



Child Protection & Safeguarding Policy and Procedures

At the Green Room Foundation we are

Safe
and
Brave

This Provision is committed to safeguarding and promoting the welfare of children and young people and adults at risk and expects all staff and volunteers to share this commitment. We are also committed to preparing our students for life beyond The Green Room, being brave enough to challenge appropriately whilst also keeping them safe.

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), Children Act 1989 and 2004, Working Together to Safeguard Children' (March 2026), DfE 'Data Protection Guidance for Schools' (DfE, 2024b), Keeping Children Safe in Education 2026 (Statutory Guidance for Schools and Colleges, September 2026), Counter-Terrorism and Security Act 2015, Prevent Duty Guidance: England and Wales (2023)

The Education and Training (Welfare of Children) Act 2021, Safeguarding Vulnerable Groups Act 2006, Care Act 2014, Online Safety Act 2023 & Data Protection legislation and UK GDPR, Restrictive interventions, including use of reasonable force, in schools: Guidance for schools in England (DfE, April 2026)

GRK

Designated Safeguarding Lead

Becky Thompson (Level 3 Child Protection and DSL Training)

Duties are further outlined in Keeping Children Safe in Education 2026, Annex B.

Safeguarding Deputy-Officer

Rob Mynard, Beth Hobbs and Ashlyn Day (Level 3 Child Protection and DSL Training)

GRPK

Designated Safeguarding Lead

Joanna Rowell (Level 3 Child Protection and DSL Training)

Duties are further outlined in Keeping Children Safe in Education 2026, Annex B.

Safeguarding Deputy-Officer

Becky Thompson (Level 3 Child Protection and DSL Training)

GRW

Designated Safeguarding Lead

Callum Flanagan (Level 3 Child Protection and DSL Training)

Duties are further outlined in Keeping Children Safe in Education 2026, Annex B.

Safeguarding Deputy-Officers

Tom Tilbury, Claire Sweetman and Daniel Jacobs (Level 3 Child Protection and DSL Training)

GRC

Designated Safeguarding Lead

Kim Perkins (Level 3 Child Protection, Level 3 Safeguarding Adults and DSL Training)

Duties are further outlined in Keeping Children Safe in Education 2026, Annex B.

Safeguarding Deputy-Officers

Ashley Sheehan, Matthew Allen, and Graham Aldous (Level 3 Child Protection, Level 3 Safeguarding Adults and DSL Training)

Chair of Trustees - Peter Rawling - Level 3 Child Protection Training

Foundation Safeguarding Lead - Danielle Haxby Level 3 Child Protection Training

If the DSL is unavailable, staff should report safeguarding concerns to a Safeguarding Deputy Officer.

If the DSL and Safeguarding Deputy Officers are unavailable, staff must either contact the Foundation Safeguarding Lead or use the alternative safeguarding contact arrangements below. Staff must not delay action where a child may be at risk of harm.

LADO

Kingsley child.protection@hants.gov.uk 01962 876364

Windsor LADO@achievingforchildren.org.uk 020 8891 7370.

Windsor and Maidenhead – Single Point of Access 01628 683150.

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

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

Owner:DH/CKP/KBT/WCF

Version History

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1. Safeguarding and Child Protection

Safeguarding Statement 2026

'Safeguarding is Everyone's Business'

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.

Staff recognise that safeguarding concerns may arise both inside and outside the setting, including online. All staff understand that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected. Staff remain professionally curious and act immediately where there are concerns.

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

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. *Staff provide help and support to meet the needs of students as soon as problems emerge whether that is within or outside the home and including online.*

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
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online

Safeguarding also includes recognising the importance of early help, identifying children who may benefit from additional support and working with other agencies to improve outcomes before concerns escalate.

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

Student 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 provision 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 2026 which includes statutory checks on the suitability of staff to work with children.

The Green Room Foundation recognises the importance of hearing the voice of the child. Wherever possible, decisions about safeguarding will take account of students' wishes, feelings and lived experiences.

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 Foundation'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 and promotes an open safeguarding culture where concerns are shared promptly and acted upon without delay.

