

# Greenford High School

## Policy Document



# ***Child Protection & Safeguarding Policy***

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# **CHILD PROTECTION POLICY- SAFEGUARDING CHILDREN**

Updated January 2022 (to be reviewed January 2023)

**Designated Safeguarding Lead: Louise Grimley (also Teacher for CLA)**

**Deputy Designated Safeguarding Lead and Mental Health Lead: Niloo Adhami**

**Child Protection Officers: Niloo Adhami, Angela Thomas**

**LAC Co-ordinator: Angela Thomas**

**Child Protection Governors: Shital Manro and Sunny Chana**

1. Greenford High School recognises the prime importance of its role in safeguarding and promoting the welfare of children. It is committed to protecting children and to working with other agencies to ensure their well-being.
2. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
3. Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff at Greenford High School are particularly important, therefore, as they are in a position to identify concerns early and provide help for children, and to prevent concerns from escalating. The staff at the school form part of the wider safeguarding system for children and should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
4. All staff employed by the school, including supply staff, will have a DBS check, with references and employment details checked. Interview panels will take care to assess all potential employees in terms of their suitability to work with young people. Advertisements during the recruitment process make it clear to applicants that the school follows these practices.

5. **Lou Grimley** is the **Designated Safeguarding Lead** and **Niloo Adhami** is the **Deputy Designated Safeguarding Lead**. Referrals should be made directly to Lou Grimley or Niloo Adhami, or, in their absence, to a member of the Child Protection Team, contactable on [childprotection@greenford.ealing.sch.uk](mailto:childprotection@greenford.ealing.sch.uk). Although the original referral may be verbal, members of staff will be asked to provide written notes so that all details are properly recorded. If the referral follows an actual disclosure by a student, the disclosure form, **Appendix A**, should be used. Any concern will be discussed by the Child Protection (CP) Team, and subsequently be either entered onto a school database and/or filed – any recording system used is both secure and confidential.

From April 1<sup>st</sup> 2008, at a national level, the term “Child Protection Register” is replaced with “A Child Subject of a Child Protection Plan”.

6. The Child Protection Team comprises the following members of staff: Lou Grimley, Niloo Adhami and Ange Thomas, all of whom are Child Protection Officers, responsible for different cohorts of students. Lou Grimley is the member of staff responsible for Children Looked After. The Safeguarding Governors are Shital Manro and Sunny Chana. Monika Sierwowka is the Child Protection Administrator.

7. The role of the Safeguarding Governors is to ensure that:

- there is a Child Protection Policy & Staff Code of Conduct;
- the Child Protection Policy is available on the school website or by other means available to parents;
- the school operates safer recruitment and selection procedures & at least one person on each recruitment panel has completed Safer Recruitment training;
- the school has procedures for dealing with allegations of abuse against staff & volunteers and will make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned;
- a senior leader has Designated Safeguarding Lead (DSL) responsibility;

- the DSL undertakes interagency training and also undertaken 'New to Role' and the 'Update training' every 2 years;
- the Headteacher & all other staff have safeguarding training as appropriate;
- to remedy any weaknesses in Child Protection immediately;
- there is a nominated Governor for allegations against the Headteacher;
- that the Governing Body considers how children may be taught about safeguarding;
- the Governing Body has in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual exploitation and to help prevent their going missing in future (page 41 of **KCSiE September 2021**);
- the Governing Body has put in place a teacher for LAC;
- the Governing Body has annual training that updates them on the most recent version of **KCSiE**.

8. Our Child Protection and Safeguarding Policy and Procedures will be monitored by the following:

- Governing body visits to the school;
- SLT learning walks and discussions with students and staff;
- Students surveys and questionnaires;
- Scrutiny of Attendance data;
- Scrutiny of a range of risk assessments;
- Scrutiny of GB minutes;
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor;
- Review of parental concerns and parent questionnaires;
- Review of the use of areas that students may use, when not in lessons, such as BG10, clubs and intervention groups.

9. A member of staff should report anything that they feel may be of consequence, including bruising, an unkempt appearance, unusual behaviour, or something that they have noticed in the child's work – please see pages 11-18 of the **Staff Code of Conduct** about Safeguarding Children at the school. They should not be worried about making a referral that may prove to have no substance after investigation. Instead, it is important that they use their professional judgement to report anything that they feel may indicate a child protection issue. Reports of concerns should be made directly to Lou Grimley, the **Designated Safeguarding Lead**, the **Deputy Designated Safeguarding Lead**, or the CP Team at [childprotection@greenford.ealing.sch.uk](mailto:childprotection@greenford.ealing.sch.uk).
  
