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. 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 *(children includes everyone under the age of 18)*. 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	Statutory Guidance: • Working Together to Safeguard Children (2018) • Keeping Children Safe in Education (2020) • Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) Non-statutory Guidance: • What to do if you're worried a child is being abused (2015) • Information Sharing (2018) • Prevent Duty (2015) • Sexual Violence and Sexual Harassment between children in schools and colleges (2018) • Children Missing Education (2016) • 'Sexting in schools and colleges: Responding to incidents and safeguarding young people'. (2016) • Searching, Screening and Confiscation (2018) • Teaching Online Safety in Schools (2019) Key Legislation: • The Children Act (1989) & Children Act (2004) • Local Government Act (2000) Education Act (2002)

Related Policies	Use of Reasonable Force; Preventing Extremism and Radicalisation; Code of Conduct; e-Safety; Female Genital Mutilation; Allegations against Staff, Staff Code of Conduct, Whistleblowing Policy; Equalities; SMSC; SEND; Complaints, Managing Self-Harm
Responsibility	CEO/Executive Headteacher
Approval Authority	The Trust Board
Approval Date	19th October 2020
Next review date and frequency	Annual or in line with legislation
Monitoring and Evaluation	LGB
Author	Mr S Burns Head of School & Trust Safeguarding Professional Lead Miss V Pathak DSL (TGSG)
Availability	Google Drive, School Website
Version	FINAL

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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. Protecting children from maltreatment
   b. Preventing impairment of children's physical and mental health and development
   c. Ensuring that children grow up in safe and effective care
   d. Taking action to enable all children to have the best outcomes

1.2 To meet these aims, the Trust will:
   a. Ensure we practice 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 Code of Conduct, Allegations of Abuse against Staff, eSafety, Whistleblowing.

1.4 This policy has been updated taking account of the updated Keeping Children Safe (2020) and updated Working Together to Safeguard Children (2018)

2. Our ethos

2.1 The Green School Trust is committed to safeguarding and promoting the welfare of all its students. 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 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 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	https://www.hscb.org.uk/	Hannah Miller, Hannah.miller50@btinternet.com
Richmond SCB	https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/	Chris Robson, chrisrobson@kingrichlscb.org.uk
Ealing SCB	https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/escb.page?escbchannel=0	Sheila Lock, LockS@ealing.gov.uk
Hammersmith and Fulham, Kensington and Chelsea and Westminster SCB	https://www.rbkc.gov.uk/lscb/	Jenny Pearce, jennifer.pearce@rbkc.gov.uk Contact via emma.biskupski@rbkc.gov.uk or victoria.harris@rbkc.gov.uk
Hillingdon SCB	Home - Hillingdon Safeguarding Children Partnership Arrangements (Hillingdon LSCB)	Steve Ashley, sashley@hillingon.gov.uk
Surrey SCB	https://www.surreyscb.org.uk/	Simon Hart, partnership.team@surreycc.gov.uk

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 and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health Care Plan - EHCP)
- young carers
- showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- frequently missing/ goes missing from care or home
- at risk of modern slavery, trafficking or exploitation
- at risk of being radicalised or exploited
- 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
- returning to the family home from care
- privately fostered

(Keeping Children Safe in Education 2020, Section 18 on Early Help)

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, Queer (LGBTQ+)

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
- Keeping Children Safe in Education 2020
- What to do if you're worried a child is being abused 2015
- Information Sharing 2018
- Sexual Violence and Sexual Harassment between children in schools and colleges 2017

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)
- Peer-on – Peer 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 (Keeping Children Safe 2019)

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 September 2020, 31% of students were classed as Disadvantaged, 14% received Free School Meals, 7% were on the SEND Register as SEN K. 7 students had an EHCP and 4 students were classed as Looked After Children (LAC).

8.2   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. Anti-social behaviour, violence, harassment and theft from a vehicle were the highest reported concerns (Jan -July 2020).

