

Safeguarding & Child Protection Policy and Procedures

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Safeguarding the rights of others is the most noble and beautiful end of a human being - Gibran

Various relevant documents were taken into consideration during the drafting of this policy: 'Education Act' (2002), 'Working Together to Safeguard Children' (July 2018), 'Children Act' (1989), Keeping Children Safe in Education September 20 and Prevent Duty (June 2015)

GRK

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[MASH and LADO for all Councils \(ref to Safeguarding Policy\)](#)

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1. Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- 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

All members of The Green Room Foundation staff understand the many facets that make up Child Protection. Above all, the staff recognise that within school hours every pupil is under the supervision and care of The Green Room but also that Child Protection requires clear, honest and approachable dialogue with a pupils' home and primarily his/her parents/carers.

Pupil welfare and safeguarding is the single most important element of Child Protection. Whilst we endeavour to get a picture from the parents we focus on listening to the child's point of view. We involve other relevant agencies where necessary, and when safe to do so, we inform parents/carers before contacting children's social care.

The Green Room's approach to Child Protection covers the aims as follows:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Green Room operates safe recruitment procedures including DBS checks.

The Green Room sees Child Protection as a team effort. Vigilance amongst the entire staff is high at all times and any concerns, no matter how troubling, are brought to the attention of the nominated Designated Safeguarding Lead immediately and all staff are informed, whenever necessary, as quickly as possible.

Categories of abuse include: physical abuse, emotional abuse, neglect and sexual abuse all of which are fully understood by all Green Room staff. Please see Appendix C for definitions.

1.1 Aims

This policy sets out The Green Room School's ethos in relation to Child Protection and the procedures that staff must follow.

The Green Room works through four main elements in reference to the above:

- Prevention
- Protection
- Support
- Collaboration

This policy works in relation, and must be considered, alongside all of The Green Room's other policies.

2. Operational Procedures

2.1 The Green Room School's Pledge

The Green Room places the protection of the pupil above all else, even above a pupil's education. A pupil needs to feel safe before they can learn anything. All staff make it a priority day to day to make The Green Room Schools a completely safe place. This is achieved by various means but mainly through the positive relationships that we build with all our pupils.

2.2 Staff Awareness

All staff are familiar with this policy and refer to it as necessary, and thus all staff follow the The Green Room's approach to Child Protection. All staff have been trained in Child Protection and will continue to be so. This policy is available on google drive, our website and a paper copy in the office for all staff to re-read at any point. Staff are informed of any updates as they occur and training is regularly refreshed at every inset. All staff are trained to Child Protection Level 2 as a minimum requirement.

2.3 How to Handle Disclosure

Any time information from a pupil is passed on to a member of staff and the matter relates to Child Protection, it is the duty of that staff member to move that information onto the Designated Safeguarding Lead or Officer. This should be done instantly through verbal communication and logged on CPOMS. At the point of disclosure pupils are made aware that this information will be shared. The Green Room's Designated Safeguarding Lead will involve staff on a 'need to know' basis at the earliest opportunity and involve agencies and families as appropriate.

For any allegations against staff please refer to Allegations Against Staff 3.7 in this policy.

2.4 Record Keeping

The importance of reporting and subsequently recording concerns about a pupil are made clear to all members of staff. The Designated Safeguarding Lead is responsible for deciding when to disclose information to authorities.

Concerns are reported verbally and recorded electronically in a CPOMS entry. Subsequent developments that are pertinent to the situation e.g. a phone call home, are also recorded electronically in CPOMS. These calls are often logged on our MIS Arbor.

Upon request, parents/guardians/authorities may have access to any information regarding the Safeguarding of their child.

2.5 Recruitment and Selection of Staff

The Green Room operates in complete compliance with Department for Education and DBS checking procedures.

We recognise that it is our duty to safeguard children and vulnerable adults by recruiting safely.

Recruitment process:

- All staff and volunteers working at The Green Room must have a DBS check. (If a volunteer does not have a DBS, they are not to be left unsupervised at any time).
- All staff and volunteers sign to record that they have received and understood the fundamental child protection and other necessary policy procedures in place at the school and in the wider organisation.

- All staff with pupil contact or access to records concerning individual children must attend appropriate Child Protection training immediately.
- All staff have gained their Level 2 or 3 Child Protection training certificate as appropriate.
- All staff leading recruitment have completed safer recruitment training.
- During recruitment we work to Safer Recruitment guidelines by obtaining full personal details and CVs with particular relevance to previous work with children and young people. Any stated qualifications will be thoroughly checked to ensure authenticity.
- The Green Room takes up one or more written references and insists that any appointment where staff have direct and / or unsupervised access to pupils will only be confirmed subject to a satisfactory DBS check at the appropriate level.
- In all other cases, we insist on a disclosure about previous employment history being signed before appointment.
- At interview we have sound procedures and recording to ensure we are satisfied, and can evidence, that the applicant is appropriate and suitable.
- If at any point during the recruitment procedure, information is disclosed that indicates that an applicant is not suitable for working with our young people we have a duty as an employer to pass this information on to relevant services.
- Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, even if the individual has never been to the UK. In addition, The Green Room will make any further checks so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:
 - criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK
 - obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.

2.6 DBS Checks

An agreed, consistent approach to DBS checks for all staff is followed (enhanced checks will be undertaken where necessary to satisfy legal obligations)

- advisory Board/Trustees/Named Proprietor
- staff (including relief/casual staff)
- volunteers
- visiting professionals/freelancers
- occasional workers e.g. work placements

All employees and volunteers who will be working with our pupils under the age of 18 will be required to have a DBS check. DBS checks should be reviewed regularly – usually every third year. New members of staff or volunteers may not work in unsupervised sessions with young people under the age of 18 until they are in receipt of a clear DBS return.

Should an enhanced DBS check reveal details of a caution/reprimand/warning it will be up to the discretion of the Directors of Green Room Foundation Limited /Head of School in conjunction with the Advisory Board/Trustees as to whether this will prevent employment. This will be decided on a case by case basis.

