Greenford High School

Policy Document

Child Protection & Safeguarding Policy

Last Updated	October 2026
Policy Type	Statutory
Review Frequency	Annually
Staff Responsible	Mrs G Nayyar
Governing Committee	FGB
Next Review Date	October 2027
Approved by	Headteacher
Update GHS Shared Drive Website	 October 2026 October 2026

Key Contacts

Designated Safeguarding Lead	Gurvinder Nayyar
Deputy Designated Safeguarding Lead and Mental Health Lead	Niloo Adhami
Child Protection Officers	Niloo Adhami, Angela Thomas and Monika Sierkowska, Rav Dhindsa
CLA Co-ordinator	Angela Thomas
Child Protection Governors	Sunny Chana
Key contacts within the Local Authority	Ealing's Children's Integrated Response Service (ECIRS) -02088258000 Ealing LADO Local Authority Designated Officers- asv@ealing.gov.uk

Greenford High School is an inclusive community which seeks to develop the potential of every student in its care within a safe, supportive and caring environment.

The governors and senior staff believe that each student at our school is entitled to receive their education free from humiliation, intimidation,

oppression and abuse. It is the responsibility of all staff and stakeholders that this takes place in an atmosphere which is caring and protective.

In order to achieve this goal, all members of the school community, students, staff and parents need to have an understanding of the school's safeguarding policy and procedures.

Safeguarding is the responsibility of all members of staff and everyone who comes into contact with our students and their families. Safeguarding incidents can happen anywhere (including online), staff have a responsibility to report incidents that may have taken place either in or outside of school. All staff and adults dealing with students should maintain an attitude of 'it could happen here.'

All members of staff must annually access and adhere to Statutory guidance and expectations set out in the following three documents:

- Keeping children safe in education (DfE) - Part 1
- Staff code of conduct
- The schools safeguarding policy

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the Maintained Schools Governance Guide. It should be read in conjunction with other relevant school policies and current legislation which can be found at gov.uk.

The Governing Body has responsibility for drawing up child protection procedures. However, the headteacher, or another senior member of teaching staff, and a governor, have designated responsibility for child protection.

- It is a mandatory requirement for all staff to know the identity of the DSL (and deputies as appropriate) in their school.
- Regular termly updates to the school's safeguarding policy and procedures must also be produced and staff kept informed and provided with training. Reports and circulars from the DfE give guidance to governors, headteachers and DSLs.

The DSL and Deputy DSLs co-ordinate action within the school and liaise with agencies such as the social services department and the three-way safeguarding partnerships. These bodies should have agreed local procedures for dealing with cases of suspected or alleged abuse.

1.2 TERMINOLOGY

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Sharing of nudes and semi-nudes (also known as sexting or youth-produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. This also includes pseudo-images that are computer-generated images that otherwise appear to be a photograph or video.

'Children' includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- Integrated care boards (previously known as clinical commissioning groups) for an area within the LA
- The chief officer of police for a police area in the LA area

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and perpetrator(s) are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too.

We will decide what's appropriate and which terms to use on a case-by-case basis.

1.3 PURPOSE AND AIMS

Our policy applies to all staff, governors and volunteers working in the school. The five main aims of this policy are to:

1. Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
2. Raise awareness of child protection issues and equip children with the skills needed to keep them safe
3. Develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
4. Support students who have been abused in accordance with the agreed child protection plan
5. Establish a safe environment in which children can learn and develop.

This school recognises it is an agent of referral and not of investigation.

We recognise that, because of their day-to-day contact with students, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include statutory opportunities in the personal, social, health, citizenship and economic programme (PSHCE & Personal Development curriculum) and wider curriculum for children to develop the skills they need to recognise - and stay safe from - abuse.
- Ensure that staff are trained annually and briefed periodically on the latest safeguarding risks to students and actions required to keep children safe.

We follow procedures set out by the Ealing Safeguarding Children Board ESCB and take account of guidance issued by the DfE to ensure that we:

- Have a Designated Safeguarding Lead and a Deputy Designated Safeguarding Leads who have received appropriate training and support for this role
- Have a nominated governor responsible for safeguarding and child protection
- Inform every member of staff (including temporary, supply staff and volunteers) and the governing body so that everybody knows the name of the designated senior person responsible for safeguarding and child protection and their role
- Provide guidance for staff and volunteers so they understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection
- Ensure parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations In the parent/carer handbook.

- Notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register.
- Notify a student's allocated social worker if they are suspended or excluded.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- Keep records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main student file, and in locked locations and in secure IT systems.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence or abuse may find it difficult to develop a sense of self-worth. The school will endeavour to support the student through:

- The content of the curriculum aimed at keeping children safe;
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the student such as social services, Supportive Action for Families in Ealing (SAFE), Child and Adult Mental Health Service (CAMHS), counselling and education welfare and educational psychology services;
- Ensuring that, when a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Statement of Intent: The school is also guided by three important principles outlined in the Children Act 1989:

- the welfare of the child should be paramount
- confidentiality should be respected as far as possible (without compromising the first principle)
- work done with children and families should be open practice

Fundamental to our school's values and practice is the principle of working with parents, children and outside agencies in partnership to ensure the welfare of all children.

1.4 OTHER POLICIES THAT RELATE TO SAFEGUARDING

This policy should be read by staff in conjunction with other relevant school policies and current legislation which can be found at gov.uk.

The school has adopted and follows LA led safeguarding procedures outlined on the Ealing grid for learning safeguarding: Safeguarding and child protection/ Ealing Grid for Learning

- Ealing Child Protection procedures
- Ealing Child protection and Safeguarding guidance
- Ealing Offensive Weapons in schools' protocol
- Staff code of conduct – London Borough of Ealing.
- Allegations Against Staff and Volunteers

2 ROLES & RESPONSIBILITIES

2.1 RESPONSIBILITIES OF ALL STAFF

Safeguarding and child protection is the responsibility of all adults and especially those working with children. All staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE). All staff will be aware of:

- Our systems that support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, online safety that includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring, and the safeguarding response to children who go missing from education
- The early help assessment process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines)
- New and emerging threats, including online harm, grooming, sexual exploitation, criminal exploitation, radicalisation, and the role of technology and social media in presenting harm
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe
- The fact that children can be at risk of harm inside and outside of their home, at school and online
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning can be targeted by other children
- That a child and their family may be experiencing multiple needs at the same time
- What to look for to identify children who need help or protection

2. 2 THE HEADTEACHER

The headteacher must:

- Ensure that the Safeguarding & Child Protection policy and procedures are implemented and followed by all staff;
- Allocate sufficient time and resources to enable the DSLs and DDSLs to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings;
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and if necessary, in accordance with the whistle blowing procedures.
- Act on disclosure and barring service cases (cases where a person is dismissed or left due to risk/harm to a student); ensure that the LA and future employers are informed.
- Ensure that all relevant employment checks are carried out on staff (including temporary and voluntary workers) before they have access to students.
- Retain a central record if retained of CP training and guidance provided for staff (CP policy/staff code of conduct) provided for staff (including temporary and voluntary workers)
- Oversee the safe use of technology, mobile phones and cameras in the setting

2.3 THE DESIGNATED SAFEGUARDING LEAD (DSL)

Throughout this note, reference to the DSL refers to the designated senior leader for safeguarding and child protection or their deputy. The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety, and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns

The ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. This responsibility should not be delegated.

The DSL must: be appropriately trained at least every two years and have an understanding of LA safeguarding and child protection procedures.

The broad areas of responsibility for the DSL are:

- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
- Ensure that the Ealing LADO procedures are followed by the school
- Managing referrals supported by the Deputy Designated Safeguarding lead.
- Provide guidance advice and support for the DDSL on child protection referrals.
- Communicate with the local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member including volunteers);
- Liaise with the Police (cases where a crime may have been committed).
- Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Raise awareness of safeguarding concerns and changes to legislation.

- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the LA and school's CPD co-ordinator to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Maintain centralise records of staff attendance at Safeguarding & Child Protection training
- Ensure that the Senior Leadership team are kept fully informed of any problems, difficulties or concerns; Act as a liaison officer for that team and take appropriate action based on the decision(s) made by that team;
- Provide guidance to parents, children and staff about obtaining suitable support;
- Provide support and guidance for the DDSL in relation to cases referred.

In the event of the absence or long-term absence of the Designated Safeguarding Lead (DSL) – the Deputy Safeguarding Lead or Headteacher will assume all of the functions of the DSL.

2.4 THE DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSL)

Throughout this note, reference to the DDSL refers to the Deputy Designated Safeguarding Lead. The Deputy Designated Safeguarding Leads are responsible for dealing with referrals & liaison relating to students in their allocated key stage. The school has a DDSL attached to each key stage - KS3, KS4 and KS5.

The broad areas of responsibility for the designated safeguarding lead are: Managing referrals

- Refer all cases of suspected abuse to social care (ECIRS Ealing Children's Integrated Response Service) and the local authority
- Process child protection referrals received by the school
- Share information regarding referrals with the DSL and relevant staff (student panel and line management meetings)
- Lead on the development of Ealing Early Help Assessment Plans (EHAP) for complex multi- agency cases.
- Liaise with the Education Welfare Services and Social Services over suspected cases of child abuse;
- In the case of any specific concern consult with the DSL and convene a case team or conference;
- Submit reports to, and attend Child Protection case conferences or allocate relevant pastoral staff to attend case/review conferences and submit pre- meeting reports.
- Keep detailed, accurate, secure written records of concerns and referrals. Ensure that records of concerns relating to individual children are kept in a secure place, separate from the student's main file and marked 'strictly confidential' or 'CPOMS' the school's electronic child protection database.

