the GREENROOM school

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 2022, Prevent Duty (June 2015), The Education and Training (Welfare of Children) Act 2021, Sexual Violence and Sexual Harrassament Between Children in Schools and Colleges September 2021 which is now in KCSIE 2022

GRK
Designated Safeguarding Lead
Elizabeth Mowse (Level 3 Child Protection and DSL Training)
(Duties are further outlined in KCSIE (2022, Annex C)
Safeguarding Deputy-Officer
Danielle Haxby, Rob Mynard, Becky Thompson and Joanna Rowell(Level 3 Child Protection and DSL Training)

GRW & GRC
GRW
Charley Jacobs (Level 3 Child Protection and DSL Training)
GRC
Kim Perkins (Level 3 Child Protection and DSL Training)
(Duties are further outlined in KCSIE (2022, Annex C)
GRW Safeguarding Deputy-Officers
Tom Tilbury, Callum Flanagan and Richard Allen (Level 3 Child Protection and DSL Training)
GRC Safeguarding Deputy-Officers
Daniel Jacobs, Ashley Sheehan, Matthew Allen and Danielle Haxby (Level 3 Child Protection and DSL Training)

Advisory Board Chair - Ray Sawyer - Level 2 Child Protection Training

LADO
Kingsley child.protection@hants.gov.uk 01962 876364
Windsor LADO@achievingforchildren.org.uk 020 8891 7370.

Safeguarding Hub - Phone - 0300 4709100/ out of hours - 01483 517898

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

Owner: RA/**W**RA/**K**DH/**6**RA

Version History

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Contents

1. Safeguarding and Child Protection

Safeguarding Statement 2022

'Safeguarding is Everyone's Business'

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide an environment in which children and adults feel safe, secure, valued and respected, and feel confident to talk if they are worried, believing they will be effectively listened to.

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 whole school 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 setting operates safer recruitment procedures in line with KCSIE 2022 which includes statutory checks on the suitability of staff to work with children.

All Green Room staff understand that safeguarding and child protection are everyone's responsibility and a team effort, and endeavour to provide a safe environment in which children can learn. 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. Staff maintain an attitude of it can happen here and that it is everyone's responsibility.

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 (including staff who do not work directly with children) follow 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. Safeguarding procedures and policies are explained to new staff as part of their staff induction. 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. All staff have been briefed on how to identify children who may benefit from early help and how to access it.

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 in writing via CPOMS 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. Records include:
• a clear and comprehensive summary of the concern;
• details of how the concern was followed up and resolved;
• a note of any action taken, decisions reached and the outcome.

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 the 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.
- All offers of appointment are conditional until we have completed the mandatory pre-employment checks, including verifying a candidate's identity -   it is important to be sure that the person is who they claim to be, this includes being aware of the potential for individuals changing their name. The Green Room checks birth certificates where available to verify individuals identity.
- 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 a DBS check flags up a section 128 direction, that person will be restricted from taking up a management, trustee or a governor position in the school.

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.

Barred List check (previously known as List 99 or Section 142 checks) are carried out where:
- A newly appointed staff is engaging in regulated activity and is pending the receipt of an enhanced DBS and/or
- Where an individual has worked in an educational setting that brought them into regular contact with children that ended not more than 3 months prior to the person joining our organisation.

2.7 Training

All staff and regular volunteers will be provided with the necessary child protection policy and procedure information, including online safety, 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 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.