Where details of recruitment and vetting checks have been obtained a single central record will be maintained. This will include records of current staff, including supply staff and the named proprietor of the school.

2.7 Training

All staff and regular volunteers will be provided with the necessary policy and procedure information upon employment, for which all staff will sign for and in doing so agree to adhere to the policy statements. Any further guidance or information regarding the policies will be provided upon request by a senior member of staff. Staff members will be fully trained in child protection procedures immediately. Any staff that are felt not to be following the appropriate procedural process will be monitored and if necessary re-trained in order to ensure the safety of pupils and satisfy the legal duties of the school.

Updates to policies are given regularly at inset so that staff are kept up to date with the most recent child protection practices to be adopted within their role. This includes regular government guidance and updates in 'Keeping children safe in education'. All staff are kept up to date with the most recent local and national safeguarding advice and guidance.

For the role of the Designated Safeguarding Lead within the school there will be specific training in line with the recommendations of 'Working together to Safeguard Children' and any local Area Child Protection Procedures. This training will be updated every two years.

2.8 Induction

Any new full or part-time staff members, interns or volunteers are required to read The Green Room's Safeguarding and Child Protection Policy and Procedures. Temporary staff or visitors are always made fully aware of the Safeguarding procedures within The Green Room School.

2.9 Roles and Responsibilities

All members of The Green Room School staff recognise their Child Protection responsibilities. Being alert, recording information and reporting concerns are the most important of these responsibilities.

Holding back important and relevant information is unacceptable. All staff routinely share information throughout the day and in regular meetings including briefing in order to build up a complete picture of every child.

It is the responsibility of The Green Room's Designated Safeguarding Lead is to keep children safe. They offer advice and information to staff, liaise with the Safeguarding Deputy-Officer, the Local Authority and other relevant agencies and arrange staff Child Protection training. They also attend necessary meetings including representing in inter agency meetings such as Strategy, Initial and Review Child Protection Conferences, Core Group Meetings and Team Around the Child and Family Meetings.

The Designated Safeguarding lead and any deputies work with other agencies and partners in line with Working Together to Safeguard Children. The NPCC offers advice "When to Call the Police" which helps designated safeguarding leads understand when they should consider calling the police and what to expect when they do. <https://www.nspcc.police.uk/>

The Safeguarding Deputy-Officer has the responsibility to reinforce the Child Protection ethos of The Green Room and liaises with the Designated Safeguarding Lead in order to filter information downwards to the workforce and upwards to the Advisory Board/Trustees.

The Green Room Foundation Board of Trustees have the overall responsibility to oversee the Safeguarding and Child Protection Policy and Procedures and ensure they are of an appropriate standard.

Safeguarding meetings take place at weekly SLT meetings where key information is shared which is then reported to the Chair of the Trustees. The Chair of Trustees regularly checks compliance with all areas of safeguarding policy and procedures, through meetings, school visits and the monitoring of relevant records.

3. Role of The School

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside The Green Room and/or can occur between children outside of this environment. All staff, but especially the Designated Safeguarding Lead and officers consider whether children are at risk of harm, abuse or exploitation in situations outside of school. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, and serious youth violence.

3.1 Vulnerable Children - Supporting Pupils at Risk

All pupils at The Green Room are considered vulnerable due to their variety of Special Educational Needs and EHCPs. Pupils that are vulnerable are at higher risk. For instance a pupil with SEN or a past experience of abuse are examples of vulnerability. It is therefore the policy of The Green Room to be extra vigilant with all of our pupils.

Staff are always fully aware of the circumstances surrounding the pupil, including agencies that work with them and thus are in a position to support the pupil's needs.

3.2 Children's Concerns

The nature of The Green Room allows every pupil one to one time with staff members each day when needed. Pupils are free to voice any concerns at any time encouraged by strong relationships built with staff.

3.3 Physical Intervention

Occasionally, but very rarely, staff will be required to use physical intervention in matters relating to Child Protection. When this scenario arises staff are fully trained in positive handling. Incidents are logged on an Emergency Incident Report Form and parents/guardians are informed immediately.

Only adults trained in Positive Handling can use physical intervention and it will always be as a last resort.

3.4 Safe Working

The Green Room staff conduct themselves professionally following training and guidelines to ensure a safe working environment for all.

When staff are working 1:1 with a pupil in school they follow safeguarding guidelines, other staff are aware and/or nearby.

Type 1: When it is necessary for a member of staff to be alone with a pupil outside the school buildings they should where possible stay within eyeline of the school and take a phone and/or radio to call for any assistance when required.

Type 2: When it is necessary for a member of staff to be alone with a pupil away from school and it is a planned event eg on a trip, they should prepare a risk assessment to ensure help can be reached as needed, and regular contact is made to the office.

Type 3: When it is necessary for a member of staff to be alone with a pupil away from school and it is an unplanned event eg a pupil has absconded, help from colleagues should be sought when necessary. Regular contact should be made where necessary until the pupil has returned to school. Please see 1:1 Risk Assessment.

3.5 Mental Health

All staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how adverse childhood experiences can impact on children's mental health, behaviour and education. Staff undertake regular Continued Professional Development (CPD) to support them with this and enhance their knowledge.

At the Green Room we have onsite therapists that offer 1:1 and group sessions. Each pupil is assessed and an agreed focus for work is undertaken. This involves consultation with key family members and family interventions if deemed appropriate. The approach focuses on the individual as a whole, taking into account mental, physical and emotional needs. It encourages pupils to think about their feelings and take responsibility for their thoughts and actions. The emphasis is on self-development and achieving potential rather than on problematic behaviour. The aim is to create a safe and trusting space where we are able to identify and explore concerns, interests and strengths and to develop self-awareness and resilience. Sessions might encompass solution focused work or basic emotional literacy depending on the level of need and what is appropriate for each individual pupil. Therapeutic staff at the Green Room School will liaise with outside agencies and refer on if escalation is required. There are no staff at The Green Room School who are appropriately trained to make a diagnosis of a mental health problem.

If staff have a mental health concern about a child that is also a safeguarding concern, staff will report to the Designated Safeguarding Lead or a Deputy.