- Ensure that children who have been identified as at risk are effectively monitored (via student panel supported by Year Leaders)
- Liaise with social care and professional agencies regarding case reviews, case conferences and professional feedback
- Act as a source of support, advice and expertise to staff on matters on child protection, safety and safeguarding and provide staff members with safeguarding and child protection updates e.g. via email, safeguarding e-bulletins or staff meetings.
- Ensure a student's child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file when a student leaves the school to join a new educational establishment.

The Deputy Designated Safeguarding leads must also receive appropriate training carried out at least every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Be alert to the specific needs of children in need those with special educational needs and young carers
- Be able to keep detailed, accurate, secure records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

2.5 THE GOVERNING BODY

The Governing Body must ensure that they comply with their duties under legislation set out in Keeping Children Safe in Education to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The Governing Body must ensure that a DSL for Child Protection is appointed who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic Child Protection training, this person will undertake the role of safeguarding lead.

The Governing Body must:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under current legislation which can be found at gov.uk

The Governing Body must ensure that:

- Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Ealing Safeguarding Children Board (ESCB)
- There is a training strategy in place that ensures all staff receive annual Child Protection training including online safety, with refresher training. Specialist training is completed every two years for the DSL and DDSL.
- People who pose a risk of harm are prevented from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised
- There are procedures in place to handle allegations against members of staff, including the headteacher, and volunteers
- There are procedures in place to handle allegations against other children.
- The child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback
- Members of staff do not promise confidentiality to the child and always act in the interests of the child
- A designated teacher (DSL) is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training and that staff have the skills, knowledge and understanding necessary to keeping looked after children safe
- Appropriate safeguarding responses to children who go missing are put in place, particularly on repeat occasions, to help identify any risk of abuse and neglect

Further governor responsibilities:

- A Governor is appointed as Safeguarding and Child Protection Governor (SCPG) who has specific responsibility for Safeguarding and Child Protection.
- The safeguarding policy is reviewed by the full Governing Body once per year and
- The DSL provides an update for governors on new or current trends within safeguarding.
- The Chair of the Governing body is nominated as the person responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

2.6 CONFIDENTIALITY

The purpose of confidentiality in this respect is to benefit the student. A member of staff must never guarantee confidentiality to a student nor should they agree with a student to keep a secret when a referral is being made.

Students and their families are entitled to confidentiality but school staff have a duty to pass on confidential information if a student is at risk. Staff will be informed of relevant information in respect of individual cases regarding child protection on a "need to know basis" only. Any information shared with a member of staff in this way must be held confidentially to themselves.

If an allegation of abuse is made against a member of staff, they also have a right to confidentiality.

Confidentiality guidelines:

- Timely information sharing is essential to effective safeguarding
- 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
- The Data Protection Act (DPA) 2018 and the UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows 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 child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
    - There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
    - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
    - The DSL should consider that:
        - Parents or carers should normally be informed (unless this would put the victim at greater risk)
        - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
        - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

- Regarding anonymity, all staff will:
    - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
    - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
    - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information (including

personal information), and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the DSL (or deputy)

Child protection files both paper and electronic must be stored where they cannot be read by unauthorised persons. Under the Data Protection Act, parents have a right to see all notes, unless the content could jeopardise a child's safety.

3 RECOGNISING ABUSE

3.1 RECOGNISING SIGNS OF ABUSE

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm.

Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns.

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

3.2 TYPES OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. The three main forms of abuse are categorised as physical abuse; emotional abuse and sexual abuse.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

4 CHILD PROTECTION PROCEDURES

All staff need to be aware of the signs and symptoms of child abuse, whether physical, emotional, neglect or sexual abuse Keeping children safe in education 2026

4.1 Making a Referral

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation, or suspects that abuse may have occurred against a child, must report it immediately (at the latest within 24 hours) to the Designated Safeguarding Leads or, in their absence or the Headteacher

4.2 Recording a Referral

The person referring must record their referral using 'CPOMS' an electronic referral form. When initially recording a referral, staff may use paper to record notes but must then use the electronic referral form on 'CPOMS' to make a referral.

A referral has only been made once added to 'CPOMS'. It is best practice for staff to follow up with a face-to-face conversation with the Safeguarding Lead following a referral.

4.3 Referral Directly to Social Care

It is important to note that any member of staff can directly make a referral to children's social care using the following contact number:

Ealing Children's Integrated Response Service (ECIRS) Tel: 0208 825 8000

The school asks that when staff make their own referral, information is also shared with the school's Designated Safeguarding Lead through completion of an electronic referral form using 'CPOMS.'