Over the year 2018-2019, there has been a large increase in the reporting of sexual offences (16%) and of weapons (24%). Full details are available at https://www.met.police.uk/sd/stats-and-data/met/year-end-crime-statistics/

8.3   The Safeguarding Team at The Green School for Girls handled over 200 separate safeguarding concerns from 148 individual students, from September 2019 until March 2020. The most frequent categories were Mental Health concerns, those classed as other (Eg emotional upset) and Self Harm.

8.4   In March 2020, the school went into "lock-down" as did all schools nationally. The school aims of "Restore, Respond and Reconnect" have a basis in attempting to understand what happened to the children that we could not see, and to follow up with any concerns that have been raised.

9. Key Personnel

9.1

Designated Safeguarding Lead (DSL)	Vandna Pathak (Assistant Headteacher – KS4)
Deputy Designated Safeguarding Leads (DDSL)	Francis Markall (Assistant Headteacher – KS3) Gabbi Paisley (6th Form Inclusion Lead – KS5)

	Steve Burns (Head of School)
Designated Safeguarding Governor	Carol Fletcher
Chair of Governors	Puja Kumar
Designated Safeguarding Director	Peter Williams Chair of Audit Committee
CEO & Executive Headteacher	Sally Yarrow

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

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

10. School Procedures – staff responsibilities

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

10.2   The concern will be investigated by the DSL or a DDSL. Once the investigation has been completed, 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 B.

10.3   The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

10.4   The DSL/DSSL will 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.

10.5   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.

10.6   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.

10.7   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

10.8   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.

10.9   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.

10.10   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 safety, please contact the police on: 999. Additionally the NSPCC can be contacted 24/7 for help and advice on 0808 800 5000.		

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
● Listen to the student with an open and enquiring mind ● Believe what is said ● Act in a careful, calm and measured way ● Reassure the student that it was right to share the information ● Ask only 'open' questions ("Tell me"; "Explain", "Describe") ● Ask student's permission to look for any signs of abuse	● Ask probing or leading questions ● Ask a student to repeat their disclosure for another member of staff ● Dismiss the disclosure

● Explain that the information will be passed onto the DSL and others - on a 'need to know' basis only ● Make an accurate record of the discussion, giving time, day and date, recording this on EduKey ● Record actual words used and any significant behaviour displayed during the meeting ● Make the rest of the day as normal as possible, for both you and the student ● Seek support for yourself after the disclosure	● View indecent images that may have been passed through other students (Youth Produced Sexual Imagery)

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

12. Threshold Guidance

12.1 The Hounslow LSCP thresholds are aligned with the London Continuum of Need (2009), which can be accessed in full using the hyperlink
https://www.londoncp.co.uk/files/revised_guidance_thresholds.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	https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/advice.page?id=tfov73Ux8gQ
Richmond	https://www.achievingforchildren.org.uk/early-help-intervention/
Ealing	http://www.directory.ealing.gov.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0

Hammersmith and Fulham	https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care/how-you-and-your-family-can-get-support
Hillingdon	https://archive.hillingdon.gov.uk/eha
Surrey	https://www.surreycc.gov.uk/__data/assets/pdf_file/0010/138466/SSCB-early-help-practitioners-guide-oct.2.pdf

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.

Pyramid diagram:

- Children and families with acute needs (level 4)
- Children and families with complex needs (level 3)
- Children and families with additional needs (level 2)
- All children and families (level 1) — Universal services received by all children and young people