10. Staff are asked to record all information - accurate records are vital in suspected child abuse cases. Care must be taken in recording and sorting confidential information. Allegations should be recorded and any evidence to substantiate the allegations should be noted.
  
11. The electronic system CPOMS is used by the CP Team to record those emails from staff, in order to have both an electronic chronology of key cases, and a system to track the frequency of referrals, in order to better identify those in need of early intervention. Updates to any existing cases are also recorded on CPOMS.
  
12. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.

Staff who need to share 'special category personal data' should be aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without

consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a student at risk. All records will be kept confidentially and securely and are separate from student records, until the child's 25th birthday.

13. In the event of an actual disclosure, staff should not ask any leading questions during a disclosure from a child, and must be aware that disclosure may be partial and ongoing. They should not pass any judgement or display signs of shock that may prevent the child from completing a disclosure. It is important that their conduct is professional and objective. In particular, the member of staff should not be persuaded to keep a secret on a child's behalf, but should make it clear that they are required to pass this information on to the designated teacher. However, staff should be reminded that they must only divulge such personal information on a need-to know basis and that only relevant staff should be informed. A disclosure form will need to be filled in, printed off, signed, and then passed on to Lou Grimley, the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead**. There are guidelines on the form on how best to deal with an actual disclosure, and a reminder of the procedures to follow.
14. If staff feel they need any support at any stage due to disclosures made, or in how to handle discussions with students, they should approach either Lou Grimley, the **Designated Safeguarding Lead**, the **Deputy Designated Safeguarding Lead**, or the CP Team.
15. The **Designated Safeguarding Lead**, the **Deputy Designated Safeguarding Lead**, or a member of the CP Team, will take the appropriate necessary action, which may include informing parents/carers, gathering information from staff and/or an interview with the student. In some cases, another member of staff may be invited to attend.
16. Where appropriate, the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** will either make a referral to Ealing Children's Integrated Response Service (ECIRS) or conduct an Early Help Assessment and Plan (EHAP). This is usually, but not always, done with the parent or carer's knowledge and, in most cases, consent. In the absence of the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** another member of the CP Team can make an ECIRS referral, or conduct an EHAP. An ECIRS form needs to be completed and returned to Perceval House, and a copy kept for the school's

internal CP files, which are confidential. If files need to be transferred between institutions, for whatever reason, this will be done securely through transfer between CP Officers. In the event of a student with a CP file leaving the school, the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** will retain copies of key documents to keep on record.

17. The **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** will also work effectively with partner agencies to seek advice, support and guidance drawing on multi agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet. Action will be taken early so less serious concerns are raised, discussed and responded to, to try and prevent them from escalating to more serious concerns. And, the importance of contextual safeguarding will be recognised, considering the social settings of children beyond school.
18. It is, however, important to note that any member of staff can make a referral to ECIRS, but it is advised that this is done through the CP Team. If a member of staff does make a referral, it is essential that the CP Team is informed, so that the school's confidential CP Register can be updated.
19. If any member of staff feels that a referral they have made has not been followed up adequately, or they have any concerns with how a case has been handled, they should contact the **Designated Officer for the Local Authority** on 020 8825 8930.
20. The **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** will undertake regular training with the LEA/External courses to keep up-to-date with current practice. The **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** will also undertake to make staff aware of basic procedures and referral routes. He/she will also ensure that staff receive regular training in such matters, including training for new staff/non-teachers/governing body. The **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** will also ensure that the Headteacher and all other staff will have updates, as appropriate, via the VLE, Briefing, or other means, and that the Headteacher and staff are updated at least annually on the most recent version of KCSiE.
21. All staff, including governors, employed by the school are required to read **Part 1** of the document entitled **Keeping children safe in**

**education: statutory guidance for schools and colleges, September 2020**, and then email the **Designated Safeguarding Lead** to confirm that they have read it. A copy of this is available to view on the school's VLE.