2.10 Actions where there are concerns about a young person or member of staff

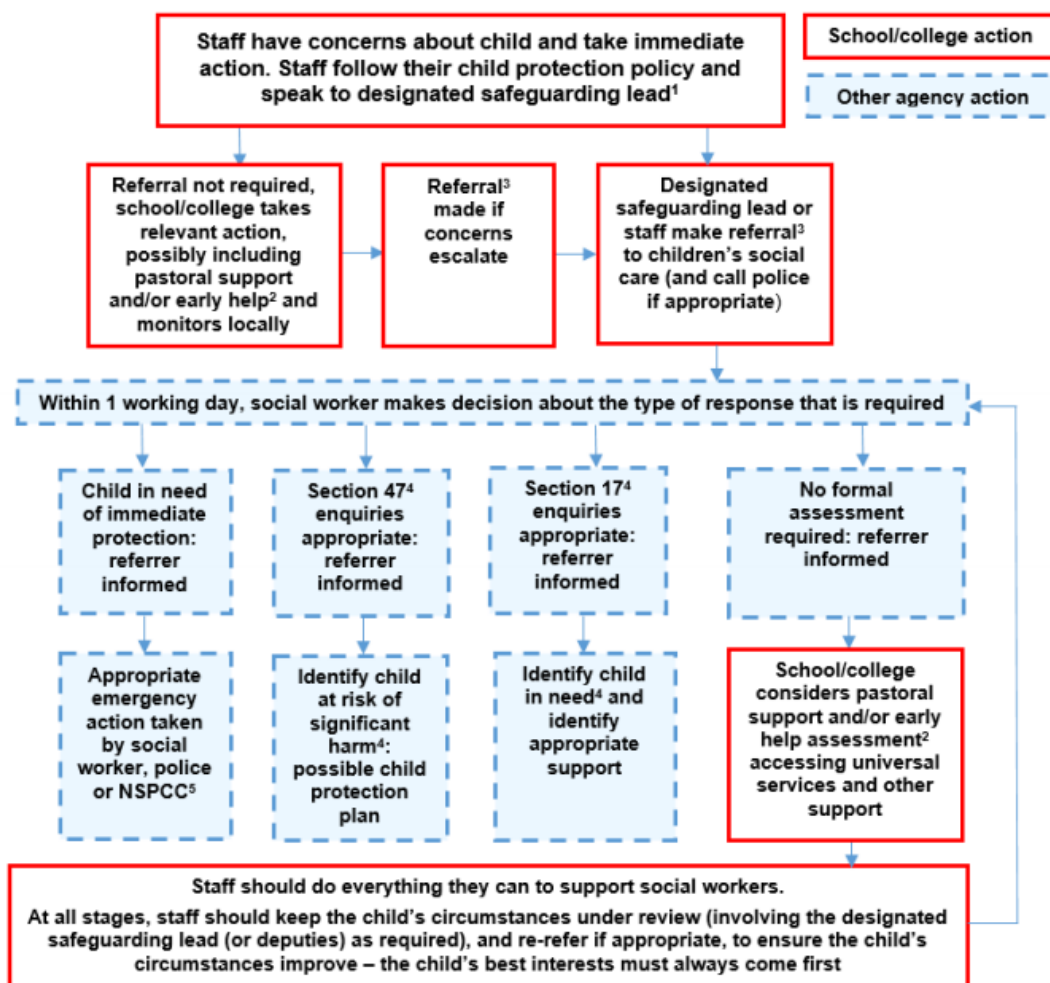Should a safeguarding concern arise, staff should:
1. Report it directly to the Designated Safeguarding Lead
2. Record the incident and all conversations arising from the incident on CPOMS
3. If a referral is made, staff should do everything they can to support social workers.

All incidents or allegations should be reported immediately and directly to the Designated Safeguarding Lead, who will take charge of the situation and alert the staff on a need to know basis.

Where there is a safeguarding concern, school leaders, trustees and safeguarding leads will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

If in doubt, all staff should follow the flowchart below from the Keeping Children Safe in Education (September 2022) guidance. A hard copy of this is pinned on the safeguarding board in all school offices.

Actions where there are concerns about a child

Should a safeguarding concern about another staff member, including volunteers and contractors, arise, or if an allegation is made about another member of staff posing a risk of harm to children:
1. A report should be made immediately to the headteacher and Designated Safeguarding Lead.
2. Where the concern/allegation is about the headteacher, this should be referred to the Chair of Trustees Ray Sawyer
3. If there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the LADO.

For more information please refer to section 3.7.

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.

All staff are able to reassure pupils that they are being taken seriously and that they will be supported and kept safe. Pupils are never given the impression that they are creating a problem by reporting abuse, sexual violence/harassment. Nor are victims ever made to feel ashamed for making a report.