If a child's situation does not appear to be improving, the staff member with concerns should press for further re-consideration.

4.4 Once a safeguarding or child protection referral has been received

The Designated Safeguarding Leads will carry out a risk assessment (Ealing threshold of needs and assessment protocol) and following discussion further evaluate the referral and then decide whether to make a referral to social care.

If a referral meets the threshold, the Designated Safeguarding Leads will immediately refer cases of suspected abuse or allegations to the Ealing Integrated Children's Response Service.

The telephone referral to EICRS will be confirmed in writing through completion of the Child and Family Enquiry/Referral form within 24 hours. Essential information will include the student's name, address, date of birth, family composition, the reason for the referral, whether the student's parents are aware of the referral, the name of the person who initially received the disclosure plus any advice given together with any other information specified on the relevant referral form. This written confirmation must be electronically signed and dated by the referrer.

Parents may or may not be informed depending on the nature of the referral. The school will always undertake to share the intention to refer a student to Social Care Services with parents or carers, unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions advice will be taken from ECIRS or Police.

Each contact with either student, parent and agencies will be recorded in the child protection referral system – 'CPOMS' by the Deputy Designated Safeguarding Lead or the Child Protection or support by the Safeguarding Administrator.

If a child is in immediate danger of at risk of harm a referral should be made immediately by the member of staff to social care and or the police.

If a member of staff discovers an act of Female Genital Mutilation appears to have been carried out, on a female under the age of 18, they must report it immediately to the police.

If after a referral the child's situation does not appear to be improving, the Designated Safeguarding Lead should press for reconsideration.

4.5 During a student referral

The Designated Safeguarding Leads or staff member recording a referral will talk to the student to acknowledge the referral and address any concerns. The student should be told who knows about the incident and they should be encouraged to approach staff at any time if they wish to discuss any worries. The child must be reassured that they were not to blame for any abuse; they did the right thing in letting others know about it; and that the professionals informed will try to protect them.

The child's wishes: the school will ensure that the student's wishes and feelings are taken into account when determining what action to take and what services to provide to support the student but staff members must not promise confidentiality.

4.6 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to local authority children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers
- None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

4.7 If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises of "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting' 'circumcision' or 'initiation'.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18. Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to, they should also discuss the case with the DSL and involve local authority children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

4.8 Early Help Assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

We will discuss and agree, with statutory safeguarding partners, levels for the different types of assessment, as part of local arrangements.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

4.9 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or Channel, the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk

Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

4.10 If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree on a course of action.

4.11 ALLEGATIONS AGAINST A MEMBER OF STAFF

It is essential that high standards of concern, confidentiality and professional responsibility are adopted with regard to child abuse allegations made by a student against a member of staff. If you have concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the headteacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

Matters need to be considered fairly and resolved quickly. There is a duty of confidentiality where a member of staff has an allegation made against them. The duty of confidentiality relates to parents as well as the school, including discussing the matter on social and printed media.

Suspected abuse by a member of staff should be reported immediately to the Headteacher or in their absence the Designated Safeguarding Lead.

The Local Authority Designated Officer (LADO) should be informed within one day.

If for any reason it is decided that a referral to Ealing social care services is not appropriate, it will be necessary to address matters in accordance with the school's disciplinary procedures in liaison with the school's HR Advisor.

The headteacher will make a referral to the Disclosure and Barring service (DBS) if a person in regulated activity has been dismissed or removed from post due to safeguarding concerns, or would have been had they not resigned. This is a legal duty; failure to refer is a criminal offence.