22. All staff, including governors, are also encouraged to refer to the documents **Working together to safeguard children (July 2018)** and **What to do if you are worried a child is being abused (March 2015)**, both available on the school's VLE under the Child Protection tab on the home page.
23. Staff should be aware that signs of child abuse will not always be immediately apparent and will not necessarily be visible as physical signs. Things to look for are indicated below, but please remember this is not an exhaustive list:

- Bruising, especially multiple bruising
- Cuts
- Scars
- Burns, especially cigarette burns
- A lack of personal hygiene
- Noticeably low self esteem
- Body odour
- Deterioration in general appearance
- Deterioration in general health
- Unusual eating habits
- Overtly sexual behaviour
- Unusual reactions to adults (wariness, fear in the eyes)
- Unusual reaction to other children
- Changes to punctuality or attendance patterns

Staff should be aware of the fact that there may be perfectly reasonable explanations for many of the above, but that it is important to be aware of these potential indicators. They should also note that there are four categories of abuse: neglect, emotional, physical and sexual. In the case of neglect, many of the symptoms are also indicators of social deprivation. More information on the different types of abuse, and links to sites that will provide more details on specific safeguarding issues, can be found in the document mentioned in Point 21 above.

In view of the diverse ethnicity of the school's intake, staff should also be aware of the connection between lengthy absences and possible sexual exploitation of students, such as through forced marriages. Concerns should be reported following these guidelines.

24. Staff are asked to recognise that additional barriers can exist when recognising abuse and neglect in children with SEND. The **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** will ensure that the Headteacher and staff are trained regularly as to what those barriers might be, and what to do if there is a concern.

Some of those additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being more prone to peer group isolation than other children.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

These students may need extra pastoral support and the schools SEND Policy outlines how support is provided.

25. School staff should pay particular attention to the section in the document mentioned in Point 21 on the following areas:

**Child abduction and community safety incidents**

**Children and the court system**

**Children Missing Education (CME)**

**Children with family members in prison**

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

**County Lines**

**Modern Slavery and the National Referral Mechanism**

**Cybercrime**

**Domestic Abuse**

## Homelessness

### So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

## Preventing Radicalisation

### Peer on peer abuse/Child on child abuse

### Sexual violence and sexual harassment between children in schools and colleges

These are key current areas of concern on a national level. If any member of staff would like to discuss either of these issues in more depth, they can talk to the **Designated Safeguarding Lead**, the **Deputy Designated Safeguarding Lead** or a member of the CP Team. There is also additional information in appendices at the end of this policy.

26. Staff also need to be aware of **Contextual Safeguarding**. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or between children outside the school or college. All staff, but especially the **Designated Safeguarding Lead** and the **Deputy Designated Safeguarding Lead**, should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. For further information on Contextual Safeguarding, staff are asked to use the link on bullet point 23 of **Keeping Children Safe in Education**.

27. Staff also need to be aware of young people making themselves vulnerable through social media, in particular through inappropriate messages and images, and also through sexting. The **Designated Safeguarding Lead**, the **Deputy Designated Safeguarding Lead**, and the member of staff responsible for online safety, will ensure that students are made aware of how to keep themselves safe online and what to do if they feel unsafe, or threatened at any point.

28. In addition to this, and current areas of concern, staff should also be aware of, and mindful of the indicators of peer on peer abuse, and the different forms of this – there is additional information on

these issues to be found in **Keeping Children Safe in Education**, bullet points 29 and 30. There is also a separate **Peer-on-Peer Abuse protocol** to be followed if instances of this occur.

29. The **Designated Safeguarding Lead**, the **Deputy Designated Safeguarding Lead** and/or the relevant Pastoral Support Worker/Year Leader are responsible for subsequent liaison with Social Services following a referral. Staff who have made an internal referral should be aware that the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** may not be able to inform them of the outcome of the referral, in order to keep the child's circumstances as confidential as possible. Staff are more than welcome to follow up a referral, although, for the same reasons, feedback may be limited.
  
30. Risk assessments for educational visits highlight the possible dangers faced and the need to brief students to keep safe. If a trip or visit is going to involve an overnight stay, the list of students attending is to be sent to the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** at the earliest opportunity as it might be that an overnight stay is inappropriate for particular students. If this is the case, the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** will discuss the matter with the parent or carer. Similarly, as and when appropriate, issues regarding the safekeeping of children should be raised and discussed in lessons in a mature and responsible fashion. This should not just be confined to PSHCE work, but may be appropriate in, for example, English lessons in response to a piece of literature, during form time, assemblies, PE lessons etc.
  