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 have been trained to identify any child who might benefit from early help, and are particularly alert to any child who:
- Is disabled, has a mental health need or other specific additional needs;
- Is a young carer;
- Is showing signs of antisocial or criminal behaviour, or is involved in organised crime or county lines;
- Is frequently missing from care or home;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation, being radicalised or exploited;
- Has a family member in prison or is affected by parental offending;
- Is part of a family that struggles with drug or alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care;
- Is at risk of So-called "honour"-based abuse (eg: FGM or forced marriage)
- Is a privately fostered child
- Persistently absent from school (see Attendance policy)
- Shows signs of physical, emotional and sexual abuse and neglect

These specific safeguarding issues are referenced in Appendix C, and include:
- Bullying including Cyber Bullying
- Child Sexual Exploitations (CSE)
- Child Criminal Exploitation including County Lines, Gangs and Youth Violence, and Serious Violent Crime
- Children missing from Education
- Child Trafficking
- Controlling and Coercive Behaviour
- Cyber Crime
- Domestic Abuse
- Domestic and Gender Based Violence
- Drug Abuse
- Fabricated or Induced illnesses

- Faith Abuse including So-called Honour Based Abuse, Female Genital Mutilation, Forced Marriage, and Anti-Semitism
- Modern Slavery
- Mental Health
- Child on Child Abuse including Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour
- Private Fostering
- Looked after child or previously looked after child
- Radicalisation including Extremism, Terrorism, the Prevent Duty and the Channel Programme
- Sexting
- Teenage Relationship Abuse

Staff are 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. Staff ensure that Green Room pupils feel confident to report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Child protection and safeguarding are at the forefront and underpin all aspects of process and policy development, and this is reiterated at every staff induction and inset.

3.3 Restrictive 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 and documented.

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 an onsite counsellor who can offer 1:1 therapeutic sessions with pupils. A Pastoral Lead also manages welfare on each site and they will work closely with the school counsellor to communicate any concerns/issues. 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 the Whistleblowing Policy.

Reporting low level concerns about other adults is clear and this is highlighted through inset. The term low-level concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the setting may have acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

The purpose of reporting low-level concerns is to create and embed a culture of openness, trust and transparency in which the setting's values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff.

The setting creates an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.

Reports should be made to the [insert whom] in a timely manner. If the [insert nominated person] has any doubt as to whether the information which has been shared about the individual as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

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.

Concerns including allegations that do not meet the harm threshold should be reported to the Head of School or Designated Safeguarding Lead. These allegations may include but are not limited to: suspicion, complaint, or disclosure made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

These allegations will be recorded and all actions resulting from subsequent investigations will be shared with staff on a need to know basis.

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 2022 for the procedure.

3.8 Child on Child Abuse

The Green Room School takes a whole-school approach to child on child abuse. Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include, but is not limited to,
● bullying (including cyberbullying, prejudice based bullying and discriminatory bullying);

- abuse in intimate personal relationships between peers;
- sexual violence (such as rape, assault by penetration and sexual assault; this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 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.

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.

The issues raised by the Everyone's Invited website in 2021 are specifically addressed in section 3.9. It can now be found in KCSIE Part 5.

Actions to be taken:
In the event of child on child 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

This policy has been drawn up with regard to government guidance "Sexual violence and sexual harrassment between children in schools and colleges" September 2021 and 'Keeping Children Safe in Education" September 2022. This section sets out what sexual violence and sexual harrassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred.

We have zero tolerance to sexual violence and sexual harrassment at The Green Room Schools. As part of this any incident or potential incident of this is raised through debrief, a form is completed and during SLT this is traffic lighted and then acted upon if necessary. This guidance is from Brooke Traffic Light Tool. This includes but is not limited to a phone call home, monitored further or involving outside agencies.

Definition of Sexual Violence, Sexual Harrasment and Harmful Sexual Behaviour

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE 2022), all staff working with children are advised to maintain an attitude of 'it could happen here', and consequently inappropriate behaviour is addressed as an intervention. Incidents can occur inside and outside of school. All reports are taken seriously and both the victim and perpetrator will be supported and kept safe, are entitled to continued education, and the perpetrator will be subject to disciplinary sanctions once proven. It is important that others (young people and staff) are protected as appropriate.

