



Safeguarding and Child Protection Policy

Signed: December 2019

Review: November 2020

SAFEGUARDING AND CHILD PROTECTION POLICY

At Greenvale School we have a primary responsibility for the care, welfare and safety of all students in our charge. We are committed to practice that protects children from harm. Greenvale staff are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interest of the child.

We encourage a culture in which all staff believe safeguarding to be of the highest importance and understand that their vigilance is critical. We want all staff to feel confident to discuss their concerns with designated staff/Governors and have clear lines of protocol in place for how to do this.

At Greenvale School as far as possible, in the context of the complex needs of the students, we teach students about safeguarding themselves in and outside of school, including online, through a broad and balanced curriculum. We establish and maintain a culture in which children feel secure, are encouraged to talk and are listened to. We present a school environment within which students feel safe and secure, so that any concerns are more readily identified.

This Safeguarding Policy applies to all staff, governors and volunteers working in school.

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasize the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults have appropriate checks and relevant safeguarding training completed before working with children.

Greenvale School is committed to providing a safe and secure environment for students, staff and visitors, and to promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well being of others. This policy is based on the following legislation and guidance:

- The Children Act 1989 (as amended 2004 Section 52)
- Children Schools and Families Act 2010
- “Keeping children safe in education” (statutory guidance for schools and colleges September 2019)
- “Working Together to Safeguard Children” (Non Statutory guidance July 2018).
- Lewisham Safeguarding children board (LSCB) procedures
- “What to do if you’re worried a child is being abused” (advice to practitioners March 2015)
- Children who run away or go missing from home/care (Jan 2014)
- Prevent Duty Guidance (HM Government revision July 2016)
- The Counter Terrorism and Security Act 2015 (section 26 The Prevent Duty)
- Information Sharing Advice for Safeguarding Practitioners (HM Government 2015)
- Governors’ Handbook (DfE 2015)
- Statutory Policies for Schools (DfE 2014) Guidance for Safer Working Practices (Safer Recruitment Consortium 2015)
- Sexual Violence and sexual harassment between children in schools and colleges’ (DfE December 2017)UK Council for Child Internet Safety (UKCCIS) 2016: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.
- Education Act 2002 s175/s157
- The Teachers Standards’ 2012
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

What is Child Protection?

Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as student health and safety, bullying/cyber-bullying, appropriate medical provision. These areas have specific policies and guidance which should be read in conjunction with this document.

What is significant harm?

The Children’s Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family

life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Responsibilities of the School

The school has a responsibility to provide designated safeguarding leads who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The Designated Safeguarding Lead is Elizabeth Smith.

The Deputy Designated Safeguarding Leads (DDSLs) are Lisa Robinson-Jone (KS3) Aaron Collins (KS4), Lina Avila (High Needs) and Emily Garside (KS5). Lynne Haines is also trained as DSL.

Everyone at the school including staff, visitors, volunteers and governors who comes into contact with children and their families has a responsibility for and a role to play in safeguarding children, with overall responsibility falling on the Headteacher. School staff are particularly important as they are in a position to identify concerns early and provide help for children and to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children and should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

All staff have a responsibility to:

- Read part 1 of '*Keeping children safe in education*' (Sept 2019) and to look at the links to different categories of abuse and note content of the relevant Annexes in particular Annex A.
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, reporting their concerns to the designated safeguarding lead and working with other services as needed.
- Be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
- Be aware of systems at Greenvale which support safeguarding (these are explained to them as part of induction and ongoing training).
- Take part in regular and appropriate safeguarding, child protection and Prevent training

- Always act in the interests of Greenvale students and report any concerns they have even if the concerns are about another member of staff
- Protect children from the risk of radicalisation as part of Greenvale's wider safeguarding duties. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
- Report immediately to the DSL where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences and staff have a mandatory duty from October 2015 to report this to the police.
- Sign to say they have read and understood the school's safeguarding policy, KCSIE (Sept 2019) and Code of Conduct.

Any member of staff may make a referral to the MASH. If a member of staff has concerns which they consider have not been followed up sufficiently by the DSL/DDSL or Headteacher, they may directly make a referral.

