Inclusion Team
- be aware of our statutory duty to personally inform the police, as well as the DSL, of any reported incident of FGM
- be aware of our 'Position of Trust' and how this can be abused (Sexual Offences Act 2003)
- address risks and prevent issues escalating, 'Early help'
- ensure appropriate use of their own social media
- monitor vulnerable students within tutor groups and in lessons, reporting emerging concerns swiftly to either the Head of Year or the Inclusion Team to enable early identification and assessment
- understand the difference between an Early-Help concern and an immediate danger/risk of harm
- wear their identification badge at all times
- ensure that students respond to the school signals for Fire Evacuation and Lock Down

**The named governor for Child Protection and Looked After Children** is responsible for

maintaining:

- regular contact with the school's DSL and the governing body on safeguarding matters
- awareness of current responsibilities and requirements in relation to child protection by attending appropriate professional development activities
- the effectiveness of the school's Safeguarding and Child Protection policy

**The Trust Board** is responsible for ensuring that:

- each school complies with legislation related to child protection
- each school has a Safeguarding and Child Protection which will include that procedures are in place that safeguard and promote the wellbeing of students
- each policy is reviewed at least annually
- staff training is regular, updated and includes online safety, monitoring and filtering
- each school is using 'Safer Recruitment' procedures and that appropriate checks are carried out on new staff and volunteers
- each school is aware of its duties re PREVENT/Channel referrals in conjunction with the police/local authority in particular that the school community has "due regard to the need to prevent people from being drawn into terrorism"
- all staff understand that they have a statutory duty to notify the DSL should they have a concern
- all staff are aware of their statutory duty to report FGM to the DSL and the Police
- every member of staff along with volunteers and governors/directors read and understand understood 'Part one' and Annex A of Keeping Children Safe in Education 2022
- safeguarding arrangements take into account the procedures of the Local Authority as set up by HSCP
- students/students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including online safety
- ensure that **all** staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- where services or activities outside of school hours are provided separately by another body, regardless of whether students from TGSG attend, the governing body should seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place.
- ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.
- The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.



THE GREEN SCHOOL  
FOR GIRLS

# Safeguarding and Child Protection

*Worried about  
something or someone?*

*Do you need  
someone to talk to?*

*Or you just need  
someone to listen...*



- You can also  
Speak to...
- your Form Tutor,
  - Head of Year,
  - The Chaplain,
  - And any member  
of staff.

We are here to  
help!

Miss James  
Deputy Designated  
Safeguarding Lead



Miss Paisley  
Deputy Designated  
Safeguarding Lead



Speak to a member of the  
**Safeguarding Team**

Miss Pathak  
Designated  
Safeguarding Lead



Mr Thomas  
Deputy Designated  
Safeguarding Lead



The Safeguarding Team will  
ensure that your **safety** will be the priority  
and you will be:

- **heard** and you will be **listened** too
- **consulted** and **involved** in any  
actions and decisions that **impact** you
- taught how to **stay safe**
- given **confidence** in knowing where  
and how to **ask for advice or support**

Use the **SAFE Form**  
which can be found on your **Google  
Classroom** and on the **school website** or  
you can ask to speak to a **Peer Support  
Ambassador**