3.6 Physical Health

The Green Room is aware of all physical health or medical conditions of all pupils and plans for these accordingly during induction. If a pupil develops a new medical condition during their time at The Green Room, an existing medical condition worsens, a treatment changes or a sudden medical incident occurs, please see Administering Medication Policy and refer to Medical Incident /Conditions Procedure Flow Chart in the Appendix. Pupils with extra health needs have Individual health and medication plan (IHMP) as well as Personal Emergency Evacuation Plan (PEEP).

Pupils are encouraged to keep themselves healthy through sport and we follow a healthy eating policy. Areas such as substance misuse, healthy eating and wellbeing are also covered through PSHE and Circle Times.

3.7 Allegations Against Staff & Whistleblowing

Staff members that become aware of allegations against other staff members (including supply staff and volunteers) from pupils, that relate to Child Protection, or feel like they need to make such an

allegation should pass on that information, without delay, to the Designated Safeguarding Lead, who will inform Chair of Trustees Ray Sawyer and will refer to the appropriate Local Authority Designated Officer LADO if required.

An allegation made against the Designated Safeguarding Lead should be referred to the Chair of Trustees Ray Sawyer. If allegations are raised in connection with Ray Sawyer, the Designated Safeguarding Leads will address concerns.

Whistleblowing is the term used when a member of staff passes on information concerning wrongdoing within the organisation. The Green Room encourages employees to raise any concerns that they may have about any wrong doing at any level within the school. This includes any breach of legal obligation. Please see Whistle blowing Policy.

All matters regarding Child Protection are handled in complete confidence.

Arrangements to deal with allegations of abuse against all members of staff are as follows:

- The Designated Safeguarding Lead is the Senior Manager, but in their absence the nominated senior member of staff – all staff must report instances of abuse to the Designated Safeguarding Lead and Head of School
- If the allegation concerns the Designated Safeguarding Lead, the Senior Manager, then staff must inform the Executive Leadership Team and/or Chair of Trustees.
- Written confirmation of allegations or suspicions of abuse will be referred to the local social services department within 24 hours

Concerns including allegations that may meet the harms test - where it is alleged that anyone working in the school including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police. The Green Room as an employer has a duty of care to employees. The Green Room will ensure they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended.

It is essential that any allegation of abuse made against a teacher or other member of staff, supply staff or volunteer in The Green Room is dealt with in a fair, prompt and consistent way. This provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

Staff receiving information regarding allegations of abuse or who may suspect occurrences of abuse should follow these steps:

- Limit any questioning to the minimum required for clarification
- Avoid leading questions
- Use the language of the child, and not make changes
- Make no assumptions of what happened
- Tell the pupil what the next stage will be and who will be involved
- Do not express any shock or outrage about the nature of what is being disclosed or suggest an explanation to the pupil

- Agree to support the child during the investigation or recommend a person suitable for this role if necessary
- Do not make promises that will not be able to be kept, particularly with regards to confidentiality which cannot be assured

The procedures for dealing with allegations need to be applied with common sense and judgement. The Designated Safeguarding Lead should be informed of all allegations that come to The Green Room's attention so they can consult police and children's social care services as appropriate. The following definitions should be considered when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

The Green Room has never used supply teachers but if the rare occasion does arise and we need to consider an allegation against a supply teacher, please see guidance from 'Keeping Children Safe in Education 2020' for the procedure.

3.8 Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include, but is not limited to, bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. It can also include upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The Green Room adopts a Contextual Safeguarding approach when managing the risk of harm that our pupils may be exposed to. This is harm that may be experienced beyond their family influence, and recognises that different relationships, be they from neighbourhoods, schools or online have the potential to be violent, coercive, controlling and abusive. Families can have little influence over these contexts and staff are vigilant to explore any indication of such risks particularly those identified in their individual risk assessments. Staff are mindful of any behaviour changes through both daily observations and monitoring of behaviour records in weekly meetings and daily debrief.

This works in relation to our response to the Everyone's Invited Movement raised in 2021. Pupil awareness of this has been raised through PSHE lessons and circle times. Staff have also been made aware and reminded of this policy and our processes through staff inset.

Actions to be taken:

In the event of peer on peer abuse The Green Room takes it very seriously and it is treated the same as any other allegation or incident. Relevant information will be gathered and an assessment is made. Other agencies will be involved as necessary and the appropriate sanction will be down to the discretion of the Head Teacher, this could include permanent exclusion. This will all be logged on our MIS Arbor and Sanctions for Serious Misbehaviour log.

Accusations from pupils will be taken with equal amounts of severity and significance as those from adults. In the same manner rules of confidentiality will be adhered to and the gravity of such accusations made known to the pupil in order to protect all persons involved in the allegations from defamation of character and the right to fair and just treatment.

N.B. Malicious allegations, those made with intent to deceive or cause harm to those alleged, will be treated as a grievous offence. Where suitable and substantial evidence of deliberate allegations of this nature can be obtained the resulting actions against the perpetrator may be up to and including dismissal, for members of staff, or permanent exclusion, where the perpetrator is a pupil.

3.9 Sexual Violence and Sexual Harassment

Please see definition in 'Keeping Children Safe in Education 2020'

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.

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 LGBTQ+ children are at greater risk.

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, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- Upskirting The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Staff should be aware of the importance of not dismissing or tolerating behaviours that risk normalising them.

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated or dismissed and is not an inevitable part of growing up, “banter”, “just having a laugh or “boys beings boys”.
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts and upskirting.

Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Actions to be taken:

In the event of sexual harassment The Green Room takes it very seriously and it is treated the same as any other allegation or incident. Relevant information will be gathered and an assessment is made. Other agencies will be involved as necessary and the appropriate sanction will be down to the discretion of the Head Teacher, this could include permanent exclusion. This will all be logged on our MIS Arbor and Sanctions for Serious Misbehaviour log.

Accusations from pupils will be taken with equal amounts of severity and significance as those from adults. In the same manner rules of confidentiality will be adhered to and the gravity of such accusations made known to the pupil in order to protect all persons involved in the allegations from defamation of character and the right to fair and just treatment.