Specifically, when referring to sexual violence we mean rape, assault by penetration, sexual assault, and causing someone to engage in sexual activity without consent.

Specifically, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberating 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.

Harmful sexual behaviour can occur between two children of any age and sex, online and/or face-to-face and can also occur simultaneously between the two. It can also occur through a group of children targeting a single child or group of children; and between children of differing ages, particularly if there is more than 2 years difference or if one of the children is pre-pubescent and the other is not.

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 are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBTQ+ children are at greater risk.

How to minimise the risk of Sexual Violence, Harassment or HSB occurring.

We have a whole-school zero-tolreance approach to sexual violence and sexual harrassment. Following the evidence raised during the Everyone's Invited movement, it is more important than ever to expose and prevent the rape culture across society. All staff understand the importance of challenging inappropriate behaviours between peers; behaviours which can create an atmosphere that, if not challenged, can normalise them and lead to a culture of unacceptable behaviour, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. The school's first priority is to maintain an environment that students feel safe in should they need to report an incident of sexual harassment or violence.

- 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.

We take our responsibilities to our young people very seriously as they all have Special Needs and consequently we enquire and stay alert to monitor their behaviour, mood and any injuries very closely. This is applied in the same way to our young people who are part of the LBGTQ+ community. Equally, we are fully supportive of our staff in this regard. All support and protection is carried out with regard to the sex, sexuality, and if appropriate genter identity of those involved, and positive action is taken to support any group show to have specific disadvantage. Extra-familial harms, including abuse that takes place on-line, particularly in relation to abusive messaging and images are considered in relation to this, and are raised with external agencies as needed.

Concerning consent, we are very clear with our young people, as many do not understand non-verbal cues and can become very focussed on specific topics, eg trains, minecraft, sex etc.

Regular training for staff is held at Inset and as part of Induction, and regular training for Designated Safeguarding Leads is conducted to ensure a good understanding of HSB. Regular education of young people on all elements of this occurs as part of The Green RoomPHSE/RSE lessons, as well as being built into our everyday culture, providing evidence-based content through the whole curriculum. It is age and developmental stage appropriate and may tackle such issues as:

- healthy and respectful relationships
- what respectful behaviour looks like
- consent
- stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong, and
- addressing cultures of sexual harassment

Furthermore, the topic of 'Being Safe' in RSE in secondary schools covers the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, forced marriage, rape, domestic abuse and FGM and how these can affect current and future relationships. Teachers advise the rest of the staff when such subjects are being taught in order to put additional support in place if needed. Green Room pupils are supported by regular counselling, coaching and tutor time weekly.

What to do when Sexual Violence, Harassment or HSB does occur or is alleged to have occurred.

Immediate consideration will be given to how best to support and protect the victim, alleged perpetrator and any others impacted/involved.

Dialogue must be kept open to ensure the victim feels able to divulge the whole picture. The victim may wish for a particular adult to be present, which should be respected and supported. Support in terms of a flexible timetable should be considered for as long as needed. The victim may wish to transfer to another school which should be considered to enable them to continue with their education; such a move should be carefully managed to ensure the new school can fully support the victim.

The alleged perpetrator should be provided with an education, and offered safeguarding support and any appropriate sanctions discretely to protect them from reactions from peers/community. Green Room pupils may not fully understand the situation they find themselves in and so very clear support is vital. A young person abusing another young person can be a sign they have been abused themselves or that there are wider issues in the school community. The Green Room will aim to find the reason for the abuse with support of professionals as needed.

Engagement with parents/carers of victims/perpetrators will be considered on a case-by-case basis, as a proportional response when it is safe to do so. When engagement takes place, discussion of the support and the report on the incident will be discussed. Other agencies may be considered to attend.

Other young people may have been witness to the event and will be offered therapy/counselling. The Green Room will aim to ensure all those involved are not subject to bullying or harassment, especially in school and also on-line.