Support  
organisations  
you can contact  
outside of school

**childline**

ONLINE, ON THE PHONE, ANYTIME  
childline.org.uk | 0800 1111



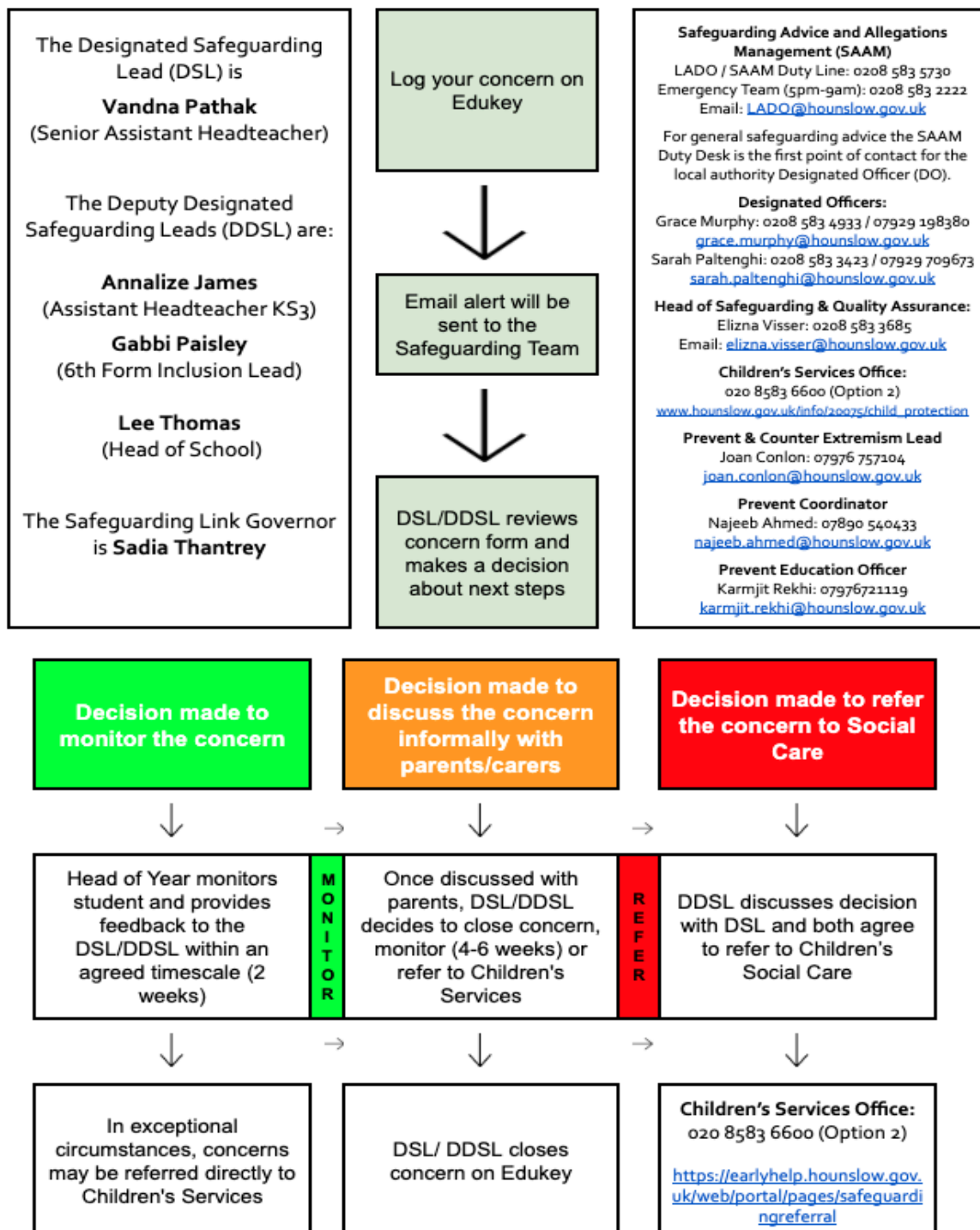
**ChatHealth**

**kooth**

## Appendix 3 – The Green School for Girls Safeguarding FlowChart and Referral Form



### FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A STUDENT, INCLUDING REFERRALS FOR THE PREVENT STRATEGY



**NSPCC Whistleblowing Helpline** 8am-8pm Monday to Friday and 9am-6pm at the weekend 0800 028 0285 [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk)

## Appendix 4 – Categories of Abuse, Neglect and Exploitation (England)

All school and staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). 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.

### Identifying Signs of Possible Abuse

Due to the daily contact with students, school staff; teachers and non-teaching staff, including lunchtime supervisors, are particularly well placed to observe outward symptoms and changes in behaviour. Such symptoms may, of course, be due to other reasons and causes such as bereavement and changes to family circumstances. However, they may also be due to abuse.

The following may be noticeable:

- Bruises, particularly of a regular shape which may indicate the use of an implement such as a strap or hand, lacerations, bite marks or burns.
- Possible indicators of emotional abuse may be excessive dependency or attention seeking
- Sexual abuse may exhibit physical signs or lead to a substantial change in behaviour, including precocity, withdrawal or inappropriate sexual behaviour
- Any combination of the above may be accompanied by a marked deterioration in behaviour, academic performance and increased absenteeism

## Attendance Procedures

	Staff involved	Action - once discussed and agreed in Inclusion
<b>Stage 1</b> Below 95%	Attendance Officer (AO) send letter 1  AO records on Inclusion Tracker	Monitor
<b>Stage 2</b> Remains below 95%	AO send letter 2  AO records on Inclusion Tracker  Form tutor (FT) - logs any calls or meeting	4 week attendance target - 100% or above  <i>Monitor and review after two weeks using Arbor generated weekly FT report - if no improvement FT consults HOY about appropriateness of meeting with parents or carers</i>
<b>Stage 3</b> Attendance has not improved	AO send letter 3 (contract) AO records on Inclusion Tracker  Family Liaison Co-ordinator (FLC) Head of Year (HOY)  <b>In school strategies only (no modification of school timings unless agreed by AHT/HOY)</b>  If parents do not attend, FT or HOY offer a second meeting or call - if parents / carers do not engage the contract must be completed without them.  If child has not come in at all, contact School Attendance Support Service (SASS)	FT and NGU (or in certain cases HOY / AHT) complete and agree Attendance Contract or MHST referral Discuss and agree 4 week Attendance Support Plan which may include: <ul style="list-style-type: none"> <li>● Attendance Contract</li> <li>● Key Adult identified</li> <li>● Home Visit</li> <li>● Time Out periods / Daily Check in Slot</li> </ul> LCO/SGA contact SASS, Nashika Davies, to advise of steps taken so far and discuss NGU and HOY / AHT contact and invites parent / carer to discuss further support and SASS referral should target not be met  Discuss and agree 4 week Attendance Support Plan which may include: <ul style="list-style-type: none"> <li>● Modified Timetable</li> <li>● Phased reintegration</li> <li>● Reduced Time Table</li> <li>● Referral to MHST Attendance programme</li> <li>● EBSNA questions and strategies</li> </ul> Parents and Students are given copies of EBSNA information Booklets Severe cases - if no improvement move to step 4
<b>Stage 4</b>	AO sends CFAN to SASS	Referral made to SASS, Nashika Davies



Contract Not Met	AO records on Inclusion Tracker	LCO/SGA, NGU, HOY . AHT to liaise
Improvement Letter	AO can send this when there is an improvement after any stage	

## Appendix 6 – Example: Visitor Information Leaflet TGSG (From September 2025)

### INTRODUCTION

**Safeguarding is everyone's responsibility.**

A key priority for The Green School for Girls is that all adults who work with our students take account of safeguarding and **promote** the welfare of children and young people. Our aim is to promote a culture of being a safe **organisation** for young people and the adults who work with them.