N.B. Malicious allegations, those made with intent to deceive or cause harm to those alleged, will be treated as a grievous offence. Where suitable and substantial evidence of deliberate allegations of this nature can be obtained the resulting actions against the perpetrator may be up to and including dismissal, for members of staff, or permanent exclusion, where the perpetrator is a pupil.

3.10 Relationship Sex Education

Relationship Sex Education (RSE) and Health Education teaching is included in the Green Room Curriculum. Using the RSE Government Guidance we fulfill our statutory responsibilities through covering topics from KS2 - KS5 as appropriate to the specific needs of our pupils since September 2020. The statutory guidance we follow can be found on the government website.

The Green Room additionally refers to other resources to assist with planning and delivery of these topics including; DfE advice for schools: teaching online safety in schools, UK Council for Internet Safety, National Crime Agency's CEOP education programme: Thinkuknow, Public Health England: Rise Above and PSHE Association.

Please refer to Relationship Sex Education Policy for further information.

3.11 Written Reporting

Where written reports are made of abuse or other issues of concern for the welfare of a pupil, a reporting system will be maintained and secured.

Reports of the following will be kept:

- Records of complaints and their outcomes
- Records of sanctions for significant misbehaviour

- Records of any use of physical restraint
- Administration of medication, treatment and first aid
- Records of significant accidents
- Records of all risk assessments carried out
- Action taken in response to all risk assessments carried out and evaluations
- (Where applicable) suitability of any guardian arrangements made

3.13 Contextual Safeguarding at The Green Room

In addition to the general safeguarding outlined in this policy, The Green Room takes contextual measures which are relevant to our pupils specifically.

The key to keeping children safe is their consistent and sustained attendance at school. Attendance is taken regularly through the use of daily registers (morning/afternoon) and frequently monitored through Arbor. The Green Room School deems any pupil whose attendance falls below 80% across a Half Term to be a 'persistent absentee'. Please refer to Attendance Policy.

Once a pupil is deemed a 'persistent absentee' The Green Room School runs a 5 Step System. If at any stage of the system a pupil's attendance issues appear to no longer be a concern the Green Room School ceases to follow the system.

Persistent Absenteeism may be indicative of a risk to a pupil's welfare, due to the heightened vulnerability of our SEN pupils. With this in mind, The Green Room School implements various Safeguarding measures to keep pupils safe.

The Green Room School obtains multiple phone numbers for getting in touch with parents/carers of each of its pupils in order to ensure the best chance of maintaining regular contact.

The Green Room School also recognise that SEN pupils can have significant difficulties in articulating and expressing themselves particularly with regard to risk and personal welfare issues.

Due to the nature of our cohort, pupils will at times find it difficult to articulate if an attendance issue stems from difficulties at home. The staff use their positive relationships to enable pupils to express themselves on a case by case basis.

Behaviour is monitored daily and logged using our school information management system (Arbor). Staff remain vigilant with regard to rising levels of anxiety amongst the cohort and follow both a coaching system as well as a self actualisation target setting system (Level Best). This allows any potential issues and risk to be picked up and dealt with immediately. This happens regularly throughout the day. Staff briefings allow clear communication to reduce risk of things being missed. This enables all members of staff to maintain a clear picture of any emotional or behavioural changes to individuals and to spot patterns.

Any safeguarding issues are recorded in a confidential online system (CPOMS). The Designated Safeguarding Lead has overall responsibility for dealing with any safeguarding issues that arise in this way, but all staff have access to and the ability to log any concern in the system which is shared before logging. Actions are also logged within this to show follow up.

At the Green Room we believe if a pupil perceives themselves to be a victim of bullying they should be supported and it should be dealt with in line with our Anti-Bullying Policy. It is the view of the Green

Room School that whether or not a pupil is actually being bullied, if they perceive themselves to be the victim of bullying then they should be treated as such and the situation should be dealt with accordingly. Any incidents of this type are logged on Arbor and followed up and evidence through our record of sanctions for serious misbehaviour.

The Green Room School has a zero-tolerance stance towards bullying of any kind. Please see [Anti-bullying Policy](#). Pupils are encouraged to speak openly and freely with all members of staff. Each pupil has a pastoral leader or coach which allows for any instances of bullying to be raised immediately and dealt with by the Senior Leadership Team. At the Green Room School any instances of bullying result in sanctions which can include a fixed-term exclusion.

Anti-bullying as a concept is addressed regularly when the school meets all together e.g. Circle Time. The School Values provide an impetus for discussion around ideas such as: kindness, curiosity and change. This helps reinforce the school's message around anti-bullying. This is also covered through our PSHE programme.

The Green Room School recognises that time spent away from school, for example school holidays, for any of its pupils is a time of increased and significant potential risk with regard to safeguarding. Although it is difficult to maintain any direct responsibility for individuals when they are outside of term time and away from the school premises, The Green Room School does take care to ensure pupils are well informed of the help they have available to them if they find themselves at risk. Child Helplines/telephone numbers/websites are promoted around the school both verbally and in poster form and all pupils are reassured that all staff are contactable via their school email addresses at all times. The school offers home visits and events within holidays to check pupils safety and wellbeing.

Regular contact is maintained with the individuals and organisations that are closest to all pupils through face to face meetings, telephone conversations and through annual reviews. By doing this the Green Room School is able to maintain a thorough and extensive picture of each pupils situation with regard to any potential safeguarding issues. The Green Room School maintains a high level of contact with parents/carers, social services, youth workers and advocates. This thorough system of communication helps in specific cases, for instance with any pupil who has a parent in prison.

4. Virtual School and the Coronavirus Impact

This section of our policy is based on the government guidance first issued in March 2020, and subsequent updates, particularly on 27th March 2020. The guidance is always under review and will be updated.

During the Coronavirus Pandemic The Green Room operates hybrid schools - a combination of physical and online learning. Please see our Remote Education Provision on our [website](#) as well as our [e- safety policy](#).