The management of safeguarding

Changes to this section are to clarify the expectations for all agencies, including schools, in the context of the phasing out of local safeguarding children boards (LSCBs). Specifically, that:

The new safeguarding partners and child death review partner arrangements must be in place by 29 September 2019

Your school should be aware of and follow these new local arrangements - this includes your senior leadership team, DSL and governing board

As a reminder, your 3 safeguarding partners are:

Local authority (LA)

Clinical commissioning group within the LA

Chief office of police within the LA

The Governors

Should ensure that they comply with their duties under legislation, follow the guidance in, "Keeping Children Safe in Education" (September 2019), and ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

This includes ensuring the following

- The school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018.
- Safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
- As of September 2019, there are new safeguarding partners and child death review partner arrangements. The partners are:
 - Local authority (LA)
 - Clinical commissioning group within the LA
 - Chief office of police within the LA
- The chair is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher.
- There is an effective safeguarding and child protection policy in place together with a staff code of conduct, and that procedures are in accordance with statutory and Local Authority (LA) guidance.
- Policies and procedures adopted by governors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff under the direction of the head teacher.
- A member of the leadership team has the role of designated safeguarding lead and will support them in fulfilling their role
- The designated safeguarding lead, deputy designated safeguarding leads and all other staff should receive regular training
- The school is providing a broad and balanced curriculum including covering relevant issues through PSHE, and Sex and Relationship Education (SRE).
- Safer recruitment procedures are adhered to and that at least 1 governor has attended safer recruitment training
- Procedures are in place to handle allegations against other children.
- **The Chair of Governors oversees appropriately anonymised LADO referral information as well as managing investigations into allegations made against the Headteacher**

The Nominated Governors with Safeguarding responsibility are Thom Webb and Jane Alltimes.

Parents/Carers

All parents/carers applying for places at this school should be informed of our Safeguarding and Child Protection responsibilities and the existence of this policy. Copies of the policy will be made available to parents/carers via the website and reminders of the role of staff will be given via the school newsletter.

Definitions and Descriptions

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Types of abuse and neglect

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via

the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Further Information on Domestic Violence & Abuse

Domestic abuse is defined as "any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality". The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Domestic abuse can also include forced marriage and so-called "honour crimes".

Controlling and coercive behaviour

Domestic abuse is often thought of as physical, such as hitting, slapping or beating, but it can also be controlling or coercive behaviour. This is important as what might look like an isolated incident of violent abuse could be taking place in a context of controlling or coercive behaviour.

Controlling behaviour is a range of acts designed to make a person subordinate and/or independent 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.

Examples of these behaviours are:

- Psychological / Emotional Abuse - intimidation and threats (e.g. about children or family pets), social isolation, verbal abuse, humiliation, constant criticism, enforced trivial routines, marked over intrusiveness;
- Physical violence - slapping, pushing, kicking, stabbing, damage to property or items of sentimental value, attempted murder or murder;
- Physical restriction of freedom - controlling who their parent/carer or

the child/ young person sees or where they go, what they wear or do, stalking, imprisonment, forced marriage;

- Sexual violence - any non-consensual sexual activity, including rape, sexual assault, coercive sexual activity or refusing safer sex; and
- Financial abuse - stealing, depriving or taking control of money, running up debts, withholding benefits books or bank cards.

Further considerations when identifying victims of domestic violence might be:-

- Does the young person recognise what a dangerous situation might be and their own vulnerability?
- Are they exploring risk-taking behaviour as part of their development? How might this be affecting their safety?
- Suspected cases may also manifest as a perpetrator texting, contacting, following, stalking or harassing the young person, either in person, online or by phone?
- If the young person is in a new relationship, how is this impacting on their friendship group/understanding of acceptable behaviour?
- Has the young person experienced abuse and violence within their family and has this affected their understanding of effective conflict resolution or normalised the experience of violence?
- Is the young person involved or affiliated to any gangs and does this mean that there are additional risks posed by other people?
- Does the young person have any specific needs or vulnerabilities in relation to disability and learning difficulties, substance misuse, mental health issues, cultural/language barriers, 'honour'-based systems or geographic isolation?
- Is the young person at risk of sexual exploitation? Specific risk factors may include being reported missing from care, being missing from home, being in the care of the local authority and living in a residential home. Are you or colleagues aware of specific risks within the community from known perpetrators?