31. The duty of governors is to meet on a regular basis with the **Designated Safeguarding Lead** or the **Deputy Designated Safeguarding Lead** to ensure that procedures are being followed correctly. All Governors must undertake Child Protection training.
  
32. When it comes to the recruitment of staff, a member of the interview panel will always be a current member of staff who has undergone Safer Recruitment training. All interviews will contain a Safeguarding element in the process, including question(s) in the final interview.
  
33. Any allegations against members of staff will be investigated thoroughly and confidentially and must be referred directly to the

Headteacher, after which the school's normal disciplinary procedures will follow. While the interests of the student remain paramount, no case will be prejudged. The Designated Officers for the Local Authority will be consulted in such cases, as will the Police, and/or any external personnel advisory services the school employs, as appropriate.

If an allegation or concern refers to the Headteacher, the Chair of Governors is to be informed, and the same procedures as outlined above will be followed.

34.If staff are concerned about any procedures or policy matters relating to safeguarding matters, or indeed any school procedures or policies, they are encouraged to refer to the school's Whistleblowing Policy. They are also reminded that the **NSPCC** has a **Whistleblowing Hotline** that can be contacted on **0800 028 0285**. Further information can also be found 'Advice on Whistleblowing' [www.gov.uk/whistleblowing](http://www.gov.uk/whistleblowing) .

35.Staff requiring further information/training should see the **Designated Safeguarding Lead**, the **Deputy Designated Safeguarding Lead** or a member of the CP Team. **Part 1 of Keeping children safe in education: statutory guidance for schools and colleges, September 2020** has many sites to visit, and there are also further details available in the rest of that guidance, especially the appendices at the end of the document in Annex A.

36.The **Designated Safeguarding Lead** and the **Deputy Designated Safeguarding Lead** will also ensure that the student body are informed about safeguarding issues, and on how to keep themselves safe, including signs to look out for, the key areas of concern, how to keep healthy in relationships, and what to do if you have a concern, or a disclosure to make. This will be done through the PSHCE curriculum at all key stages, and through Enhanced Entitlement at KS5, and through the school's assembly programme. Other lessons, where appropriate, will also be used, for example RE and Science.

## **APPENDIX A**

### **Exemplar Disclosure Form**

## Disclosure form

**This form should be used when a student discloses to any member of staff that they are suffering, or have suffered, from some form of abuse.**

**When discussing an actual disclosure with a student, please try to remember the following:**

- allow the pace of the conversation to be dictated by the student
- ask neutral questions which encourage the student to talk such as "can you tell me what happened?"
- accept what the student says and do not ask for further detail
- acknowledge how hard it was for them to tell you
- reassure the student that they have done the right thing
- explain whom you will have to tell (the DCPO) and why

- burden the student with guilt by asking questions such as "why didn't you tell me before?"
- interrogate or pressure the student to provide information
- ask any questions that start with the words, how, what, when, where and why
- undress the child or examine clothed parts of the child's body
- criticise the perpetrator
- promise confidentiality or make promises that you cannot keep such as "it will be alright now"

Student name:	DOB:
Date of disclosure:	Time of disclosure:
Date of incident:	Time of incident:
Student's demeanour:	Others present at time of disclosure?

Details  
disclosure:

of

Some things to remember:

- Record what was said by the student and by you;
- Use the exact words and phrases used by the student;
- Clearly distinguish between fact, observation, allegation and opinion.

P.T.O.

Any witnesses named by student:

Alleged perpetrator, or details, if known:

Did the student give consent to share the information – YES NO

If yes, what did the student say?

If no, did you explain that you would have to share this information with the Designated Safeguarding Lead – YES NO

If yes, what did the student say?

Additional information:

Staff name and initials:

Date and time:

Signature:

**This form must be passed to Lou Grimley, the Designated Safeguarding Lead (DSL), or in her absence a member of the Child Protection Team, as**

**soon as possible, and in any event no later than the end of the timetabled day. If the allegation is against an adult, this information should be passed directly to Ms Pye, the Headteacher (HT). If the allegation or complaint is against the HT, this information should be passed directly to Mr Chana, the Chair of Governors.**

An actual disclosure from a student can sometimes be distressing and unsettling for the member of staff – if you feel you would like to talk to someone, once you have filled in this disclosure form please contact Lou Grimley, the Designated Safeguarding Lead, who can either speak to you herself, or put you in contact with the relevant agency.