4.1 Key Principles

The principles of Keeping Children Safe in Education continue to apply.

The following important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in school or college has a safeguarding concern about any child they will act immediately
- a DSL or deputy will be available either on site, via Google Meet or by phone.
- it is essential that unsuitable people are not allowed to gain access to children

- children will continue to be protected when they are online, including the use of filters and monitoring.

4.2 Our Approach

The Green Room School will, as far as is reasonably possible, continue to take a whole institution approach to safeguarding. This will allow us to satisfy ourselves that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining our child protection policy.

- All our pupils are considered vulnerable as they all have Education Health Care Plans. Therefore, we take their safeguarding extremely seriously and work closely with all the local authorities, including their social workers and heads of virtual schools where relevant, who place pupils with us and provide them with regular comprehensive information on our pupils and our provision. As the provision is virtual, social workers are invited to meet virtually with staff.
- We carefully manage online interactions and the possibility of adult or peer on peer abuse - see Online Safety paragraph below.
- The mental and physical health as well as the safety of our pupils remains paramount and we work with the local borough to risk assess each pupil. The provision is determined by reviewing all of our pupils risks and needs and balancing this with the physical safety of pupils and staff during the pandemic.
- Our staff are regularly trained in Safeguarding and understand to act immediately if they have concerns about any of our young people regardless of their status (eg looked after and vulnerable) They have been trained in the new arrangement for safeguarding during the Coronavirus outbreak.
- Our Designated Safeguarding Leads and Officers continue to use CPOMS to coordinate their work whilst online. DSL and Officers are either on site or can be contacted via phone or video.
- We recognise that lack of attendance at a physical school can be cause for safeguarding concern. In a virtual school this is even more important, therefore attendance in each lesson is recorded and action is taken to try and engage all pupils.
- We provide daily attendance of all staff and pupils to the DfE by 2pm every day.
- Our Remote Education Provision is published on our [website](#).
- Where possible members of Green Room Staff are trained in administering a Covid-19 test - please see our Emergency Procedure and Continuity policy
- Should additional staff be recruited they will be subject to the same safer recruitment standards and induction training. If necessary this would be done online but where possible in person.
- The Single Central Record will remain comprehensive and up to date.
- Risk assessments will continue to be utilised.

Should it be necessary, referrals to the Teacher Regulation Agency will be made by emailing misconduct.teacher@education.gov.uk 3 days prior to the hearing.

4.3 Mental Health

Negative experiences and distressing life events, such as the Covid-19 pandemic and subsequent lockdown, has affected the mental health of pupils and their parents. Government guidance for Mental Health and Behaviour in School is adhered to. The Green Room Schools offer pastoral care in the form of coaching and therapeutic support for pupils, and parental support through regular forums and advice. The mental health of our pupils is paramount and constantly reviewed. When setting expectations of pupils' work where they are at home, we are mindful of not exacerbating any mental health issues. We maintain regular contact with any external mental health agencies, including making referrals if escalation is required.

The definition of safeguarding was amended in the KCSIE 2020 document to explicitly acknowledge 'mental health' so that safeguarding now includes: "preventing impairment to children's mental and physical health or development".

4.4 Online Safety

The Green Room is very aware the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers us to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

See our [eSafety](#) and Curriculum Policy for further information. Also refer to Annex C of Keeping Children Safe in Education 2020.

4.5 Online Working with Young People

The Green Room carefully considers the safety of pupils when working online. The starting point for online teaching is the same principles as in the physical school. Our behaviour and e-safety policies outline acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The Green Room ensures any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Pupils are advised of their options if they have concerns online, starting with the school staff who will deal with the issue as a safeguarding matter. In addition they are informed of places for practical support.

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse
- [NSPCC](#)
- [Banardos](#)

The Green Room is in regular contact with parents and carers concerning online conduct, safety, and the online activities and sites they will be visiting. The school also advises parents and carers on the importance of online safety. Support for parents and carers, which is shared with them, to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC

- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

4.6 Online Communication with Pupils

Communication with children both in the 'real' world and the 'virtual' world (eg through web based and telecommunication interactions) will take place within explicit professional boundaries. This includes the use of computers, tablets, phones, virtual classrooms, chats and meetings, texts, emails, instant messages, social media, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other handheld devices (given the ever changing world of technology this list is not exhaustive). We use google as a platform which can be accessed through live virtual classroom meets as well as independently through google classroom and the resources on here including pre recorded material.

4.7 Staff Conduct Online

Staff will not request or respond to any personal information from children other than which may be necessary in their professional role. They will ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'. This means that adults will:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work
- not give out their personal details
- use equipment and Internet services provided by The Green Room for professional contact; Staff will always save any messages received that they are concerned about and forward these to the DSL. Staff will screenshot concerning communication of their Google Chats with pupils/parents if the matter arises. All historic conversations can be accessed by SLT/ELT
- follow The Green Room's e-Safety agreement re use of technology.
- ensure that their use of technologies could not bring The Green Room into disrepute.
- not Meet pupils outside of school duties (Staff make an informed decision as to whether contact outside of school hours is necessary in terms of risk to the pupil to maintain boundaries). Given the intention of The Green Room to be supportive to all pupils and their families, there may be exceptions to the above. If this is the case, staff will protect themselves and the pupil/family by making sure that a record is made detailing the reason for the exception and ensure that a senior manager (preferably the DSL and / Head of School) is aware of the arrangement.

4.8 Monitoring

All staff are aware of the dangers inherent in working alone with a child online and therefore The Green Room Foundation takes steps to ensure the safeguarding of all pupils and staff.

All online/video classrooms or activities either have a teacher and an LSA present as they would in school or are recorded. This includes 1:1 and therapeutic sessions.

Pupils are given a school computer to work on at home. All equipment is subject to filtering (e.g. against extremist, terrorist sites and social media) as it would be in the physical school. Staff will be alert to young people who are at risk when the school is being run virtually. All pupils and parents sign a user agreement. Any recordings are automatically stored securely on the Google Drive of whoever started the meeting - access to which is only granted to any relevant staff and kept in accordance with GDPR regulations. These files would only ever be accessed if necessary in safeguarding situations.