Further information on Female Genital Mutilation

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves 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 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 cyber bullying 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.

Further information on Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing 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. School staff should use their professional judgment in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to

students at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalization.

The school will ensure that children are safe from terrorist and extremist material when accessing the internet in school. The school will ensure that suitable filtering is in place. The school will teach students about online safety more generally.

Further information on Private Fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.

The law requires that Lewisham Council should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.

Further information on Trafficking and Exploitation

The two most common terms for the illegal movement of people - 'trafficking' and 'smuggling', are very different. In human smuggling immigrants and asylum seekers pay people to help them enter the country illegally; after which there is no longer a relationship. Trafficked victims are coerced or deceived by the person arranging their relocation. On arrival in the country of destination the trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

The Palermo Protocol establishes children as a special case - *any child transported for exploitative reasons is considered to be a trafficking victim* - whether or not they have been deceived. This is partly because it is not considered possible for children to give informed consent.

Even when a child understands what has happened they may still appear to submit willingly, to what they believe to be the will of their parents.

Identifying trafficked children

Children are being trafficked to and exploited in counties and cities all over the UK. All entry and exit points in the UK are potential channels for trafficking children. Children who arrive in the UK are protected under the Children Act 1989.

It is incumbent on all agencies to work together to safeguard and promote the welfare of children trafficked into and out of the UK, providing the same standard of care as that available to any other child in the UK.

All practitioners who come into contact with children and young people in their everyday work need to be able to recognise when children have been

trafficked and exploited, to understand the areas of vulnerability that this can generate for a child or young person and should be competent to act to support and protect these children.

This may be the crucial intervention which breaks the cycle of the child being vulnerable to continuing or further exploitation.

Further information on Honour Based Violence & Forced Marriage

Honour based violence is the term used to describe murders in the name of so-called honour, sometimes called 'honour killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, causing shame.

The Metropolitan Police definition of so-called honour based violence is: 'a crime or incident, which has or may been committed to protect or defend the honour of the family and/or community'.

Professionals should respond in a similar way to cases of honour violence as with domestic violence and forced marriage (i.e. in facilitating disclosure, developing individual safety plans, ensuring the child's safety by according them confidentiality in relation to the rest of the family, completing individual risk assessments etc.).

A child who is being forced into marriage is at risk of significant harm through physical, sexual and emotional abuse. The majority of forced marriages reported to date in the UK have involved families from South Asia; other communities in which there have been cases include Europe, East Asia, the Middle East and Africa. Some forced marriages take place in the UK with no overseas element, while others involve a partner coming from overseas or a British national being taken abroad. Information about a forced marriage may come from one of the child's peer group, a relative or member of the child's local community, from another professional or when other family issues are addressed, such as domestic violence between parents.

Further information on 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. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in the future.

Greenvale School places a great emphasis on regular and punctual attendance and we promptly follow up any unexplained absence. 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. Greenvale School has both an admission register and attendance register as required by law. All students are placed on both registers. Greenvale informs and seeks guidance from the Local Authority before any child is deleted from the admission register. No child is deleted unless there are appropriate checks conducted to ensure that the child is not at risk from being missing from education. A child may be deleted from the admission register for the following reasons.

- The child has been taken out of school by their parents and is being educated outside the school system e.g. home education;
- The child ceased to attend the school and no longer lives within reasonable distance from the school at which they are registered;
- The child has been certified by the education medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the Headteacher does not reasonably believe that they will be returning to the school at the end of that period; or,
- Have been permanently excluded. The Local Authority must be notified when the school is to delete a student from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. It is essential that schools comply with this duty so that Local Authorities can follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Greenvale School informs the Local Authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days.