INFORMATION SHARING BETWEEN PRACTITIONERS
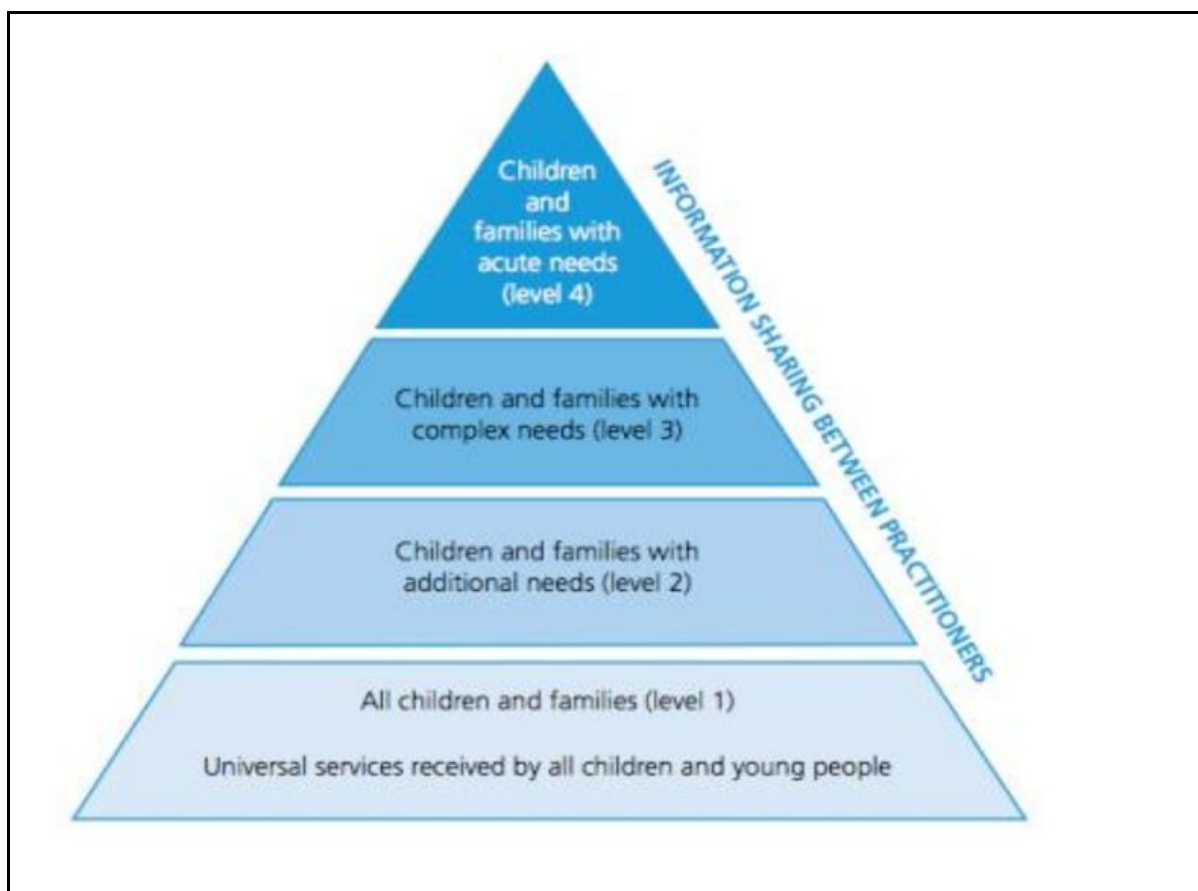
13. Support for those involved in a child protection cases/disclosures

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:

a) taking all suspicions and disclosures seriously
b) 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
c) responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
d) maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
e) maintaining and storing records securely
f) offering details of helplines, counselling or other avenues of external support
g) working and cooperating fully with relevant statutory agencies.
h) 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.

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 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

16.1   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.

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 B 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 2020, 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 B.

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 located in the policy folder of The Green School Trust website http://www.tgstrust.com/docs/policies/COMPLAINTS_POLICY_TRUST_FINAL.pdf

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, 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.

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. Hounslow CAMHS is currently experiencing an approximately 18 month waiting list.

20.2   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-bring should report this through EduKey (or online school reporting system) and speak to the relevant Head of Year.