With regard to the incident, relevant information will be gathered and logged in CPOMS, and a risk and needs assessment is made within CPOMS. This will include

- the victim, especially their protection and support
- whether there may have been other victims
- the alleged perpetrator(s), and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Additionally, the Green Room will consider:

the wishes of the victim in terms of how they want to proceed, balanced with the Green Room's duty and responsibilities to protect other children
• the nature of the alleged incident(s), including: whether a crime may have been committed and/or whether HSB has been displayed
• the ages of the children involved
• the developmental stages of the children involved
• any power imbalance between the children
• if the alleged incident is a one-off or a sustained pattern of abuse
• that sexual violence and sexual harassment can take place within intimate personal relationships between peers
• are there ongoing risks to the victim, other children, adult students or school or college staff? and
• other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The assessments will be kept under review. Where there has been a report of sexual violence it is likely professional (eg social services) risk assessment will also be required.

Action taken will be proportionate to the incident, as determined by the Designated Safeguarding Lead.

All actions and information will be logged on CPOMS and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

Advice about managing the report including managing the report internally, seeking Early Help, referrals to Children's social care, reporting to the police, considering bail conditions, managing delays in the criminal process, and the end of the criminal process, as well as safeguarding and supporting the alleged perpetrators is also set out in departmental advice: Sexual violence and sexual harassment between children at schools and colleges.

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.

Unsubstantiated, unfounded, false or malicious reports should be reviewed to identify a cry for help from someone who is themselves being abused. 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. Records are reviewed to identify potential patterns of concerning, problematic or inappropriate behaviour.

The Green Room is aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.

There are a number of confidential, specialist support and advice services available for victims and perpetrators and contact details for these are available throughout the school.

Children making any report of sexual violence or sexual harassment including "upskirting" (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of the Searching, screening and confiscation at school guidance. The key consideration is for staff not to view or forward illegal images of a child. The guidance provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection

3.10 Teaching Online Safety (cybercrime), Safeguarding and Relationship Sex Education

Due to the nature of pupils that attend The Green Room Schools, we have taken a bespoke approach to teaching safeguarding and online safety (cybercrime). Individual pupil's personal history and situations are taken into account when covering lessons on abuse, e-safety and relationships.

The Green Room Schools uses the RSE Government Guidance to craft our Relationship Sex Education (RSE) and Health Education curriculum. We fulfil our statutory responsibilities through covering topics from KS2 - KS5 as appropriate to the specific needs of our pupils since September 2020. The Statutory guidance: relationships education relationships and sex education (RSE) and health education we follow can be found on here and on the government website.

The Department also has produced a one-stop page for teachers on GOV.UK, which can be accessed here: Teaching about relationships sex and health.

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; UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people;, 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. Staff are reminded during Inset to record all safeguarding incidents in CPOMS.

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

3.12 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 recognises 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 a coaching system. This allows any potential issues and risks 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 themself 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 evidenced 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 pupil's 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.

See sections 3.8 and 3.9 for specific steps taken on child on child abuse at The Green Room.

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. In the case of a Covid outbreak at one of the schools, we move to virtual school for the necessary period of time.

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 child on child abuse - see Online Safety (cybercrime) 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 (including online safety) 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.
- Multiple 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. Further details on how to make a referral to the Teaching Regulation Agency can be found here

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 2022 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 (Cybercrime)

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 (cybercrime) 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 (cybercrime) is considerable, but can be categorised into four areas of risk:

- **Content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying;
- **Commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If it is felt that staff or pupils are at risk this can be reported to the Anti-Phishing Working Group

Online safety (cybercrime) is a running and interrelated theme throughout our policies and curriculum. See our eSafety, Curriculum Policy, Anti-bullying and Behaviour policy for further information. Parents and pupils can access various online safety (cybercrime) guidelines and help pages on the pupils area of our website

Staff may also refer to:
- Annex C of Keeping Children Safe in Education 2022.
- Safeguarding in schools colleges and other providers
- safeguarding and remote education.
- NSPCC Learning- Undertaking remote teaching safely during school closures
- PSHE - PSHE Association coronavirus hub

Please see Annex D further reading for more information.