Pupils are always informed that they are being recorded. Alternatively staff will include the pupils' coach or another member of staff in an online meeting.

4.9 Peer on Peer Engagement Online

The Green Room School uses G-Suite for Education which includes a virtual meeting place. The pupils are given access to audio/video calls as necessary. This has a positive effect on their wellbeing and maintaining connections. It can also be abused so we have put sanctions in place for anyone not using this platform appropriately. Access to this is removed outside of school hours including weekends.

4.10 Sanctions for Poor Online Behaviour

Pupils are advised to respect the principles of politeness, respect and kindness when online. Any communications found to be disrespectful, offensive, hurtful or in any way having a detrimental effect on a pupil or staff member's well-being, will go through the following scale of sanctions. Initially, a staff member will inform pupils if their behaviour is inappropriate. This gives the pupil a chance to rectify behaviour immediately and apologise if required. Pupils are also encouraged to speak openly if they feel another pupil is not acting appropriately.

Following this, if the behaviour continues these sanctions will be implemented:

1. The pupil responsible will be removed from the room (staff can do this immediately)
2. A member of staff will be clear with the pupil as to what is not appropriate
3. The pupil will receive a written warning from the Head of School
4. The parents/carers will receive a letter from the Head of School
5. Online Privileges will be removed from the pupil's profile
6. The removal of Chat from the pupil's profile and lessons will take place in isolation
7. Remove the pupil's GR Login for a fixed term (This is a fixed term exclusion)
8. Remove the pupil's GR Login permanently (This is a permanent exclusion)

Pupils understand there are plenty of opportunities within this scale to understand their behaviour and rectify it in this new environment. However, the Head of School reserves the right to proceed to the end of this scale for serious misconduct. Parents/carers have been informed of the system and can alert us to any concerns.

5. Other Agencies

5.1 Information Sharing

Anybody who works in an education setting has a duty to protect the welfare of the children who attend. This applies to trustees, headteachers, Designated Safeguarding Officers (DSOs), teachers, teaching assistants, and anyone else who spends time with children.

The Green Room creates an environment where pupils feel safe to learn and develop, and secure to approach any staff member with any problem. Staff are trained to identify pupils at risk of harm and know the characteristics of abuse or neglect, should a pupil not feel able to communicate difficulties.

If safeguarding concerns arise, staff report to the Designated Safeguarding Leads (DSL) and Safeguarding Deputy Officers (SDO), verbally and through the software application CPOMS. CPOMS monitors child protection, safeguarding and different pastoral and welfare issues providing a platform for the management and recording of all pupil related child protection concerns.

DSLs and SDOs will make a referral to Children's Social Care (CSC) if the threshold is met, and ensure support is in place, seeking advice from CSC team members where necessary. Contact with the allocated Social Worker for the pupil will be made in cases where the pupil already has Social Care involved. The school will ensure all requests from Social Care are followed up and provide representations in inter agency meetings such as Strategy, Initial and Review Child Protection Conferences, Core Group Meetings and Team Around the Child and Family Meetings.

The Green Room has a pivotal role to play in multi-agency safeguarding arrangements, in line with statutory guidance Working Together to Safeguard Children. Including identifying and sharing safeguarding concerns through appropriate channels, responding to information requests, attending and facilitating appropriate meetings and conferences.

As of September 2019 Local Safeguarding Children Boards (LSCB) have been replaced with a team of Safeguarding Partners, who work together to strengthen the child protection and safeguarding system. These Safeguarding Partners are a team of key professionals from three areas: the local authority; the clinical commissioning group (any part of which falls within the local authority area); and the chief officer of police. The Safeguarding Partners are in charge of implementing new safeguarding strategies to improve the provision of safeguarding and child protection arrangements in the local area.

We are aware and link with a range of councils safeguarding partners depending on the pupil and where they are from. We stay up to date with processes and training.

5.2 Parents

A line of dialogue and communication with parents/carers ensures effective Child Protection. Communication with parents is typically made as soon as possible and appropriate. Parents have access to all of The Green Room's policies on our website www.thegreenroomschool.com/policies

Parents are made aware of the identity of The Green Room Designated Safeguarding Lead and Safeguarding Deputy Officers through the website.

GDPR

The Green Room is aware of its duties to process personal information fairly and lawfully and to keep the information we hold safe and secure, in line with the Data Protection Act 2018 and the GDPR. Please see Data Protection Policy and all relevant GDPR Policies and Procedures. The GDPR does not prevent 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 safeguard and promote welfare and protect the safety of children.

Staff are confident of the processing conditions 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 understand that 'safeguarding of children and individuals at risk' is a processing condition that allows us to share special category personal data. This includes allowing The Green Room to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. If it is not possible to gain consent, it cannot be reasonably expected that The Green Room gains consent, or if to gain consent would place a child at risk.

In accordance with the Data Protection Act, 2018 The Green Room will not provide data on pupils where to do so would cause serious harm to the physical or mental health of the pupil.

Governance

Ray Sawyer Chair of Trustees has a level 3 Child Protection Qualification and Safer Recruitment Training.

A report on safeguarding is submitted to the trustees at every trustees meeting, either by the Head of School or the Designated Safeguarding Lead. There are monthly conversations between the chair of trustees and the safeguarding leads to keep the trustees up to date with any issues concerning safeguarding. All allegations against staff are immediately reported to the Chair of Trustees.

A regular audit of our safeguarding procedures and policies are undertaken by the safeguarding lead. This involves the use of an extensive checklist to ensure we are meeting all our obligations.

The board of advisers which includes 3 parental representatives, meets 3 times a year to give parents the opportunity to contribute to our policies and raise any general issues concerning safeguarding.

This policy is approved by the Co-CEO of The Green Room Foundation

Date: _____

Co-CEO _____

Appendix A

'Gillick Competence'

Child Protection is linked very closely to parental rights, especially where it concerns medical matters. Simply put, parental control in these scenarios is dependent on the pupils' intelligence and understanding of the medical issue, thus, it is a matter of judgement.