20.3   Please refer to the Mental Health Policy for more details

21. Domestic Abuse

21.1   In 2015-16, Hounslow Police reported a 23% increase in cases of Domestic Abuse. Nationally, at the start of the COVID pandemic, a 700% increase in calls to a helpline was recorded. Hounslow has the 3rd highest rate of Domestic Abuse in London in 2017, with a rate of 1 person in 50 (Hounslow Violence Against Women and Girls Plan 2019-21). The number of cases reported is vastly above the London average. 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 parents, 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.

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
- **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)

All cases of bullying should be reported as a safeguarding concern, as well as a breach of the school Code of Conduct.

22.2   The Anti-Bullying policy of the school can be located here
https://www.tgsgirls.com/docs/policies/ANTI-BULLYING_POLICY_.pdf

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 Some signs to look out for include:

- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g clothes, jewellery, cars etc)
- Residents or 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
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries

Further information can be located at
https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines

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 The Green School Trust policy on Managing Self Harm is can be accessed
http://www.tgstrust.com/docs/policies/MANAGING_SELF_HARM_POLICY_TRUST_FINAL.pdf

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 replaced the 1985 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 (through safeguarding briefings) on the risk factors in 20.2 and how to respond to concerns through each school's reporting systems.

30.5   Please refer to the Preventing Extremism and Radicalisation Policy http://www.tgstrust.com/docs/policies/PREVENTING_EXTREMISM___RADICALISATION_TRUST_FINAL_.pdf

31. Children Missing Education (CME)

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 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, via the form in Appendix D.

31.4   In line with Keeping Children Safe (2020), all students will have at least two emergency contact numbers

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 will 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. Peer-on-Peer 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 Peer-on-Peer 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'.

35.2   The forms of Peer-on-Peer abuse are outlined below:

- Domestic abuse
- Child Sexual Exploitation
- Harmful Sexual Behaviour, including Sexual Violence and Sexual Harassment (Section 28)
- Serious Youth Violence
- Hazing/Initiation Ceremonies

35.3   In all cases of peer-on-peer 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 peer on peer 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.

35.5   Any concerns, disclosures or allegations of peer on peer 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 Peer-on-Peer abuse, as detailed in
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674

416/Searching_screening_and_confiscation.pdf

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).

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   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)

36.11   All cases will be managed under the guiding principles of Keeping Children Safe (2020)

37. 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).

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.   Children and the court system

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

38.2   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.

39. Student and Staff training

39.1   It is important that all staff, volunteers and governors/directors receive 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.

39.2   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 2020 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

39.3   New staff, (including student teachers) will receive comprehensive safeguarding training from the relevant DSL/DDSL/Trust Lead for Safeguarding as soon they arrive. They are also expected to complete the online training above and read and understand Keeping Children Safe in Education 2020 Part 1 and Annex A.

39.4   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.

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

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

39.7   We aim to reduce the likelihood of peer-on-peer 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

40. The Curriculum

40.1   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 half term, all students receive a Safeguarding Assembly from a member of the Safeguarding Team, based around a theme particularly relevant to the context of this school, with signposting to support both in and out of school.

41. Safer recruitment

41.1   The Trust complies with the requirements of Keeping Children Safe in Education 2020 and the DBS by carrying out the required checks and verifying the applicant's identity, qualifications and work history.

41.2   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.

41.3   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.

41.4   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

42. Volunteers, Directors and Governors

42.1   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.

42.2   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

42.3   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.

43. Contractors

43.1   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.

44. Site security

44.1   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 E).

44.2 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.

45. Extended school and off-site arrangements

45.1   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.

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

46. Supply teachers/Short term relief staff

46.1   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 include 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.