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

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- [CEOP](#) - for advice on making a report about online abuse
- [NSPCC](#)
- [Barnardos](#)

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 (cybercrime). Pupils are taught about online safety (cybercrime) during PSHE/RSE and throughout the curriculum(see Curriculum Policy). 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 in some cases 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.

All pupil devices are strictly monitored and controlled through the Google Admin Console which enables policies, filters and age restrictions to be placed on the devices and apps on them. The pupils' individual @greenroom.com usernames are also subject to these restrictions if they sign in to their school Google account on another device.

Further advice on appropriate filtering and monitoring can be found on the UK Safer Internet Centre

4.9 Child on Child 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.

CCTV

Pupils and Parents/carers are made aware through our Privacy Policy that The Swan operates CCTV in public spaces, and that at some point all Green Room pupils may be involved in activities at The Swan (eg: Christmas Fayre, Taster Days, some lessons). The Head of School and GR6 Duty Manager have access to CCTV footage via a screen in the school office and a password protected app on the GR6 school phone, and may use this to monitor pupils while they are in the public spaces, for safeguarding purposes and behaviour management. This footage is stored in the *NVK (Network Video Record) which is the hub kept in the office at The Swan. for 30 days and then deleted. It is not* shared with anyone else. See the Privacy Policy Pupil for more details and the Swan CIC Data Protection Policy

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.

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 to prevent the impairment of children's mental or physical health and development.

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 2022 Guidelines, The Green Room School recognises the specific safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff are aware of include:

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.

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.

Child Sexual Exploitation is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE 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.
CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
Some additional specific indicators that may be present in CSE are children who have older boyfriends or girlfriends; suffer from sexually transmitted infections; display sexual behaviours beyond expected sexual development or become pregnant.

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.

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. 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.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however The Green Room is aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

County Lines - County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required.

Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

       • go missing and are subsequently found in areas away from their home;

       • have been the victim or perpetrator of serious violence (e.g. knife crime);

       • are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

       • are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;

• are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
• owe a 'debt bond' to their exploiters;
• have their bank accounts used to facilitate drug dealing.

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

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.

Serious Violence
All staff are aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff are aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

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 informs 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.

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.

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.

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;
• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
• denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Domestic Abuse
The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition

captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

The Green Room closely monitors signs of potential domestic abuse and any concerns are raised with the safeguarding and deputy safeguarding leads.

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

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

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.

Anti Semitism is racism and like other forms of racism has no place in schools or society. The recent increased focus on the Israeli-Palestinian conflict has lead to an increase in antisemitic incidents and the expression of antisemitic views and bullying towards Jewish teachers and pupils in schools across the UK, however an atmosphere of intimidation or fear is unacceptable and The Green Room will deal with these incidents in the same no tolerance manner as any bullying incident.

Racist Incidents policy on racist incidents is set out separately and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims on GOV.UK (www.gov.uk)

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

Child on Child Abuse including Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour. See sections 3.8 and 3.9 for more information.

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.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is because of abuse and/or neglect.

Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The designated teacher will work with virtual schools for both looked after children and previously looked after children.

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.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would

allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives. Statutory guidance on Channel is available at: Channel guidance

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.

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.

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.](#)
- [Rise Above](#) - a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children.
- [Sharing nudes and semi-nudes advice for education settings](#) - UKCIS guidance
- [Safeguarding and protecting people for charities and trustees](#)
- [Using External visitors to support online safety education](#)
- [National Education Network](#) - Guidance on eSecurity
- [NCSC.GOV.UK](#). - National Cyber Security Centre
- [Online safety in schools and colleges: Questions from the governing board](#)
- [UKCIS Online Safety Audit Tool](#)
- [Alternative provision](#) - DfE Statutory Guidance;
- [Education for children with health needs who cannot attend school](#) - DfE Statutory Guidance
- [Childnet](#) - Cyberbullying guidance for schools
- https://www.gov.uk/government/publications/searching-screening-and-confiscation