4.12 ALLEGATIONS AGAINST STUDENTS

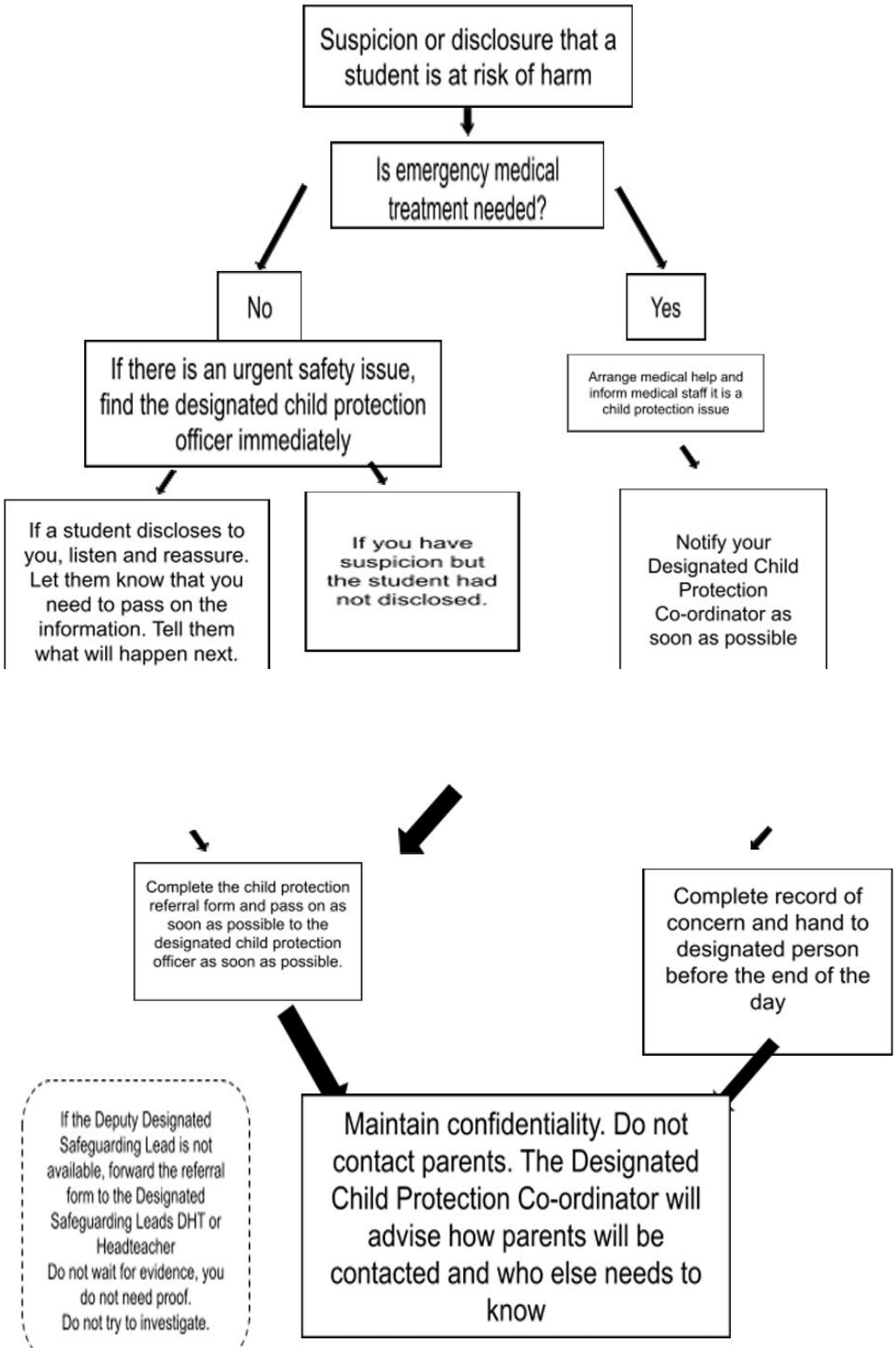
We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

A student, against whom an allegation of abuse has been made, may be suspended pending further investigation by the school. In these circumstances procedures outlined in the school's behaviour policy will be applied. The school will take advice from the Local Authority and/or the School's Safety Officer. All

appropriate action will be taken to ensure the safety and welfare of all students involved, including the student or students accused of abuse.

If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of the LADO/SSO, parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult

Reporting a Child Protection Concern - Procedural Flowchart



5 SAFEGUARDING AND PREVENTION

5.1 REPORT TO THE GOVERNING BODY

Within the annual report to governors, the DSL will update the GB on:

- Training provided for staff and who delivered it
- Child protection cases reported to social care and resulting actions (anonymised)
- Key support agency referrals
- How staff have been safely recruited
- Safer recruitment training undertaken
- Governing body training and audit
- Report from school governor visits

5.2 TRAINING, GUIDANCE & SUPPORT

It is important that all staff have training to enable them to recognise possible signs of abuse and neglect and to know what to do if they have a concern.

All staff will be made aware of the process of making referrals to children's social care and the statutory assessment that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them they are being abused or neglected and understand the appropriate way to record (not promising confidentiality) and make a referral to the Deputy Designated Safeguarding Leads.

All new staff (teaching/non-teaching) permanent and temporary (including voluntary staff) will receive child protection training by the school before meeting students. Staff training on Safeguarding and Child Protection procedures must be completed annually by all staff.

Child protection training at Greenford High School is provided annually and as part of our staff induction process.

All staff will be provided with advice and guidance on the boundaries of appropriate behaviour and conduct outlined in the LA's Staff code of conduct, a copy of the school's Child Protection Policy and national guidance for schools Keeping Children Safe in Education 2024 (section 1). Staff (permanent and voluntary) will be asked to read and sign that they have read this guidance at the start of each new academic year and when they join the school. Staff will be informed of the names and office locations of the DSL and DDSLs who receive child protection referrals.