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

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
- 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 (2019)
- ensuring students are taught, as part of a broad and balanced curriculum, the importance of safeguarding, including online safety
- 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

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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' 2020
- attend safeguarding refreshers (in "Real-Life" or virtually)
- deal with any bullying incidents that may occur
- 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

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The named governor for Child Protection and Looked After Children is responsible for maintaining:
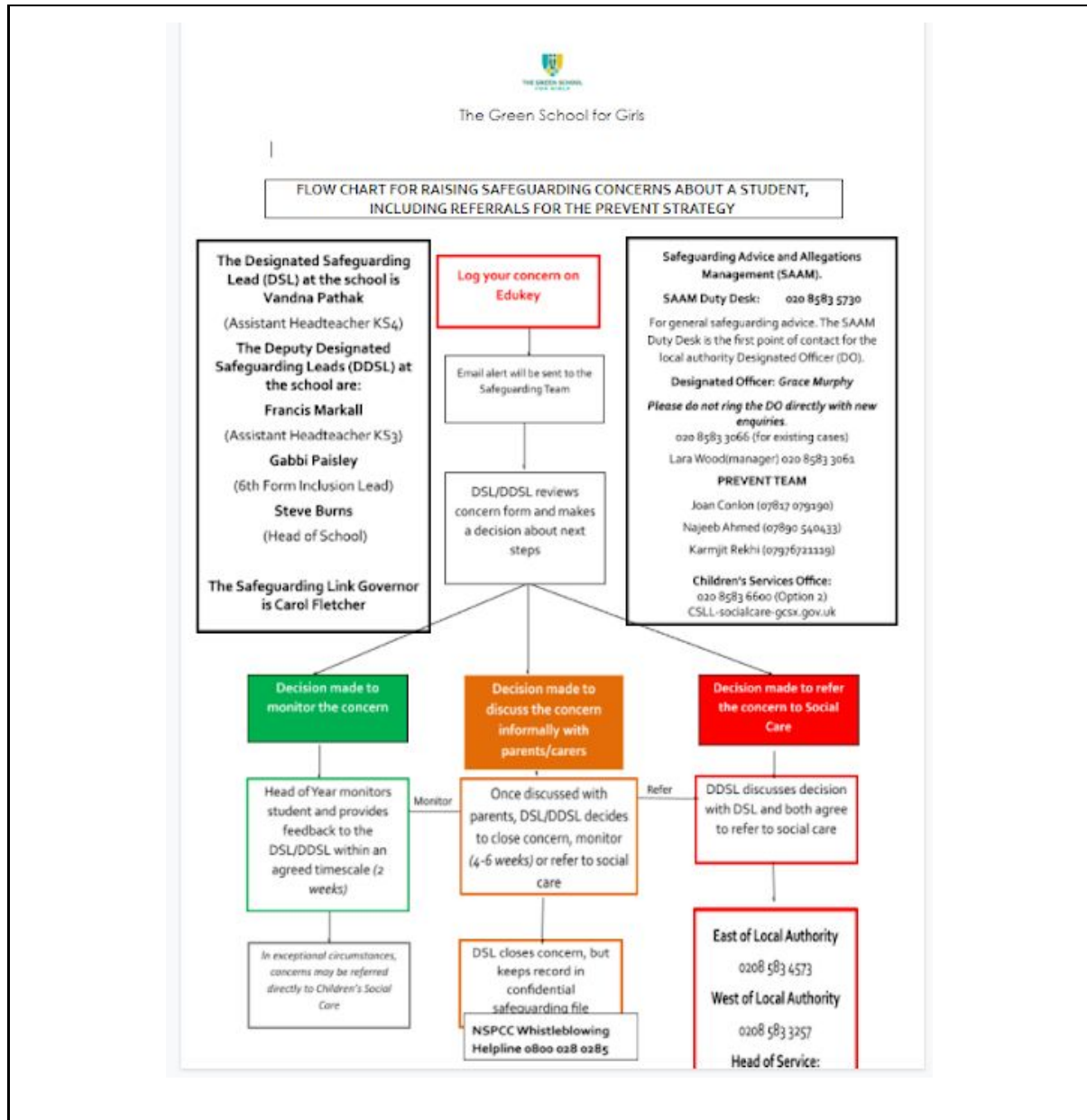
- regular contact with the school's DSL and the governing body on safeguarding matters
- awareness of current responsibilities and requirements in relation to child protection by