Peer on Peer abuse including 'sexting' and children displaying Harmful Sexual Behaviours

Peer on peer abuse can take many forms including physical, sexual (e.g. inappropriate touching) and emotional abuse (including bullying). (DfE)

September 2019: Keeping children safe in education; statutory guidance for schools and colleges, makes it clear that abuse is abuse and should never be tolerated or passed off as 'banter' or part of 'growing up. The Equality Act 2010 replaced previous anti-discrimination laws with a single Act.

Peer on peer abuse often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship which makes it difficult for those they abuse to defend themselves. This imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), or social (e.g. isolating or excluding someone). It could also include issues such as revenge porn or what are often gender issues (e.g. girls being touched or boys being involved in initiation activities).

At Greenvale School we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour and Anti-Bullying Policies where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Child Protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students in the school
- indicates that other students may have been affected by this student
- indicates that young people outside the school may be affected by this student

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Upskirting

Upskirting is now a form of peer-on-peer abuse, and is a criminal offence.

Definition: Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

Serious violent crime

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Staff should also be aware of the associated risks and understand the measures in place to manage them. The indicators are:

- Unexplained gifts or new possessions - these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendship or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Student Support

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

Greenvale School recognises that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behavior of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all students by:

- Encouraging self esteem and self assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children and sharing information when this is necessary whilst protecting confidentiality.
- Notifying the MASH and/or Social Care as soon as there is a significant concern.

- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the student's new school.
- Working in line with our e-safety policy to ensure that children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technologies.
- Exploring the best and most appropriate ways to give students awareness of what safeguarding and abuse is, of who they can talk to (or receive support from) and how the school ensures their safety.

What to do if you are worried a student is being abused

Be aware and alert to signs of injury, distress or neglect. Familiarise yourself with the signs and circumstances to look for. Remember the warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

1. If you have noticed something about a student that is unusual and is possibly a sign that they are being abused, or
If a student has told you that they are being abused, then record this information on CPOMS (the school recording system) as soon as you can.

(PLEASE NOTE If the student has told you they are being abused DO NOT question a student in depth about an injury or incident as this could compromise further investigations. You should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child).

2. Share the information or your concern as soon as possible the DSL or the DDSL. They will ask you to record your concern on CPOMS.
3. A decision will be made on who should speak to the parent or carer and if necessary the DSL or DDSL will speak to Children's Social Care. They will inform you of the outcome if possible. However sometimes the outcome may be confidential and it would therefore not be appropriate to share this information.

4. If you have concerns about another staff member then you should speak with the DSL or DDSL. Where there are concerns about the head teacher this should be referred to the chair of governors

In circumstances where a child has a suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. If a student is thought to be at immediate risk (because of parental violence or intoxication, for example), urgent Police intervention will be requested by the designated safeguarding lead. Particular vigilance will be exercised in respect of students who are included on a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to Children's Social Care (and confirmed in writing). Where it is suspected that a child might be at risk of significant harm, nothing will be said to the child's parent/carer without the approval of the Designated Safeguarding Lead.

The DSL/DDSL will refer children at risk of harm to Lewisham Multi Agency Safeguarding Hub (MASH). **MashAgency@Lewisham.gov.uk** **0208 314 9181**. The MASH will share the referral details of new referrals with the appropriate agencies and determine how the referral should be taken forward. Where the referral is a result of involvement or potential involvement in extremist activity, The MASH will share the referral details with the Prevent lead police officer and LA Prevent coordinator at the point the referral is received. The referral will then be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will be carrying out initial screening checks. The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns.

The DSL/DDSL will refer all cases of suspected or alleged abuse or harm by a member of the school staff, colleague or volunteer known to work with children to the local authority children's social care and the LA Designated Officer (LADO).

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care or the LADO.

Complaints or allegations made against staff

Greenvale School takes seriously all complaints made against members of staff. Mechanisms are in place for students, parents and staff to share any concern that they may have about the actions of any member of school staff.