Whether you are a teacher, member of support staff, visitor or volunteer, we ask that you adhere to our policies and procedures whilst you are at our school in line

### KEEPING STUDENTS SAFE

All visitors must sign-in and sign-out from the school Reception.

We operate a policy of restricting unsupervised access to students for adults who have not been correctly vetted.

Grey ID—vetted **TEST** staff

Black ID—Governor/Directors of the Trust

Purple ID Sixth Form students wear a school ID badge

Green ID—vetted professionals and visitors with a clear Enhanced Disclosure and Barring Service check

**Red ID—visitors without Enhanced Disclosure and Barring Service check (will be accompanied by a member of staff at all times)**

Unidentified adults must be reported to Reception immediately.

### HEALTH AND SAFETY

Our policy is to ensure that every reasonable step is taken to prevent injury and ill health to students, staff and visitors. This is approached by:

- Assessing and controlling risk as part of everyday management of school activity - Providing and maintaining safe working conditions, with training so that staff can perform their various tasks
- Carrying out periodic reviews of the Health and Safety Policy

We ask that you comply with safety procedures and report any safety breaches or concerns immediately to Reception. They will contact the Site team.

### FIRE EVACUATION PROCEDURES

The fire Bell is signalled by the continuous ringing of the school bell. If you discover a fire:

- Press the nearest fire bell button
- Contact a member of staff, who will inform reception

**Visitors Assembly Point**


Report to the right entrance of the Tennis Courts, where the Fire Officer will check attendance against the visitor log

### LOCK-DOWN PROCEDURES

Refer to the notice in each room.

The signal is a continuous ring of the school bell for 30 seconds:

- Lock/barricade the door
- draw blinds
- keep out of sight and wait for the all clear (the same signal as above)



**THE GREEN SCHOOL FOR GIRLS**


**"Let your light shine"**  
(Matthew 5:16)

**Child Protection, Safeguarding Health and Safety**

**Information for Visitors**  
(From September 2024)

The Safeguarding and Child Protection Policy applies to all persons working for, with and visiting the school.

Please read our safeguarding and child protection policies if you require more information by scanning this QR code



Our policies are also available on our website: [www.tgsgirls.com](http://www.tgsgirls.com) and [www.tgsgirls.com](http://www.tgsgirls.com) and a printed copy available on request from reception

### THE GREEN SCHOOL FOR GIRLS

We are an inclusive school, proud of our Christian values. By teaching these values, we keep each other safe. In particular, we encourage:

- a love of learning, creativity, and an enquiring mind
- academic excellence, personal development and spiritual awareness
- aspirations, knowledge, skills and attributes in preparation for future studies and career pathways
- a sense of responsibility, self-confidence, self-worth and the resilience to overcome life's challenges
- integrity, emotional intelligence, compassion and respect for others
- appreciation of different cultures, religions and points of view
- a desire to serve and to make a positive contribution to society

We are committed to upholding **Fundamental British Values** of Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Belief

### EDUCATIONAL VISITS

All visits are assessed for risk in line with the Hounslow LA guidance. A copy of our Educational Visits policy is available upon request.

### FIRST AID

If you encounter anyone with medical concerns, or who seems ill, refer to Reception who will contact a first aider. In case of an accident or emergency, contact Reception. AEDs are kept by reception, reprographics and the sixth form block

### WHAT SHOULD YOU REPORT?

- Have you noticed any interactions between students that cause you concern?
- Have you noticed any **behaviour** that may indicate a student is frightened, worried or upset?
- Does a child show any indication of poor mental health?
- Has a child disclosed any risk to their own or others safety?
- Does a child appear to be unwell or unbeing?
- Does a child talk inappropriately about violence (E.g. at home)?
- Has a child spoken about or acted in an inappropriate manner, relating to sexual matters, for their age?
- Has a child spoken about or acted in an inappropriate manner, relating to other age inappropriate issues?
- Has a parent talked about violence in the home?
- Has anyone expressed views (verbally, or in writing) that may be considered to be extremist against groups and communities (e.g. intolerance of difference—secular or religious, and not exclusive to, gender, disability, age, sexual orientation, race, colour or culture)?

This list is not exhaustive—please report anything that causes a concern

### WHAT IF A STUDENT MAKES A DISCLOSURE?

- Listen carefully to what they have to say in a safe place
- Take them seriously and reassure them
- Avoid closed questions
- Never promise confidentiality
- Never keep the information to yourself
- Discuss and make clear who you will need to tell
- Ensure they feel safe in school
- Make comprehensive notes immediately

### WHO SHOULD YOU REPORT A CONCERN TO?

Ask to see the Designated Safeguarding Lead or DSL. Immediately complete a safeguarding concern form which is held in reception


or email: [safeguarding@tgsgirls.com](mailto:safeguarding@tgsgirls.com)