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
- 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 2020
- 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

The Green School for Girls

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

The Designated Safeguarding Lead (DSL) at the school is Vandna Pathak

(Assistant Headteacher KS4)

The Deputy Designated Safeguarding Leads (DDSL) at the school are:

Francis Markall

(Assistant Headteacher KS3)

Gabbi Paisley

(6th Form Inclusion Lead)

Steve Burns

(Head of School)

The Safeguarding Link Governor is Carol Fletcher

Log your concern on Edukey

Email alert will be sent to the Safeguarding Team

DSL/DDSL reviews concern form and makes a decision about next steps

Safeguarding Advice and Allegations Management (SAAM).

SAAM Duty Desk: 020 8583 5730

For general safeguarding advice. The SAAM Duty Desk is the first point of contact for the local authority Designated Officer (DO).

Designated Officer: Grace Murphy

Please do not ring the DO directly with new enquiries.
020 8583 3066 (for existing cases)
Lara Wood(manager) 020 8583 3061

PREVENT TEAM

Joan Conlon (07817 079190)

Najeeb Ahmed (07890 540433)

Karmjit Rekhi (07976721119)

Children's Services Office:
020 8583 6600 (Option 2)
CSLL-socialcare-gcsx.gov.uk

Decision made to monitor the concern

Decision made to discuss the concern informally with parents/carers

Decision made to refer the concern to Social Care

Head of Year monitors student and provides feedback to the DSL/DDSL within an agreed timescale (2 weeks)

Monitor

Once discussed with parents, DSL/DDSL decides to close concern, monitor (4-6 weeks) or refer to social care

Refer

DDSL discusses decision with DSL and both agree to refer to social care

In exceptional circumstances, concerns may be referred directly to Children's Social Care

DSL closes concern, but keeps record in confidential safeguarding file

NSPCC Whistleblowing Helpline 0800 028 0285

East of Local Authority
0208 583 4573

West of Local Authority
0208 583 3257

Head of Service:

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

Appendix D- Children Missing Education (Hounslow Referral Form)

CHILDREN MISSING EDUCATION - Part A

Children's details

	Child's Forename	Child's Surname	Date of Birth	Gender
First child				
Second child				
Third child				

Parent/Guardian: Mother _____   Father: _____

Unique Pupil Number

Current home address:

 Current School Name: _____

School Contact Name/Contact Number:

Date Child Last Attended:

Have you referred the child to any of the following, please specify:

	Please tick	Date referred
Social Care/ Families First – please notify social worker		
LAC - please notify the Virtual College		
EWS/EWO		
EHCP/Statement – please notify your SEN Contact		
SEN		

EP		

Up to date information:

Contact numbers for parents:

New address they are moving to:

Who will they be living with e.g. Parents/Grandparents/other relative/Friend:

Date they are moving to new area/country:

Admissions Authority or school they are approaching for a new school place:

Current email address of parents:

Date school file sent to new school (to be completed if this form is being retained by school for reference only):

Date sent to CME:

Additional Information supplied by parent/pupil:

Signature:... Date:.................................

Forms or the information gathered should be sent to the Children Missing Education Officer in typed word format only, once checks have been made by school. This information can be emailed or sent using this form, email cme@hounslow.gov.uk.

Please complete Part B before sending form to CME.