Allegations of abuse made against teachers and other staff (including volunteers) are dealt with by following procedures in the statutory guidance. Greenvale's Designated Safeguarding Lead will use them in respect of all cases in which it is alleged that a member of staff 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

There may be situations when the Designated Safeguarding Lead will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. If this is not the case such allegations will be referred to the local authority designated officer (LADO). All allegations against staff will be discussed with the designated officer before any decisions are made about what action is needed. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance. There may be a decision that the actions of the member of staff do not meet the criteria set out above in which case they should be dealt with through the schools' disciplinary code. For example, if the allegation concerns alleged minor physical mishandling or verbal abuse, this will be dealt with under the school's Disciplinary Procedure. Alternatively, it could be decided that no further action is to be taken in regard to the individual facing the allegation.

All such allegations will be treated with strict confidentiality and all staff involved will be supported by the school and Occupational Health if necessary.

Parents or carers of the student involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.

Allegations of abuse by another student

Complaints or allegations regarding abuse by a student on another student is a difficult area, due to the severe level of learning difficulties which our students have. For an action to be regarded as abuse there needs to be an understanding, on the part of the abuser, of what he or she is doing. In such cases the school will follow the statutory guidance. In cases of physical assault by one student on another, the student discipline procedures will normally apply. Where there are repeated occurrences of physical assault, or any case of other types of potential abuse, the advice of social workers should be obtained.

Records

A record of all accidents / incidents in the school will be maintained. All accidents / incidents will be reviewed by the leadership group and any corrective measures implemented to minimise the possibility of recurrence. The Head Teacher is responsible for providing termly reports of all accidents/incidents and evidence of action to the Governing Body. Brief and accurate written notes will be kept of all incidents or CP concerns relating to individual students. CP records are securely kept by the designated leads, separately from educational records, and can only be accessed by the Designated Lead, their Deputies and the senior managers of the school. Referrals made to Social Services will be recorded on the appropriate form, with copies sent, under confidential cover, to The MASH.

A Single Central Record of all staff working at the school (as detailed in statutory guidance) is held by the school and regularly updated and monitored.

Confidentiality

Greenvale School recognises that all matters relating to Safeguarding are confidential. All files relating to child protection are kept locked in the Deputy Head Teachers' office. The Head Teacher or DSL/DDSL will disclose any information about a student to other members of staff on a need to know basis only.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child or parent to keep secrets.

Training

Whole-school safeguarding training led by an external trainer is delivered every 2 years and regular safeguarding reminders and updates are ongoing, delivered at staff and team meetings, and whole school briefings. Information on the school's safeguarding and child protection procedures is provided to all new staff as part of their induction programme. The DSL and DDSLs attend DSL training course every two years and follow the LSCB procedures and advice between training.

Each member of staff is responsible for drawing the Head Teacher's attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence.

Safe Recruitment

We aim to create a culture of safe recruitment and, as part of that, adopt recruitment procedures as detailed in Keeping Children Safe in Education (September 2019) that help deter, reject or identify people who might abuse children. We will make decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information. As detailed in the training section of this

policy key staff have attended safer recruitment training and there will be at least one person who has had this training on each recruitment panel.

If there is any level of uncertainty in recruitment matters they will be referred back to the LSCB and or Education Personnel.

The school will only use employment agencies who can confirm that they have in place suitable recruitment and vetting processes and that their staff have been subject to the level of checks detailed in the latest statutory guidance. Documentary evidence of ID must be presented by all supply staff on attending the school.

Any parent or other person employed by the school to work in a voluntary capacity with students (including all school governors) will be subjected to all reasonable vetting procedures.

The schools carries out section 128 checks on all governors, however associate members don't need to have an enhanced DBS check.

In recruiting and appointing staff, the Head Teacher and the School's Governing body have key responsibilities to create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children.

Employees: Advertising / Shortlisting / Interviews

We ensure that the advertisement makes clear the school's commitment to safeguarding and promoting the welfare of children.

All job descriptions make reference to the responsibility for safeguarding and promoting the welfare of children.

All person specifications include specific reference to suitability to work with children.

We ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

We will always seek at least two references to obtain objective and factual information to support our appointment decisions. These will be scrutinised and any concerns need to be resolved satisfactorily, before the appointment can be confirmed.

We endeavour to seek references on all short-listed candidates, including internal ones, before interview, so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview.

We will always request references directly from the referee and employers and will not rely on open references, for example in the form of 'to whom it may concern' testimonials.

