

Greenford High School

Policy Document



Child Protection Policy – Safeguarding Children

Last Updated	March 2019
Policy Type	Statutory Other
Review Frequency	Annual
Staff Responsible	Mrs L Grimley ADHT
Governing Committee	Students
Approved Date	March 2019
Approved by	Chair Students Committee

CHILD PROTECTION POLICY- SAFEGUARDING CHILDREN

Designated Safeguarding Lead:	Louise Grimley (also Teacher for CLA)
Child Protection Officers:	Niloo Adhami and Angela Thomas
Child Protection Governors:	Shital Manro and Serene Jamil

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**. Referrals should be made directly to her or, in her absence, to a member of the Child Protection Team, contactable on 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 1st 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 Serene Jamil. 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 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 (pages 88-79 of **KCSiE September 2018**);
 - 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 The BRAIN, 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 11-14 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**, or the CP Team at 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**. 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**, or the CP Team.
15. The **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** 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**, 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** will retain copies of key documents to keep on record.

17. The 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** will undertake regular training with the LEA/External courses to keep up-to-date with current practice. The **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 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 pages 5 – 15 of the document entitled **Keeping children safe in education: statutory guidance for schools and colleges, September 2018**, 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 (March 2015)** 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 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 Sexual Exploitation (CSE)
Female Genital Mutilation (FGM)
Preventing Radicalisation
Forced Marriage
Children Missing Education (CME)
Child criminal exploitation and County Lines
Peer on peer abuse
Sexual violence and sexual harassment
Domestic Abuse
Homelessness
Children and the court system
Children with family members in prison
So-called 'honour based' violence

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** or a member of the CP Team. There is also additional information in appendices at the end of this policy.

- **Child Sexual Exploitation (CSE)** – please see Appendix B
- **Female Genital Mutilation (FGM)** – please see Appendix C
- **Preventing Radicalisation** – please see Appendix D
- **Forced Marriage** – please see Appendix E
- **Children Missing Education (CME)** – please see Appendix F
- **Child criminal exploitation and County Lines** – please see Appendix G
- **Peer on peer abuse** – please see Appendix H
- **Sexual violence and sexual harassment** – please see Appendix I
- **Domestic Abuse** – please see Appendix J
- **Homelessness** – please see Appendix K
- **Children and the court system** – please see Appendix L

- **Children with family members in prison** – please see Appendix M
- **So-called ‘honour based’ violence** – please see Appendix N

26. 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, 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.

27. 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 77 and 78.

28. The **Designated Safeguarding Lead** and/or the relevant Pastoral 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** 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.

29. 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** 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** 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 PSHE work, but may be appropriate in, for example, English lessons in response to a piece of literature, during form time, assemblies, PE lessons etc.

30. The duty of governors is to meet on a regular basis with the **Designated Safeguarding Lead** to ensure that procedures are being followed correctly. All Governors must undertake Child Protection training.

31. 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.
32. 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.

33. 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.
34. Staff requiring further information/training should see the **Designated Safeguarding Lead** or a member of the CP Team. Pages 5 – 15 of **Keeping children safe in education: statutory guidance for schools and colleges, September 2018** has many sites to visit, and there are also further details available in the rest of that guidance.
35. The **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 PSHE curriculum at both KS3 and KS4, 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:

Do:

- 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

Don't:

- 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 of disclosure:	<p>Some things to remember:</p> <ul style="list-style-type: none"> • 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.
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 Mr Cramer, the Headteacher (HT). If the allegation or complaint is against the HT, this information should be passed directly to Mr Manro, 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 Sexual Exploitation (CSE)

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse

- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Remember to follow the school's referral procedures if you feel a young person is at risk of Child Sexual Exploitation.

APPENDIX C

Female Genital Mutilation

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

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 will 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. 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.

APPENDIX D

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.

Extremism¹⁰¹ 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. Radicalisation¹⁰² refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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 regard¹⁰³ to the need to prevent people from being drawn into terrorism".¹⁰⁴ 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.

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 the 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.

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.

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 E

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 F

Children Missing Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty

to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the **Children Missing Education** guidance, and staff are also asked to follow the procedures for absence outlined in the school's Attendance Policy.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

The Designated Safeguarding Lead will meet regularly with the Attendance Officer and Pastoral Leaders to discuss those students about whom there are attendance concerns, and whom may be at risk of becoming Children Missing in Education.

APPENDIX G

Child criminal exploitation and County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to Social Services should be made.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

APPENDIX H

Peer on peer abuse

Staff will recognise that children are capable of abusing their peers; this occurs when a child intentionally threatens, harms or causes distress to another child. Staff will refer any concerns immediately to the DSL. It may be considered a safeguarding matter if the allegation is around:

- physical abuse
- violence, particularly pre-planned
- forcing others to use drugs or alcohol
- emotional abuse
- blackmail or extortion
- threats and intimidation
- sexual abuse
- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- encouraging other students to engage in inappropriate sexual acts
- photographing of students performing indecent acts
- sexting

- bullying
- gender related issues
- sexualised touching
- violence
- gang initiation/hazing

Hazing is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in many different types of social groups, including gangs, sports teams, schools, military units and fraternities and sororities.

The signs of this may include:

- changes in behaviour
- sudden reluctance or refusal to participate or engage
- avoiding particular students
- staying close to adults
- self-harm
- angry outbursts
- decline in academic performance
- excluding themselves
- sudden development of sexualised behaviours
- vague disclosures

Staff will always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'.

Students will be taught how to recognise, keep themselves safe and report peer on peer abuse within their CPSHE lessons. All incidents will be investigated and dealt with by the DSL.

APPENDIX I

Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. 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.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- 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 behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, 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. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁸ 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.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. 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 stand alone, or part of a wider pattern of sexual harassment and/or sexual violence.²¹ It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. 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 school's referral process. 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 J Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect.

How does Domestic Abuse affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic violence so when you are considering changes in behaviours and concerns about a child, think about whether domestic violence may be a factor.

APPENDIX K

Homelessness

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

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

If any member of staff is concerned about a child/family being homeless they should follow school procedures and report this to the DSL who will get in contact with the family and liaise with social care and the appropriate council.

APPENDIX L

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 M

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 N

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) 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 HBV 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 HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, 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 mandatory

reporting duty placed on **teachers**⁹⁹ that requires a different approach (see following section).