**Vandna Pathak**  
Designated Safeguarding Lead  
Senior Assistant Headteacher



**Megan Furber**  
Deputy Designated Safeguarding Lead  
Acting Assistant Headteacher KS3



**Lee Thomas**  
Deputy Designated Safeguarding Lead  
Head of School



**Gabbi Paisley**  
Deputy Designated Safeguarding Lead  
Sixth Form Inclusion Lead

The School Safeguarding Link Governor is Sadia Thantony

## Appendix 7 - Referral Forms for Children's Social Care

	Referral Form
Hounslow	<p>Via portal:</p> <p><a href="https://childrenandyoungpeople.hounslow.gov.uk/web/ll-openid-provider/web/oidc-auth?max_age=0&amp;scope=openid+profile+email+phone&amp;claims=%7B%7D&amp;response_type=code&amp;redirect_uri=https%3A%2F%2Fearlyhelp.hounslow.gov.uk%2Fweb%2Foidc%2Fcallback&amp;state=zHGYUa-ffkeRn957wBUgCk5QMePkueadT1k_OktkobU&amp;prompt=none&amp;nonce=dDJGLdes_LJFYpfmTquAU8jVRmSz23zn1rmYs3pzROE&amp;client_id=portal.HounslowEHM.liquidlogic.co.uk&amp;response_mode=query">https://childrenandyoungpeople.hounslow.gov.uk/web/ll-openid-provider/web/oidc-auth?max_age=0&amp;scope=openid+profile+email+phone&amp;claims=%7B%7D&amp;response_type=code&amp;redirect_uri=https%3A%2F%2Fearlyhelp.hounslow.gov.uk%2Fweb%2Foidc%2Fcallback&amp;state=zHGYUa-ffkeRn957wBUgCk5QMePkueadT1k_OktkobU&amp;prompt=none&amp;nonce=dDJGLdes_LJFYpfmTquAU8jVRmSz23zn1rmYs3pzROE&amp;client_id=portal.HounslowEHM.liquidlogic.co.uk&amp;response_mode=query</a></p>
Richmond	<a href="https://www.richmond.gov.uk/services/children-and-family-care/single-point-of-access/single-point-of-access-for-professionals/make-a-referral-to-spa">https://www.richmond.gov.uk/services/children-and-family-care/single-point-of-access/single-point-of-access-for-professionals/make-a-referral-to-spa</a>
Ealing	<a href="https://www.ealing.gov.uk/downloads/download/1538/ealing-childrens-integrated-response-service">https://www.ealing.gov.uk/downloads/download/1538/ealing-childrens-integrated-response-service</a>
Hammersmith and Fulham	<a href="https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care/how-you-and-your-family-can-get-support">https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care/how-you-and-your-family-can-get-support</a>
Hillingdon	01895 556633 or emailing <a href="mailto:ratduty@hillingdon.gov.uk">ratduty@hillingdon.gov.uk</a> .
Surrey	<a href="https://www.surreycc.gov.uk/social-care-and-health/childrens-social-care/professionals/forms-for-protecting-and-safeguarding-children">https://www.surreycc.gov.uk/social-care-and-health/childrens-social-care/professionals/forms-for-protecting-and-safeguarding-children</a>



### Wellbeing Support Plan

(agreed with student and shared with parents, staff, student)

<b>Name:</b>	<b>Form:</b>		<b>Date of Plan:</b>	
<b>Behaviours / Concerns</b>	<b>RAG</b>	<b>Behaviours / Concerns</b>	<b>RAG</b>	
Anxiety		Relationships with peers		
Panic Attacks		Relationships with adults		
Low Mood		Easily angered		
Lack of Motivation		Disruptive in classroom		
Lack of Focus		Defiant		
Easily Distracted		Difficulty participating in lessons		
Difficulty getting organised		Difficulty remaining in lessons		
Attendance		Regularly late to lessons		
<b>Intended Outcomes (max 3):</b> <i>eg Improved attendance</i> <i>Fewer timeouts</i> <i>Improved organisation</i> <i>More praise points</i> <i>Fewer behaviour incidents</i>		1. 2. 3.		
<b>Triggers:</b> <i>What are the behaviours, conditions or actions that make it difficult to regulate yourself?</i>				
<b>Expectations in School:</b>				
<b>Key Strategies for staff:</b> (to be shared with staff separately and on plan)				
<b>Support in place in school:</b>		<i>eg Time Out Card</i> <i>Calm Room</i> <i>Use of laptop</i> <i>Phone call to....</i> <i>KICK</i>		
<b>Support in place through: outside agencies</b>				

<b>Agreed by:</b> SLT/HOY: Student: <b>Review Date:</b>	
--	--

<b>Review 1 - Date:</b>	
<b>Behaviours</b>	<b>RAG</b>

<b>Review 1</b>		
<b>Intended Outcome 1: Was it achieved?</b>	Successful Strategies What helped me? Why?	Unsuccessful Strategies What did not help me? Why?
<b>Intended Outcome 2: Was it achieved?</b>	Successful Strategies What helped me? Why?	Unsuccessful Strategies What did not help me? Why?
<b>Intended Outcome 3: Was it achieved?</b>	Successful Strategies What helped me? Why?	Unsuccessful Strategies What did not help me? Why?
<b>Have we identified any other triggers and what are they?:</b>		



## Staff Support and Well Being

### FAA LEVEL 2 AWARD IN FIRST AID FOR MENTAL HEALTH

#### Trained Mental Health First Aiders:

Julie Ansley  
Simon Carter (DSL)  
Hannah Doonan  
Megan Furborough  
Simon Hollins  
Samantha Mackenzie-Smith  
Brid McBride (DDSL)  
Gabbi Paisley (DDSL)  
Vandna Pathak (DSL)  
Rebecca Phillips  
Derek Rodrigues (DDSL)  
Kari Sargent (DDSL)  
Alex Topp (DDSL)  
Louisa Zielinski

### HEADSPACE:

#### Free Mindfulness App for Educators:

### EDUCATION SUPPORT PARTNERSHIP

**In uncertain times,  
you're not alone.**

**Call us.  
We'll listen.  
08000 562561**

“ Ask for help. See it as a strength.  
The Education Support counsellors  
are not judgemental and you can tell  
them anything. It really helped me. ”  
Elizabeth, teaching assistant

[educationsupport.org.uk/helpline](https://educationsupport.org.uk/helpline)  
Free and confidential emotional support  
for teachers and education staff.