On receipt, references will be checked by the Head Teacher to ensure that all specific questions have been answered satisfactorily. The referee should be contacted to provide further clarification as appropriate: for example if the answers are vague. They should also be compared for consistency with the information provided by the candidate on their application form. Any discrepancies will be taken up with the candidate.

Any information about past disciplinary action or allegations will be considered carefully when assessing the applicant's suitability for the post; including information obtained from the National College for Teaching and Leadership (NCTL) Teacher Service Portal (formerly known as the Employer Access Online service).

We verify that the successful applicant has all the academic or vocational qualifications claimed.

We check his or her previous employment history and experience.

We conduct a face-to-face interview that explores the candidate's suitability to work with children as well as his or her suitability for the post.

We verify the successful applicant's identity, when they arrive for an interview.

4.3 Offer of appointment

An offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of our pre-employment checks.

Before new staff are appointed, we will:

- Verify a candidate's identity from current photographic ID and proof of address;
- Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the NCTL Teacher Service Portal (formerly known as the Employer Access Online service);
- Verify the candidate's mental and physical fitness to carry out their work responsibilities. This is done through the council's occupational health services;
- Verify professional qualifications, as appropriate.

Additional checks on individuals who have lived or worked outside the UK:

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff. In addition, we will make any further checks we think appropriate so that any relevant events that occurred outside the UK can be considered.

We will verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, we will follow the council's guidance and the advice on the GOV.UK website.

We will use the NCTL's Teacher Services system to provide restriction information about teachers from the European Economic Area (EEA) and these checks will be recorded for staff from these countries.

Volunteers

Volunteers will also be asked to have a DBS check if the arrangement is on a regular basis and long term. Volunteers always work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the school. Volunteers will at no time be given sole unsupervised responsibility for students or for the personal care of students.

Any voluntary agency or community group, working with children who attend the school, will be required to produce evidence of a child protection policy that is compatible with this document.

Safety in the School

For the protection of staff and students, glass panels are fitted to the doors of all classrooms in this school. The glass should never be covered. No internal doors to classrooms or other school areas will be locked whilst students are present in these areas unless you have been directed to do so on a temporary basis for safety reasons. Entry to school premises will be controlled by doors, which are secured physically, or by constant staff supervision. All visitors and staff should sign both in and out on every occasion. A visitor's log will be available to record all visitors including governors, volunteers or staff from other agencies entering school premises. Unidentified visitors will be challenged by staff or reported to a member of the leadership team or school Office. Arrangements for monitoring, addressing and implementing Health and Safety issues are available in the school's Health and Safety Policy and Arrangements. Issues concerning student behaviour are addressed in the schools' behaviour policy which is available in the staff handbook and on the school server. The policy gives examples of appropriate strategies for managing difficult or challenging behaviour. Importantly it also highlights strategies and actions that would be considered unlawful.

All staff are expected to keep their ID card visible. All visitors and temporary staff in the school will wear lanyards with cards indicating who they are. Anybody without a visible means of identification should be asked to provide this by all staff about the school.

Curriculum

Greenvale School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our students for the responsibilities of adult life. All curriculum coordinators will consider the opportunities, which exist in their subject for addressing personal safety and all other safeguarding issues. Specific input will be provided by staff on bullying issues by raising awareness of these issues in class and positively managing issues as they arise i.e. assemblies, class discussion, and through provision of positive materials/media on bullying, respect and sharing etc.

Sex and Relationships Education

Staff who have undergone appropriate training should only deliver this part of the curriculum with strict adherence to the sex and relationships policy.

E-Safety

Many students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school. Students at Greenvale are taught the potential risks associated with technology through the PSHE and IT curriculum.

The following subjects will be mandatory from September 2020:

- Relationships education (for all primary schools)
- Relationships and sex education (for all secondary schools)
- Health education (for all pupils in state-funded schools)

Greenvale will be reviewing the PSHE curriculum to reflect these changes during 2019-2020

NSPCC Speak Out Stay Safe

Students in KS3, KS4 and KS5 on the Woodland and Forest Pathway all participate in yearly Speak Out Stay Safe workshops. These workshops are taught by a DSL or DDSL, and aim to equip students with the knowledge and understanding they need to stay safe from abuse and neglect. Students are taught to speak out if they are worried, to a trusted adult which could be staff member or family member.