'Gillick Competence', a term taken from the House of Lords case 'Gillick vs. West Norfolk', relates to an individual pupil, their treatment and their intelligence/understanding. It is not a matter of age.

Pupils may seek medical advice through The Green Room and not through their parents. It is at this point that The Green Room determines the level of competence and subsequently whether parents/guardians should be informed

Appendix B

Definition of Safeguarding

- Protecting children from maltreatment
- Preventing impairment of children's mental health or physical development
- Ensuring 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

Appendix C

Definitions of Abuse

Categories of abuse include: physical abuse, emotional abuse, neglect and sexual abuse all of which are fully understood by all Green Room staff

Physical abuse – involves:

- hitting,
- shaking,
- throwing,
- poisoning,
- burning or scalding,
- drowning,
- suffocating,

otherwise causing physical harm to a child.

Physical harm can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

When seeking to recognise physical abuse, indicators of concern could include:

- Explanations which are inconsistent with an injury
- Different explanations provided for a single injury
- An inexplicable delay in seeking treatment
- Parent/s seeming uninterested or undisturbed by an accident or injury
- Absence of parent/carer – without good reason – when child is presented for treatment
- Repeated presentation for minor injuries – may be a cry for help – which can lead to a more serious injury if ignored
- Frequently use different doctors and accident and emergency departments

An extent of emotional abuse is involved in all types of maltreatment of a child, though it may occur in isolation.

Emotional abuse is the persistent emotional maltreatment of a child to such an extent that it has a severe and persistent effect on the child's emotional development. This may involve:

- Conveying to children that they are worthless, inadequate, unlovable, or valued only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations upon a child
- Witnessing or hearing the ill-treatment of another
- Serious bullying, including cyber-bullying, causing children frequently to feel frightened or in some form of danger
- Exploiting and corrupting children

Emotional abuse can be difficult to recognise, as the signs are generally behavioural rather than physical and are often associated with other forms of abuse.

Professionals should be aware that emotional abuse might indicate that the child is subjected to other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent – e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Appeasing behaviour towards others
- Appears to be the family Scapegoat

- Frozen watchfulness – particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to other Children

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities (including prostitution) regardless of whether the child is aware of what is happening. Abuse may include physical contact, including penetrative – e.g. rape, buggery (anal) or oral sex – or non-penetrative.

Penetrative sex where one partner is under the age of 16 is illegal, although prosecution of similar age consenting partners is not usual.

Sexual relationship with a child under the age of 13 is classified as rape.

Sexual abuse also includes non-contact activities such as involving children in the viewing of or production of pornographic materials, watching sexual acts or encouraging children to behave in a sexually inappropriate manner.

Sex offenders have no common profile, therefore it is extremely important for professionals to avoid attaching any significance to stereotypes around their backgrounds or behaviours.

Research indicates that 80% of sexual offending occurs in the context of a known relationship and sexual abuse can be very difficult to recognise. Reporting it is extremely traumatic for children which makes identification and disclosure rates very deceptive. Approximately three-quarters of sexually abused children did not tell anyone at the time of the abuse and a third had not disclosed their experience/s by early adulthood. Therefore if a child makes an allegation of sexual abuse, it is important that they be taken seriously.

Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conduct, which is inappropriate to child's age
- Contact or non-contact sexually harmful behaviour
- Continual and inappropriate or excessive masturbation
- Self-harm – including eating disorders – self-mutilation and suicide attempts
- Involvement in sexual exploitation or the indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for sports events, however, this could also be related to cultural norms or physical difficulties

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a child
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Neglect may involve a failure on behalf of a parent or caregiver to:

- To provide food, clothing and shelter – including exclusion from home or abandonment
- To protect from physical and emotional harm
- To ensure adequate supervision – including the use of inadequate babysitters/ care-givers
- To ensure access to appropriate medical care or treatment
- To attend to child's basic emotional needs, unresponsiveness

It is rare that an isolated incident would lead to the involvement of agencies. Evidence of neglect generally builds up over a period of time, therefore professionals should compile a chronology and share their concerns with other agencies which may be involved with the particular family, as this will help to ascertain whether seemingly minor incidents are in fact part of a wider pattern of neglectful behaviour.

Some indicators of neglect include:

- Failure to meet essential physical needs – adequate or appropriate food, clothes, warmth, hygiene and medical or dental requirements
- Failure to meet essential emotional needs – e.g., to feel loved and valued, to live in a safe, predictable home environment
- Child appears listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with inappropriate carers – e.g., too young, complete strangers
- Child left with intoxicated and/or violent adults
- Child abandoned or left alone for excessive periods

Children and young people can be particularly vulnerable to neglect due to the degree of stress parents/carers may experience as a result of any increased level of care a child may require.

Neglect can be perpetuated consciously as an abusive act, however it is rarely an act of deliberate cruelty. Parental neglect is generally attributed to one or more unmet needs of the parent, such as mental illness, substance misuse, domestic violence and/ or learning disability.

Specific Safeguarding Issues

As identified in the DfE Keeping Children Safe in Education September 2020 Guidelines, The Green Room School also recognises the following types of abuse:

Child sexual exploitation(CSE) and Child Criminal Exploitation involve exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual or criminal activities.

Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial

benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Bullying including cyberbullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derived from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Please refer to our [eSafety](#) policy.

Domestic Violence / Gender Based Violence (including violence against women and girls) is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse

a) domestic violence - between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

b) gender based violence - of females

Both can encompass, but are not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Coercive control is a form of abuse that involves multiple behaviours and tactics which reinforce each other and are used to isolate, manipulate and regulate the victim. This pattern of abuse creates high levels of anxiety and fear. This has a significant impact on children and young people, both directly, as victims in their own right, and indirectly due to the impact the abuse has on the non-abusive parent. Children may also be forced to participate in controlling or coercive behaviour towards the parent who is being abused.

Controlling or coercive behaviour also form part of the definition of domestic abuse in section 1(3)(c) of the Domestic Abuse Bill. More information can be found in the [Draft Domestic Abuse Statutory Guidance Framework](#).