Education Support

### Headspace for Educators



### TGST Staff WellBeing Policy

Please see [TGST Staff WellBeing Policy](#) for considerations that are made for staff well being and for further ways of support

### TGST Well Being Group:

A chance to discuss and plan events and activities to promote the wellbeing of all staff. Open to all staff. Please speak to Vandna Pathak or email [v.pathak@tgstrust.com](mailto:v.pathak@tgstrust.com)

Sept 2021

## Appendix 10 – Alternative Provision And Respite - Example Risk Assessments and Safeguarding Checks



### Behaviour Safeguarding Risk Assessment for students placed on Respite / AP

Student: DoB: (inc photo)			School: Year:	TGSG	TGST contact:			
AP / Respite:			Dates:			Contact:		
PP: Y / N	FSM: Y / N	SEND: Y / N	(please attach plan Learning Passport if required)		Health Care Plans: N	Details:		
Parent / carer 1				Parent / carer 2				
Name:			Relation ship:			Name:		
Phone Number:			Address:			Phone Number:		
Arrangements for arrival / dismissal / provision of learning:								

Red = High Amber = Likely Green = Low

Risk	How likely is the risk?	Who is at risk?	Recommendations
Low level disruption			
High level disruption:			
- Continued disruptive conduct in lessons			
High level disruption:			
- Continued disruptive conduct around the school			
Non compliance:			
- Repeated refusal to follow instructions			
Non compliance:			
- Repeated refusal to attend reflections, or complete sanctions			
Not coming under the school's authority:			
Refusal to cooperate with Senior Staff			
Verbal Bullying to students			
Intimidation of students			
Threatened violence towards students			
Actual Bodily Harm (ABH) eg fight/physical bullying			
Sexual Harassment / Abuse			
Abuse (Sexist) Biphobic/Homophobic/ Racist/ Sexist/ Transphobic towards students			
Misuse of IT / Social Media involving students			
Verbal threats to staff			
Intimidation of staff			
Threatened violence towards staff			
Actual Bodily Harm (ABH) towards staff			
Sexual Harassment / Abuse towards staff			
Abuse (Sexist) Biphobic/Homophobic/ Racist/ Sexist/ Transphobic towards staff			
Misuse of IT / Social Media involving staff			
Bringing the School into disrepute			
Damage to school property			
Risk to Health and Safety of others			
Risk to Health and Safety of self			
Possession of illegal substances on school site			
Safeguarding: risk to self			
Safeguarding: risk to others			

Review completed by: (Respite / AP Staff) \_\_\_\_\_

Date:

	Excellent	Very Good	Occasionally Needed Reminders or Prompts	Constantly Needed Reminders or Prompts	Did not meet expectations
Attendance					
Punctuality					
Personal presentation including uniform					
Use of STEPS® (manners)					
Engagement with work					
Interactions with Staff					
Any other comments					

\*STEPS - using Sir/Miss, Thank you, Excuse me, Please, Smiling

### Checklist for Alternative Provision (Long Term - over 10 days)

AP Provider:

Student:

Dates:

Completed by:

#### Safeguarding and Suitability Checks to be carried out prior to agreement for a placement

	Yes <small>date</small>	No	Note
Has a 'Good' or 'Outstanding' Ofsted Report available where applicable?			
Staff and Volunteer Record – Single central record of qualifications, recruitment and vetting checks confirmed			
Child Protection Policy and Procedures (updated with KCSIE requirements) shared			
Statement of procedures for dealing with allegations of abuse against staff shared			
Code of Conduct and Behaviour Policy (to include drugs policy and anti-bullying policies) shared			
Behaviour management is strong			
Teaching and learning is of a high standard			
The premises are fit for purpose			
Health and safety arrangements are of an appropriate standard			
Health and Safety Policy shared			
Data Protection Policy and Procedures shared			
Admissions Policy and Procedures are shared			
Educational Visits and Outings Policy and Procedures shared if relevant			
Equality information and objectives (public sector equality duty) statement for publication			
Sex and Relationships Education Policy shared			
Complaints Procedure Statement shared			
The commissioned course meets the educational and SEMH needs of each pupil			
Suitable accreditation and other outcomes are on offer			
Due attention is paid to reintegration or progression to post-16 pathways if relevant			

### Review for Alternative Provision (Long Term - over 10 days)

AP Provider:

Student:

Dates:

Completed by:

Updates:

Date:					
Attendance					
Punctuality					
Attitude to Learning / Level of Engagement					
Conduct:					

Expected Progress:

G - on track

A - above

B - below

Date:					
English					
Maths					
Other					
Other					

Successes:

Date:					

Concerns:

Date:					

Parental Engagement:

Date:					

## Appendix 11

### Staff Booklet - Trauma Informed Practice at TGSG



#### Trauma Informed Practice at TGST

##### Definition of Trauma Informed Practice\*

Trauma-informed practice is an approach to interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development.

##### TGST Commitment to Trauma Informed Practice

The Green School Trust is committed to embedding and making Trauma Informed Practice part of the culture and ethos of each school. It challenges the child to be the best version of themselves possible, reminding the young person that the school cares deeply about them and cares enough to insist they behave and learn well. This is unconditional positive regard in practice.

In line with Trauma informed Practice the trust adopts a 'Me with You' approach which means that we recognise that trusting relationships should be maintained at all times and that discipline is to teach rather than punish. We acknowledge the importance of structure and consistency whilst ensuring that everyone understands the justice of differentiating approaches to meet need.