Intimate Personal Care

Because of the nature of Greenvale School part of our curriculum involves teaching personal care skills to our students and meeting the everyday needs of students. For some this may involve taking them to the toilet or assisting them to bath or shower. All necessary precautions need to be taken to ensure

the student's safety and protect staff rights. We must be vigilant to guard against practices, which could lead to criminal proceedings being taken. Staff need to be aware of all the issues surrounding the problems of personal care.

1. Male staff must only supervise personal care (including taking to the toilet) for male students. They must not supervise personal care for female students.
2. It is acceptable for male staff to assist a male student with personal care on a 1:1 basis, and for female staff to assist male or female students. Where a member of staff toilets or supervises personal care on their own, the door should not be locked. Staff should only undertake personal care on a 1:1 basis if they know the student well. Please read the Personal and Intimate Care policy for further information.

First Aid

Very minor first aid can be administered by class staff e.g. for minor scratches and grazes. In more significant accidents First Aid should only be administered by qualified first aiders and, if it is necessary for the child to remove clothing for this treatment, there should wherever possible be another adult person present. All first aid treatment will be recorded in the notebooks kept in the first aid boxes and then on an accident form as necessary. In situations where students sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the school, parents will be notified of this as soon as possible.

Staff Support

Greenvale School recognises that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with the designated lead and to seek further support as appropriate.

Signed

Dated

APPENDIX 1: Notes on Record Keeping

- Records should be made at the time of the incident or observation and not less than 24 hours afterwards.
- Records must be dated, timed and signed.
- They must be accurate.
- They must be factual and descriptive (who said/did what?).
- They must not make assumptions.

- It may be OK to state an opinion in some instances, but this must go with information that forms the basis of the opinion.
- 'Gut reactions' may be OK in certain instances, again it needs to be stated that this is a gut reaction and the reasons for it given.
- The source of information should be stated. Hearsay is permissible if it is recorded as such.
- The intended action should be stated, however minimal.
- It should be stated if the information was shared with anyone.
- Photographs of injuries/marks should be avoided. Injuries/marks that are cause for concern can be indicated on a body map available from the office or DSL/DDSL.

At all times the confidential nature of the concerns are paramount

Notes on Disclosure

If a child or young person discloses:

DO:

- Listen carefully
- Record the conversation verbatim in the child's own words
- Note the time, date and sign the record you make
- Take it seriously
- Reassure they are right to tell
- Explain what will happen next

DON'T:

- Ask leading questions
- Make promises you cannot keep or promise not to tell anyone
- Jump to conclusions
- Speculate or accuse anybody

It is not your responsibility to decide if the allegation is true or not

APPENDIX 2: Adults Safeguarding

Students stay at Greenvale until the end of the academic year of their 19th birthday (Y14). Once they turn 18 they access adult services - AWLD (Adults with Learning Difficulties). Following their 18th birthday adult safeguarding procedures will be followed; this is the same as for children, however agencies and support involved is different.

Transition to adults

Students who are in the transition stage between child and adult services will have an allocated social worker to complete the assessment process. The manager of AWLD and transitions is Linda Smith

Tel: 0208 314 8319

Email: linda.smith@lewisham.gov.uk

Adult agencies

Student who have turned 18 and have transitioned to adult services are unlikely to have a named social worker and all safeguarding concerns should be directed to Social Care Advice and Information Team or SCAIT (the equivalent of MASH but for adults).

<https://lewisham.gov.uk/organizations/adult-social-care-enquiries>

Tel: [0208 314 7777](tel:02083147777)

Email: SCAIT@lewisham.gov.uk

Mental Capacity Act

<https://www.nhs.uk/conditions/social-care-and-support-guide/making-decisions-for-someone-else/mental-capacity-act/>

Student Voice

All students at Greenvale are encouraged to voice their concerns and share their opinions. Students over 18 who have the capacity have the right to make their own decisions.