Domestic abuse can impact on children when they witness it at home and/or suffer it in an intimate personal relationship and pupils are then signposted to additional information and support. The Green Room closely monitors signs of potential domestic abuse and any concerns are raised with the safeguarding and deputy safeguarding leads.

Drug Abuse can be a symptom of other problems and The Green Room School will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. The Green Room will be ready to involve or refer pupils to other appropriate services when needed. If a pupil is suspected of being under the influence of drugs or alcohol on school premises, The Green Room must prioritise the safety of the young person and those around them. If necessary it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted.

Fabricated or induced illness - Where illness is being fabricated or induced, extensive, unnecessary medical investigations may be carried out in order to establish the underlying causes for the reported signs and symptoms. The child may also have treatments prescribed or operations which are unnecessary. These investigations can result in children spending long periods of time in hospital and some, by their nature, may also place the child at risk of suffering harm or even death. Nearly all affected children undergo many unpleasant investigations and/or treatments but many children, especially young children, who have had illness fabricated or induced may not be fully aware of the nature of their abuse. Some children are confused about their state of health. Many are preoccupied with anxieties about their health and survival and may express suicidal thoughts as a result of their despair. Older children and adults who have been abused in this way may come to feel anger at their betrayal by their parent(s), and a lack of trust in those caring for them including medical professionals.

The following list is of behaviours exhibited by carers which can be associated with fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

- deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child's body so as to cause physical signs.
- interfering with treatments by overdosing with medication, not administering them or interfering with medical equipment such as infusion lines;
- claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems;
- exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous;
- obtaining specialist treatments or equipment for children who do not require them;
- alleging psychological illness in a child.

Faith abuse - Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them as evil or as a witch. Where this type of abuse occurs it causes great distress and suffering to the child. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and

dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Child abuse linked to faith or belief may occur where a child is treated as a scapegoat for perceived failure. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which children become at risk. These reasons can include family stress, deprivation, domestic violence, substance abuse and mental health problems. Children who are different in some way, perhaps because they have a disability or learning difficulty, an illness or are exceptionally bright, can also be targeted in this kind of abuse.

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

Specific factors that may heighten a girl's or woman's risk of being affected by FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon:

- The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
- It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer

holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

Forced Marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

Gangs and youth violence - The Green Room School has a duty and a responsibility to protect it's pupils and create a safe environment for education, as it is well established that success in learning is one of the most powerful indicators in the prevention of youth crime. As educational establishments are generally seen as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment. Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community.

Whilst schools and colleges may face different specific challenges and operate in different contexts, many of the issues they face will be similar be they in urban or rural areas.

The Green Room aims to ensure pupils feel safe at school all the time, understand very clearly what unsafe situations are; and be highly aware of how to keep themselves and others safe.

County Lines - County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Mental Health - One in ten children aged between 5 and 16 years has a mental health problem, and many continue to have mental health problems into adulthood. Mental health problems can also contribute to perpetuating cycles of inequality through generations. Early interventions, particularly with vulnerable children and young people, can improve lifetime health and wellbeing, prevent mental illness and reduce costs incurred by ill health, unemployment and crime. Such interventions not only benefit the individual during their childhood and into adulthood, but also improve their capacity to parent, so their children in turn have a reduced risk of mental health problems and their consequences.

Private Fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

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 is a part of The Green Room’s safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

• **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). 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 Prevent referral.

Prevent Duty

In association with the Government's Prevent Duty June 2015 Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day - to - day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence;
- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate

support required. A representative from The Green Room may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Sexting is the exchange of sexual messages or images and creating, sharing and forwarding sexually suggestive nude or nearly nude images through mobile phones and the internet.

Teenage relationship abuse - Research by the NSPCC showed that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, eg. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

Some of the signs below could indicate that a young person is experiencing relationship abuse. This list is not exhaustive and young people respond differently. These signs could also be due to other causes, but it is useful to be aware of common responses.

- Physical signs of injury / illness
- Truancy, failing grades
- Withdrawal, passivity, being compliant
- Changes in mood and personality
- Isolation from family and friends
- Frequent texts and calls from boyfriend / girlfriend
- Inappropriate sexual behaviour / language / attitudes
- Depression
- Pregnancy
- Use of drugs / alcohol (where there was no prior use)
- Self-harm
- Eating disorders or problems sleeping
- Symptoms of post-traumatic stress
- Bullying / being bullied

Relationship abuse can have a negative impact on a young person's cognitive ability which can affect how they behave at school. Signs can include:

- Disturbed sleep affecting concentration
- Not focussed in lessons as he or she is preoccupied and worried
- Very gendered expectations of career and achievement
- Feeling unsafe as afraid of being traced by abuser via school
- Appearing isolated and removed
- Worried that everyone at school knows what is happening

Young women and girls disproportionately experience teenage relationship abuse. Teenage relationship abuse is a form of violence against women that is both a cause and consequence of gender inequality.

Child trafficking is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may

be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

If a staff member suspects they have identified a child who has been trafficked, they would discuss concerns with the Designated Safeguarding Lead. Nothing should be done which would heighten the risk of harm or abduction to the child. They should refer the case to children’s social care or the police.

Finally, The Green Room acknowledges the variations in cultures that relate to Child Protection. The Green Room will always find the balance between cultural perspectives and promoting the safety and well being of the pupil.

Children missing from 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. A child going missing from education is a potential indicator of abuse or neglect. Staff should follow The Green Room School’s Missing Pupils Procedure Policy to deal with 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, FGM, and forced marriage.

The Green Room 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.

Appendix D

Further Reading

- [Working Together to Safeguard Children 2020](#)
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- [The Information Commissioner’s Office](#) (ICO), which includes ICO GDPR FAQs and guidance from the department
- [Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.](#)
- [What to do if you are Worried a Child is Being Abused - Advice for Practitioners;](#)
- [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: county lines guidance.](#)
- [Preventing and tackling bullying](#)
- [Mental health and behaviour in schools](#)
- [Promoting children and young people’s emotional health and wellbeing.](#)