In addition, all staff members will receive safeguarding and child protection updates from the DDSL e.g. via email, e-bulletins or staff briefings.

Temporary staff and volunteers who work with students in the school will be made aware of the school's arrangements for child protection and their responsibilities before meeting with students.

The school will ensure that the DSL and DDSL undertake training in inter-agency working that is provided by the LA Safeguarding Service, and refresher training at two yearly intervals to keep knowledge and skills up to date.

The headteacher and all other staff who work with students will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at a minimum of three yearly intervals as set out in Safeguarding Children in Education.

Guidance and support is available throughout the year for all staff from the designated child protection officer or designated safeguarding and child protection lead.

Governors with responsibility for Safeguarding and child protection, training and staff appointments will carry out training at a minimum of two-yearly intervals.

The school's CPD co-ordinator and Headteacher's PA will keep a central record of all safeguarding training undertaken by members of staff.

5.3 SUPPORTING A MEMBER OF STAFF FOLLOWING A DISCLOSURE

Dealing with a disclosure from a child, and being involved in a child protection case in general can be a stressful experience. The member of staff should seek support through the DSL, DDSL or the Headteacher.

5.4 RECORDS AND MONITORING

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a student or students within our school, the status of such records and when these records should be passed over to other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record as soon as possible noting what was said or seen, putting the event in context, and giving the date, time and location. All records will be dated and signed and will include the action taken. Referrals must be completed electronically recorded on 'CPOMS.'

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Information is kept confidential and stored securely. Records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

The school uses CPOMS to record and store child protection referrals as well as keeping individual paper records for each child.

Referrals, disclosure notes and child protection records are kept confidentially both electronically and in a confidential file, which is separate to other files, and stored in a secure place in the DDSLs office. In the same way, notes must be kept of any student who is being monitored for child protection reasons. Minutes will be taken at student panel and relevant professional's meetings (DSL and DDSLs) to inform child protection records and again recorded and relevant information uploaded onto 'CPOMS.'

If a student transfers from the school, these files will be copied for the new establishment and forwarded to the student's new school marked confidential and for the attention of the receiving school's DSL.

5.5 ATTENDANCE AT CHILD PROTECTION CONFERENCES & CORE GROUPS

It is the responsibility of the Deputy Designated Safeguarding Lead or Designated Safeguarding leads (Key Stage DSLs) to ensure that the school is represented or a report is submitted to any child protection conference called for students on their school roll or previously known to them. Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to make decisions at the conference.

When a child is placed on the Child Protection Register and is, therefore, a child with a plan, (Child in Need or Child Protection plan) it is the Deputy Designated Safeguarding Lead responsibility to ensure that the child is monitored regarding their school attendance, welfare and presentation. The DDSL will be supported by the Year Teams in this process.

If the school is part of the core group, then the Deputy Designated Safeguarding Lead should ensure that the school is represented at core group meetings, and that there is a record of attendance and issues discussed. All concerns about the child protection plan and / or the child's welfare should be discussed and recorded at the core group meeting unless the child is at further risk of significant harm. In this case the Deputy Designated Safeguarding Lead must inform the child's key worker immediately and then record that they have done so and the actions agreed.

5.6 STUDENT WHO IS SUBJECT TO A CHILD PROTECTION PLAN

Particular attention will be paid by all teachers to the attendance, welfare, progress and development of any child who has been identified as at risk or who is a "Child who is Subject to a Child Protection Plan"

Staff will be informed on a need-to-know basis to ensure the student is carefully monitored but also to support student confidentiality.

Student progress will be reviewed by the DDSL and Year Leader at student panel meetings and Child Protection line management meetings.

The student's Child Protection file will be transferred to receiving schools by the DDSL when a student leaves the school.

5.7 INTER-AGENCY LIAISON

The school follows inter agency procedures set up by Ealing's Local Safeguarding Children Board. An offer of early help when additional needs of children are identified will be provided by the school for external agencies.

Social Care Meetings

At times school staff will be called to participate in meetings and chaired by social care or lead professionals; these might be:

- Strategy discussions (student forum meetings)
- Child protection conference or review conference;
- Professional's meetings i.e. EHAP review meetings

The Designated Safeguarding Lead (Key Stage DSL) will inform a student's allocated social worker if they are suspended or excluded from school.

Prior to the meetings, representatives from the school should be ready to report providing information about:

- Attendance and punctuality
- Academic progress
- Parental communication
- Relationships with staff and students
- Student's appearance, engagement and motivation
- Identification of risk factors
- Any specific incidents that have been reported
- External agency feedback

A chronology of Child Protection intervention, support and communication is confidentially recorded on the school's centralised Child Protection database – 'CPOMS.'