CHILDREN MISSING EDUCATION - Part B

Please complete all school reasonable enquiries below before you send the referral to Children Missing Education, it will only be accepted if the following checks have been undertaken by the school:-

Within First 3 Days	Date Completed	Details

Check with all members of staff who the child/young person may have had contact with.		
Check with the pupil's friends/ neighbours/ family		
Telephone calls made to any numbers held in the school records. (if this is an automated system please make telephone contact manually)		
Attempt telephone contact with all known emergency numbers.		
Speak to other agencies that have been working with the family, such as Children Services, Youth Offending for example.		
Check with any schools known to have siblings or relatives on their roll.		
Email parents and contacts on the school's up to date contact form		
Write to the address of both parents (if they live separately and it is appropriate to do so)		
Contact school admissions or CME officer in new area to establish if an application has been submitted. (if applicable, using the LA CME Contact list)		
Has any soft information been obtained? e.g "We have heard they have moved to Scotland other students say they have gone on holiday for example		
Conduct a home visit if you have been unable to successfully locate the child's whereabouts and it is safe to do so. (if school have a member of staff who has a responsibility to conduct home visits) Speak to neighbours if possible.		
Within days 3-10	Date Completed	Details

Speak to your School Education Welfare Officer if referred to them or for advice		
Refer to EWS for a contact visit if no contact has been made by parent and reason for absence unknown (on a CFAN via Children's Services Front Door)		

CHILDREN MISSING EDUCATION - Part C

To be completed by London Borough of Hounslow staff

CME Reference: **EMS Reference**

New Local Authority and contact person

Please respond to cme@hounslow.gov.uk

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.

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 been correctly vetted.

Grey ID—vetted TGST staff

Black ID— Governors/ Directors of the Trust

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 Site Services.

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 10 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)

Safeguarding, Health and Safety and Child Protection Arrangements for Visitors (September 2020)

Please ask to read any of the above policies if you require more information. They are also available on our websites: www.tgsgirls.com and www.tgstrust.com

Ofsted
Outstanding
2011|2012

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.

ENSURING SAFETY

The Safeguarding and Child Protection Policy is available through the school website www.tgsgirls.com and www.tgstrust.com. The policy applies to all persons working for, with and visiting the school. A printed copy is available upon request through the school Reception.

WHAT SHOULD YOU REPORT?

- Does the child appear to be unfed or unkempt?
- Does the child talk inappropriately about violence (E.g. at home)?
- Does the child act in an inappropriate manner, relating to sexual matters, for their age?
- Does the parent talk about violence in the home?
- Does anyone express 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, homophobia, race, colour or culture)?

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

WHAT IF A STUDENT MAKES A DISCLOSURE?

- Take them seriously, recognising their wishes
- Listen carefully to what they have to say, in a safe place
- Avoid closed questions
- Never keep the information to yourself
- Ensure they feel safe in school
- Make comprehensive notes immediately
- Ask to see the Designated Safeguarding Lead immediately and complete the Safeguarding Referral Form (copies are kept in Reception)

WHO SHOULD YOU REPORT TO?

Vandna Pathak
Assistant Headteacher KS4
(Designated Safeguarding Lead)

Francis Markall
Assistant Headteacher
(Deputy Designated Safeguarding Lead)

Gabbi Paisley
6th Form Inclusion Lead
(Deputy Designated Safeguarding Lead)

Stephen Burns
Head of School
(Deputy Designated Safeguarding Lead)

Carol Fletcher—Safeguarding Governor

FIRST AID

If you encounter anyone with medical concerns, or seems ill, refer to Reception who will contact a first aider.

In case of an accident or emergency, contact Reception.

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.

Appendix F - Referral Forms for Children's Social Care

	Referral Form
Hounslow	https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/service.page?id=OXP3DOlRCMY
Richmond	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
Ealing	https://www.ealing.gov.uk/downloads/download/1538/ealing_childrens_integrated_response_service
Hammersmith and Fulham	https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care/how-you-and-your-family-can-get-support
Hillingdon	01895 556633 or emailing ratduty@hillingdon.gov.uk.
Surrey	https://www.surreycc.gov.uk/social-care-and-health/childrens-social-care/professionals/forms-for-protecting-and-safeguarding-children