In line with Trauma Informed schools, we know that the behaviour of dysregulation or neural diversity should not be taken personally, that behaviour can be a form of communication, and the role of the school is to maintain the safety of compassionate, reliable professionalism, to not further exacerbate or retraumatise a student who may be experiencing the effects of trauma through chaos, anger or defiance.

##### The 4 phases of becoming a Trauma Informed Organisation

Since committing to becoming a Trauma informed Organisation in 2022/23, the Trust has moved through the phases of Trauma Awareness and Trauma Sensitivity and this year will work to further embed being Trauma Responsive.

###### Phase

###### Trauma Aware



basic understanding of what trauma is, its prevalence and recognises how it can impact on students, families and staff.

###### Trauma Sensitive



started to explore the Trauma Informed principles in daily work; build consensus; consider the implications of embedding Trauma Informed practice; and is preparing for change.

###### Trauma Responsive



changing culture to align with the Trauma Informed principles, readily responding to trauma including support for students and families and staff,

###### Trauma Informed



A Trauma Informed approach is the norm, accepted and embedded, it no longer depends on a few 'champions', 'coaches' or 'leaders'. The organisation continues to strengthen and adapt its Trauma Informed approach by evaluating outcomes

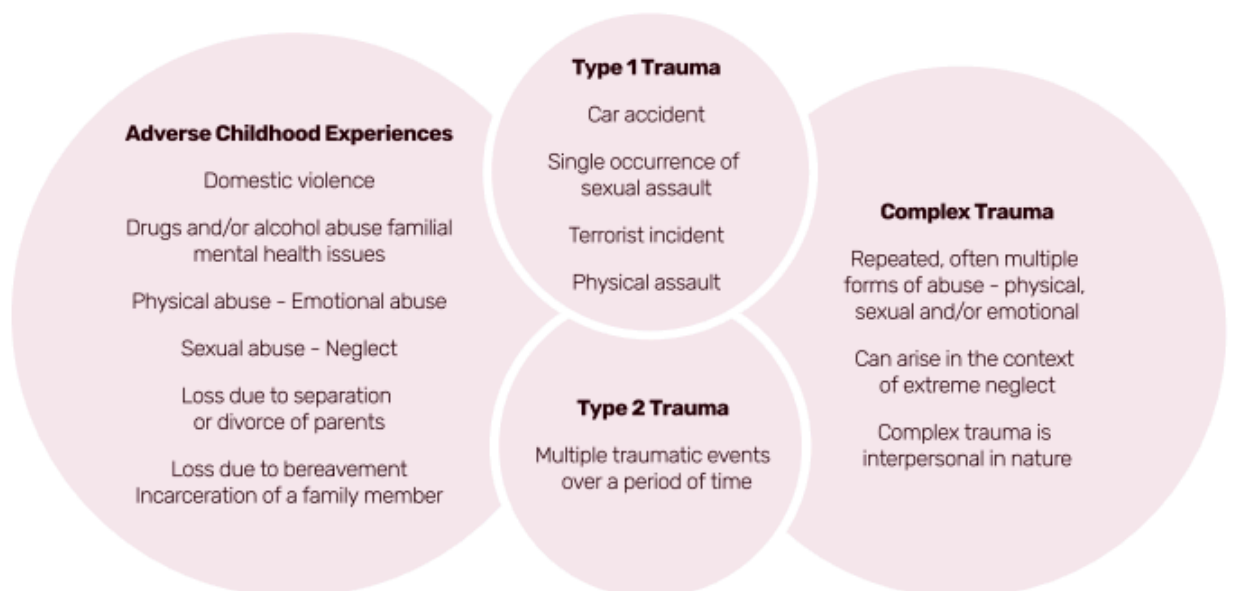


## The 6 Principles of Trauma Informed Practice\*

The central principle is **Safety**: all individuals feel physically and psychologically safe.



## Types of Trauma



## Impact of Adverse Childhood Experiences (ACEs) and Complex Trauma on Psychological and Social Functioning

ACEs and Complex Trauma impact on a child's or young person's capacity to form, develop and maintain positive relationships.

This is crucial in understanding the importance of building safe and trusting relationships and avoiding retraumatisation in order to support young people with ACEs and complex trauma. It is often interpersonal difficulties between young people and professionals that get in the way of help; For example, when young people redact out of fear, mistrust or a sense of blame or make sporadic engagement with staff or 'dis-engage' altogether.

What we may perceive as difficult or challenging behaviour may be caused by one of the following:

**Hyper-arousal:** Experiencing trauma leaves students with the belief that they are vulnerable or powerless, they perceive the world as dangerous, and other people as potential threats. This means much more time is spent on a higher level of alert than most people experience. Someone may appear as if they find it difficult to concentrate and pay attention.

**Intrusive memories:** Memories of traumatic events are more volatile, more vivid, and can be easily triggered. Our bodies also remember traumatic experiences, and we can find ourselves fighting, fleeing, freezing, or folding without being aware of the reason.

**Anxiety:** In the face of adversity, we latch onto behaviours or beliefs that give a sense of control, which might in the short term be quite reassuring. However, anxieties may appear if they do not perform the behaviour, and this then becomes a compulsion. This may be particularly true if children believe that they are in some way responsible for the events. They may not be conscious of why they are repeating this behaviour, and they may not make a connection between the traumatic event, and the need to behave in certain ways.