Many thanks

The Child Protection Team

## **APPENDIX B**

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people

known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## **APPENDIX C**

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **APPENDIX D**

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include

sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

## **APPENDIX E**

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **APPENDIX F**

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners.

## **APPENDIX G**

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of

exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs,
- handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

## **APPENDIX H**

### **Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

## **APPENDIX I**

### **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or

'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above;

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK.

## **APPENDIX J**

### **Domestic Abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or

over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

### **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **National Domestic Abuse Helpline**

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children • Safelives: young people and domestic abuse.
- Domestic abuse: specialist sources of support - GOV.UK ([www.gov.uk](http://www.gov.uk)) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse) 28
- Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

## **APPENDIX K**

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. 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.

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. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate

referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: [here](#).

## **APPENDIX L**

### **So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)**

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. 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. 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.

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Where FGM has taken place, since 31 October 2015 there has been a 23 mandatory reporting duty placed on teachers<sup>16</sup> that requires a different approach (see following section).

## **APPENDIX M**

### **FGM**

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

#### **FGM mandatory reporting duty for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon

teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>17</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

## **APPENDIX N**

### **Forced Marriage**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151. Please inform the Designated Safeguarding Lead.

## **APPENDIX O**

### **Preventing Radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting

children from this risk should be a part of a schools' or colleges' safeguarding approach.

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

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

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

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

### **The Prevent duty**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>103</sup> to the need to prevent people from being drawn into terrorism".<sup>104</sup> This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

### **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if

they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

### **Additional support**

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Greenford High School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Greenford High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Greenford High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White

Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Ealing Safeguarding Children Board.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then the police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **APPENDIX P**

### **Peer on peer abuse/Child on child abuse**

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

## **APPENDIX Q**

### **Sexual violence and sexual harassment between children in schools and colleges**

#### **Context**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

#### **What is sexual violence and sexual harassment?**

##### **Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003<sup>24</sup> as described below:

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

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

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape

## **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
    - sharing of unwanted explicit content;
    - upskirting (is a criminal offence<sup>30</sup>);
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media;
    - sexual exploitation; coercion and threats.

## **Upskirting**

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

## **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine

the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## **APPENDIX R**

### **Information to support during Coronavirus and school closure**

- 1) Despite school closure in the past and possible future school closures, the safeguarding of our students is still at the heart of everything we do;
- 2) The school remains open to vulnerable students during times when it may have to close and should ordinarily be open to all its students;
- 3) Vulnerable students are those with an EHCP, an allocated social worker, or those that the school feel may be at risk of harm for whatever reason while not in school;
- 4) Those students will be contacted by the school to explain that the school is open to them if they feel the need to access its services;
- 5) Some students will also be contacted by key members of staff to check that they feel safe and are coping with any issues that may arise from school closure;
- 6) In the event of school closure, the school will liaise closely with social care, the Virtual School and foster carers, where appropriate, to support those students in care, and those students previously looked after;
- 7) The school will also liaise closely with the borough's SEND Team in order to support those students who have an EHCP, as well as make regular contact with parents/carers to ensure that those students are accessing work and feel supported at this time;
- 8) If any member of staff or parent/carer has a safeguarding concern during the time of school closure, the concern should be

emailed to [childprotection@greenford.ealing.sch.uk](mailto:childprotection@greenford.ealing.sch.uk). A member of the Child Protection Team will then be in touch about your concern;

9) The **Designated Safeguarding Lead**, Lou Grimley, the **Deputy Designated Safeguarding Lead**, Niloo Adhami, and the Child Protection Team will continue to deal with safeguarding concerns as normal, and liaise, where appropriate, with external agencies;

10) Staff have been issued guidance on how to safeguard themselves and students in situations where they are required to remotely teach – this will be updated as and when appropriate;

11) Students and parents/carers will find information on the school website on how best to safeguard themselves while working online, and what to do if there are any concerns;

12) Staff, students and parents/carers need to be especially mindful of online peer on peer abuse at all times, but especially at times of school closure, using the above email address if they have any concerns, and also looking at the CEOP website for further guidance if need be;

13) The school will also support with the mental well-being of students at times of school closure through regular contact, either in person, or on the website and the VLE to give strategies to support at this time;

14) If there are any safeguarding concerns about staff during school closure, these need to be directed to the headteacher, Mia Pye;

15) This appendix will be updated as and when necessary during times of school closure.