5.8 CHILDREN WHO ARE THE SUBJECT OF COURT ORDERS

To ensure that students are not collected or have contact with a parent subject to a court order, details of the court order will be confidentially recorded in the school's central record system (SIMs). Relevant staff will be informed by the Year Leader and DSL or DDSL when court orders apply.

5.9 SAFER RECRUITMENT OF STAFF

Greenford High School endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education 2026 together with local authority guidelines on Safer Recruitment and Selection.

All staff responsible for recruitment will engage in safer recruitment training and attend refresher courses if training has exceeded 5 years.

Appointment Panels

At least one member of any appointment panel must have undertaken safer recruitment training. At least 1 person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a

minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

Single Central Record

The school will maintain a single central record for all staff. All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding & Child Protection Policy and Child Protection training.

There should be frequent monitoring by SLT and the direct line managers of newly appointed staff and volunteer workers to ensure students are safe in their care particularly in situations where the school is still waiting to receive the staff member's DBS certificate.

Under no circumstances should a volunteer or contractor of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

It is an offence to permit a staff member to carry out any form of regulated activity if they are known to be barred.

All staff must sign a 'Confirmation of receipt of Safeguarding & Child Protection Policy, Keeping Children Safe in Education 2025 (section 1) and Staff Code of Conduct' form annually or on arrival at the school to show that they have fully understood the school's safeguarding and child protection procedures

5.10 BULLYING

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can lead to students self-harming and suicide.

All incidences of bullying should be reported by members of staff and investigated as per the school's anti-bullying policy. Bullying incidents must be logged on SIMs and correctly labelled as a bullying incident.

5.11 CHILD ON CHILD ABUSE

All staff should be aware that children can abuse other children (previously referred to as peer-on-peer abuse). And that it can happen both inside and outside of school 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.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding

peer-on-peer abuse, they should speak to their Designated Safeguarding Lead (or deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Procedures for dealing with allegations of child-on-child abuse If a pupil makes an allegation of abuse against another pupil:

You must record the allegation and tell the DSL, but do not investigate it

- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- The DSL will contact mental health services, if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents. To achieve this, we will:

Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images

- Be vigilant to issues that particularly affect each sex
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). The school will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children's social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

Sharing of nudes and semi-nudes ('sexting')

If a staff member is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a

photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), they will report it to the DSL immediately.

Staff will not:

- View, copy, print, share, store or save the imagery, or ask a pupil to share or download it (if you have already viewed the imagery by accident; staff must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident.
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through the Safer Schools Team or contacting 101

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PSHCE and computing programmes.

5.12 E-SAFETY: ONLINE SAFETY

As a school we are increasingly aware of the growing risks to children working online. The school's personal development and PSHCE programmes provide guidance on how to stay safe online.

E Safety in the Curriculum

E Safety is taught in specific areas of the PSHCE, PD and computing curriculums but is also emphasised whenever pupils are using computers online. The PSHCE and PD curriculum provision is reviewed annually to keep up with ever changing risks and new online trends.

Staff always consider age-appropriateness when speaking of e-safety and will be aware of those pupils who may be vulnerable.

If a child is deemed to be at risk a child protection referral should be made to the DDSL or DSL.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit

images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The school delivers a comprehensive curriculum programme for students around online safety (Computing lessons, PSHCE lessons, personal development curriculum and assemblies) & related safeguarding issues, so that all students are aware of the risks and know what to do if they experience a problem online.

The school uses a commercial monitoring and filtering system provided by (SonicWall & SENSO) to identify inappropriate use of IT and internet systems by students or staff, this report is actioned on a weekly basis by the DSL.

It is important that all students observe and follow the ICT appropriate use agreement. Staff must read, observe and follow this agreement and the Staff Code of Conduct relating to safe use of technology and appropriate communication. The school has a clear policy on the use of mobile phones detailed in the school's parent/carer handbook. Staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

Most students use mobile phones and computers to support their studies and to communicate with other people. They can be a source of entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children.

Chat-rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

We recognise that AI has many uses, including potentially enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video content that look real.

Greenford High School will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used within the school. Our school's requirements for filtering and monitoring also apply to the use of AI.

5.13 EXTENDED SCHOOL AND OFF-SITE TRIPS AND ACTIVITIES

Where trips and extended school activities are provided by and managed by the school, our own Safeguarding & Child Protection policy and procedures apply.

If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment procedures. When our students attend off-site activities, we will check that effective Child Protection and risk assessment arrangements are in place in line with the school's Trips and Visits policy and guidance outlined in Keeping Children Safe in Education 2025.

There is specific guidance that trip organisers must follow if students are staying with host families.

5.14 VULNERABLE GROUPS OF STUDENTS LOOKED AFTER CHILDREN (CLA)

Staff need to be aware that specific groups of students may be at greater risk of abuse or neglect.