**Avoidance:** Actively attempt to avoid anything that could even faintly be connected to the traumatic experiences they have had. This avoidance can end up depriving students of mutual and loving connections and progressing in their day-to-day lives.

**Dissociation:** To block out thoughts, feelings, or memories, students may feel disconnected from their surroundings or even from their own bodies. This is likely to affect their ability to learn and their ability to interact with others and it may look as if they are just daydreaming. These sorts of reactions are sometimes referred to as 'derealisation' (feeling as if things are not real) or 'depersonalisation' (experiencing their own thoughts and feelings as if they don't belong to them). Sometimes this can be difficult to spot in children because there may be no obvious signs on the outside of what is happening inside their minds and bodies.

## Impact of Adverse Childhood Experiences (ACEs) and Complex Trauma on behaviours in school

In recent years, the way the brain develops has become much more commonly understood by those who work with children and young people. There is ample evidence to show that those who have endured high levels of adversity in childhood or insecure early attachments are more likely to experience significant difficulties in the wider world, including their place of learning.

Neurobiological research is clear that toxic levels of stress and / or the absence of a protective relationship in early childhood can create long standing changes to the way that the brain develops and performs, alongside long-term physical health problems.

Those affected by trauma are often misrepresented as aggressive and unpleasant, sulky, and uncommunicative, disinterested or less able.

Young people whose home life may have not granted them security, warmth, and a nurturing environment, all too often find themselves in school on the receiving end of punitive discipline: they are isolated, excluded or shouted at, raising the survival / stress responses of their brain to an even higher state.

To make matters worse, their negative reputations, lack of self-esteem and difficulty maintaining relationships, result in a social stripping that leaves them isolated amongst their peers, bereft of positive role models and at risk of exploitation or negative influences

## What does a Trauma Responsive Approach look like at The Green School Trust?

It is important that staff are supported by knowing that Trauma Informed practice is not a licence for under attainment and poor behaviour and that students are supported to learn and accept this too.

A Trauma Responsive Approach means that through our teaching, our responses and interactions with students, our policies and procedure, we as adults:

- ☐ recognise the prevalence and potential impact of trauma on our students and their neurological, biological, psychological, and social development.
- ☐ recognise that students who have experienced trauma may experience difficulties in feeling safe when in school
- ☐ focus on thinking 'What's happened to you' rather than 'What's wrong with you?' when faced with a challenging situation
- ☐ promote resilience and support breaking the generational cycle of Adverse Childhood Experiences (ACEs) for our students
- ☐ understand, anticipate, and respond to student's life experiences that may have led to trauma and subsequent and ongoing negative experiences and issues.
- ☐ endeavour to do no harm by avoiding retraumatising or blaming an individual for the efforts to manage their traumatic reactions
- ☐ understand that a cultural change must be evidenced through policies and procedures, including reflective practice, so that ALL our students, and staff, benefit from a trauma responsive approach

### Culture Change

Becoming a Trauma Informed school requires a commitment to culture change including changes to policies and procedures; ongoing work alongside training and a CPL programme; providing support and personal development for all children; and stakeholder voice.

### Policies and Procedures

Trauma Informed Practice is key within the School Priorities and Development Plans and is a key factor in several policies including the Teaching and Learning, Code of Conduct, Child protection and Mental Health and Wellbeing.

The priorities and policies are regularly reviewed and updated taking into account the impact on improving behaviour. Examples include emphasising the need for restorative practice, adding clearer escalation of sanctions and behaviour interventions. Further updates this year to reduce punitive reflections and focus on *Recording, Consequences, Restorative Practice*. Alongside this, there has been an increase in the availability and types of support offered to help students regulate.

### Training and CPL

It is not possible to achieve this change through a one-off training session hence the ongoing CPL and Walk Thrus since 2022 including:

- Introducing and understanding Trauma Informed Practice including ACES
- Visible Consistencies
- Rehearsing Routines
- Positive relationships
- Front Loading Behaviour Management
- Instructional Coaching and Peer Support

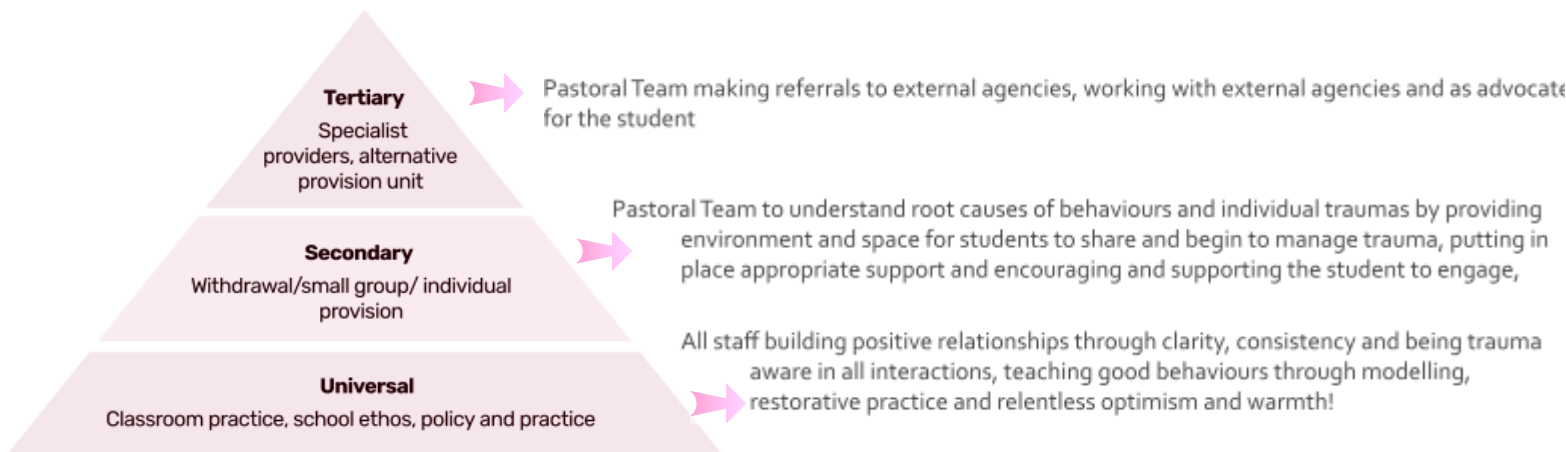
This year's CPL will focus on embedding Trauma Responsiveness through:

- Walkthrus on Choices and Consequences, Modelling mindsets, Pastoral Conversations, Building a Vocal Repertoire

- Training delivered by external organisations including Mental Health Support Team and Woodbridge Park Education Service

### Student support and Personal Development

As is good practice, we aim to provide support and personal development for all children differentiated to meet need across three levels:



MONITORING	Checklist	Intervention and Support
<b>STAGE 1</b> FORM TUTOR	10 behaviour points based on weekly Arbor report <input type="checkbox"/> Meeting with the Student - Agree targets and review date <input type="checkbox"/> Contact Parents/Carers <input type="checkbox"/> Send Code of Conduct Letter 1 <input type="checkbox"/> Tutor Report Card issued / recorded on Arbor <input type="checkbox"/> Review Targets (successful YES/NO) - *Additional week to improve conduct <input type="checkbox"/> Contact Parents/Carers regarding outcome	<input type="checkbox"/> Provide Academic Mentoring <input type="checkbox"/> Encourage Co Curricular & Enrichment <input type="checkbox"/> Provide opportunity for Leadership Role Referral to Peer Support Ambassador
<b>STAGE 2</b> HEAD OF YEAR	Unsuccessful Form Tutor Report after 2 weeks or 30 behaviour points having previously completed Form Tutor Report or one off serious incident <input type="checkbox"/> Parent/Carer Meeting 1 - Review attendance, SERVICE points, - Agree targets, support and review date <input type="checkbox"/> Send Code of Conduct Letter 2 <input type="checkbox"/> Head of Year Report Card issued / recorded <input type="checkbox"/> Review Targets (successful YES/NO) - *Additional week to improve conduct <input type="checkbox"/> Contact Parents/Carers regarding outcome	Learning Passport or Wellbeing Plan including a named trusted adult Referral to: - Peer Support Ambassador - Resilience programme - Kick - External Support programmes eg Hanworth Hub
<b>STAGE 3</b> ASSISTANT HEADTEACHER	Unsuccessful Head of Year Report after 2 weeks or 50 behaviour points having previously completed Form Tutor and Head of Year Report or following a suspension from school or a serious incident <input type="checkbox"/> Parent/Carer Meeting 2 - Review attendance, SERVICE points, - Agree support, targets and review date <input type="checkbox"/> Send Code of Conduct Letter 3 <input type="checkbox"/> SLT Report recorded on Arbor	Support from Family Liaison Coordinator including Parental Support Talking Teams, NVR, Referral to: - Expanding Hearts and Minds Coordinator - ELSA - In School Counselling - MHST - BFCOST Consider referral to CAMHS / Learning Assessment Behaviour Contract Risk Assessment Modified Curriculum Off Site Direction: 3 - 5 days at partner school
<b>STAGE 4</b> DEPUTY HEADTEACHER	Unsuccessful SLT Report after 2 weeks or 70 behaviour points having previously completed Form Tutor, Head of Year, SLT Report <input type="checkbox"/> SLT Behaviour panel (Parent/Carer Meeting 3) - Review attendance, SERVICE points, previous support - Agree support, targets and review date <input type="checkbox"/> Send Code of Conduct Letter 4 <input type="checkbox"/> DHT Report recorded on Arbor	CFAN referral for adolescent / parenting support Behaviour Contract Risk Assessment Modified timetable: - Academy 21 / WPES Outreach Alternative Provision: - Respite School (5 days - 10 days) - Gateway - Evolve
<b>STAGE 5</b> HEAD OF SCHOOL	Unsuccessful DHT Report after 2 weeks or 100 behaviour points having previously completed Form Tutor, Head of Year, SLT, DHT Report <input type="checkbox"/> Behaviour panel with Governor (Parent/Carer Meeting 4) - Review attendance, SERVICE points, previous support - Agree support, targets, next steps and review date <input type="checkbox"/> Send Code of Conduct Letter 5 <input type="checkbox"/> HoS Report recorded on Arbor	Longer Term Alternative Provision Gateway Evolve Academy 21 Off Site Direction with a view to Managed Move

### Stakeholder Voice

We aim to increase student voice through more regular whole school surveys, emotional resilience screening and student leadership groups. Parent surveys continue to be sent out. We aim to introduce snapshot staff surveys each term.

### Further Reading:

*Little book of Trauma Informed* - Suzanne Coyne, Superintendent Justin Srivastava Siobhan Collingwood (Lancashire Violence Reduction Network)

<https://traumainformedlancashire.co.uk/wp-content/uploads/2023/05/Little-Book-of-Trauma-Informed-A5-Final-print-2023.pdf>

*Trauma and the Brain: An Introduction for professionals working with teens* (Himelstein.S 2016)

<https://centerforadolescentstudies.com/trauma-and-brain/>