- Looked after Children (CLA)
- Special Educational Needs and disabilities The school's LAC co-ordinator (Ms Thomas) provides staff with information on LAC students and how we can best support their needs and keep them safe.

LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result of abuse and or neglect. We have a Designated Lead responsible for Looked After Children (Ms Thomas) and a governor with overall responsibility. The school keeps a central record of students who are looked after by the local authority.

In light of research that shows that LACs are more vulnerable to abuse and fare less well at schools than their peers, close monitoring of their progress and wellbeing will take place by the LAC co-ordinator:

- Attending any liaison or review meetings held on their behalf, including speaking for them or acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers
- Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service
- Monitoring their academic grades carefully to try to ensure they are making expected progress
- Liaising with their tutor and subject staff to ensure they are safe and making expected progress
- Knowing the exact legal status of each looked after child in school
- Recording contact arrangements with birth parents or those with parental responsibility
- Knowing the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.
- Having details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

5.15 Pupils with Special Educational Needs

We recognise that pupils with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils
- The potential for pupils with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

5.16 Pupils with a Social Worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

5.17 ATTENDANCE, REGISTRATION, VISITORS AND SITE SECURITY

ATTENDANCE REGISTERS

It is a statutory duty for staff to register students at am and pm registration. Staff must also register students in their classes during the first ten minutes of each lesson. This enables the school to quickly identify any students missing from lessons.

If a child is suspected missing the staff member must inform the main office immediately so a search of the site and CCTV can be carried out by staff on 'patrol', the Attendance Officer and the School's Safety Officer. If a student is missing, parents will be informed immediately following the school's search.

VISITORS AND SITE SECURITY

With the exception of sixth formers, students are not permitted to leave the school site during the school day.

All staff must wear their ID badges at all times when on school site.

Visitors must sign in at reception on arrival and will be issued with a temporary ID badge and a safeguarding guidance leaflet covering the expectations during their visit. Visitors must follow the guidance provided on the visitor leaflet that will be shared on arrival at reception.

CCTV cameras are used in buildings and across the school site to support site security.

6. FILTERING AND MONITORING - IT USE & ONLINE SAFETY

The school has put in place a number of filtering and monitoring systems to ensure that IT users and the school systems stay safe and protected. These are effectively managed by the schools IT Network Manager supported by designated safeguarding leads. The school complies with DFE filtering and monitoring standards (Including PREVENT monitoring) and ensures that systems are able to:

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

The school's IT network lead ensures that the school systems follow guidance provided by:

- e-security from the National Education Network.
- Cyber security standards for schools and colleges (GOV.UK)
- Cyber security training for school staff (NCSC.GOV.UK)

The school uses the following recommended filtering and monitoring systems:

Monitoring & Filtering System	**Purpose**	**Monitoring method and person responsible for monitoring IT**	**Evidence**

		Manager	
LGFL Webscreen 2.0 (broadband filtering)	Blanket filtering and block policies based on standard inappropriate content and categorisation	Realtime filtering set up and maintained by the schools IT support team	System wide settings
Sonicwall	Granular filtering by users (who, what, where)	Realtime filtering setup and maintained by the school's IT support team	Weekly audits and escalation reports on violation/suspicious activities to the designated safeguarding lead
SENSO	Screen and key board monitoring	Real time monitoring installed and maintained by the schools IT support team	Weekly audits and escalation reports on violation/suspicious activities to the relevant year team/designated safeguarding lead

Where safeguarding concerns arise, staff are required to report using normal safeguarding reporting procedures. In addition, weekly reports generated by SonicWall are shared with designating safeguarding leads for follow-up and action.

7. SCHOOL PREMISES, WHISTLEBLOWING, COMPLAINTS AND POLICY REVIEW

7.1 USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding students and child protection.

7.2 WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Concerns should be reported immediately, including low level concerns to the Headteacher or in their absence the Designated Safeguarding Lead. If there is a concern regarding the Headteacher the Chair of Governors should be contacted.

All staff should also be aware of their duty to raise concerns about the attitude or actions of colleagues, including low level concerns, if they witness or suspect abuse or inappropriate handling of cases.

7.3 MAKING COMPLAINTS AGAINST A MEMBER OF STAFF

If a member of staff, parent or student has a complaint regarding a member of staff, they should use and follow the school's Complaint procedures, a copy of

this procedure if available on the school website. Procedures to deal with allegations against teachers, headteachers, volunteers and other staff are outlined in this policy. Such allegations will be referred to the designated officers (LADO) at the local authority for investigation.

7.4 POLICY REVIEW

The Governing Body is responsible for ensuring annual review of this policy. As part of the review process student and staff representatives will be asked to contribute to and shape Child Protection and Safeguarding procedures.