2. Operational Procedures

2.1 The Green Room Foundation's Pledge

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

The Green Room is committed to maintaining a culture of vigilance where safeguarding is embedded into every aspect of every provision. All staff understand that concerns, however small they may appear, should be shared immediately with the Designated Safeguarding Lead or Deputy.

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 receive safeguarding and child protection training, including online safety, at induction. Training is regularly updated, and all staff receive safeguarding and child protection updates (including

online safety) at least annually, and whenever required, to provide them with relevant skills and knowledge to safeguard children effectively.

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 expected to read and understand Part One of Keeping Children Safe in Education 2026 and confirm that they have done so. All staff are trained to Child Protection Level 2 as a minimum requirement and understand their responsibility to identify children who may benefit from early help and know the local referral processes for obtaining appropriate support. All staff have been briefed on how to identify young people who may benefit from Early Help or Family Help services, depending on local arrangements and how to access it.

All staff understand that safeguarding incidents and behaviours may be associated with factors outside the setting, including online, and recognise that children can be at risk of abuse, exploitation or harm in a range of contexts. Staff maintain an attitude of professional curiosity and always act in the best interests of the child.

2.3 How to Handle Disclosure

Any time information from a student 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 immediately through verbal communication and logged on CPOMS. At the point of disclosure students are made aware that this information will be shared. Staff will never promise confidentiality to a child. Children will always be informed that information may need to be shared with the Designated Safeguarding Lead or other agencies where necessary to protect them or others from harm. 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.

For disclosures made at GRPK, verbal communication procedures remain the same, written communication must be detailed on the [GRPK Safeguarding Proforma](#), as well as notifying either the referring school and/or relevant MASH team.

Staff will reassure children that they have done the right thing by speaking out and that they will be supported throughout the safeguarding process.

2.4 Record Keeping

The importance of reporting and subsequently recording concerns about a student 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.

All safeguarding records will be factual, accurate, timely and distinguish clearly between fact, observation, opinion and professional judgement.

Concerns are reported verbally and recorded electronically in a CPOMS entry. CPOMS records should be completed as soon as possible after the concern arises and on the same working day wherever possible.

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, their rationale and the outcome.

Safeguarding records are kept securely, are separate from the main student file where appropriate, and are transferred securely when a child moves setting in accordance with data protection legislation.

Subsequent developments that are pertinent to the situation e.g. a phone call home, are also recorded electronically in CPOMS.

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

At the GRPK, a documented record containing the above will be created and shared with the appropriate schools and agencies.

2.5 Recruitment and Selection of Staff

The Green Room Foundation operates safer recruitment procedures in accordance with Department for Education requirements and Keeping Children Safe in Education 2026. All recruitment decisions are made with safeguarding and promoting the welfare of children as the highest priority. We recognise that it is our duty to safeguard children and adults at risk by recruiting safely.

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

The Green Room Foundation recognises that some roles, including certain volunteer roles, are legally defined as regulated activity. The appropriate level of DBS and barred list checks will therefore be determined before an individual begins their role, in accordance with current legislation and statutory guidance.

- Advisory Board/Trustees/Named Proprietor
- Staff (including relief/casual staff)
- Volunteers
- Visiting professionals/freelancers
- Occasional workers e.g. work placements

Recruitment process:

- All staff and volunteers working at The Green Room Foundation will undergo the appropriate safer recruitment and DBS checks for their role in accordance with current legislation and Keeping Children Safe in Education.
- 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 provision and in the wider organisation.
- All staff with student contact or access to records concerning individual children must attend appropriate Safeguarding training immediately.
- All staff have gained their Level 2 or 3 Child Safeguarding and Adult Safeguarding training certificate as appropriate.
- All staff leading recruitment have completed safer recruitment training.
- At least one person on every recruitment panel will have completed appropriate safer recruitment training in line with statutory guidance.

- 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 and adults at risk. 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 students will only be confirmed subject to a satisfactory DBS check at the appropriate level.
- 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.
- Pre-employment checks include verification of identity, right to work in the UK, qualifications (where required), employment history, references, prohibition from teaching checks where applicable, Section 128 checks where applicable, and any other checks required by Keeping Children Safe in Education 2026.
- 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](https://www.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.
 - Any concerns arising from pre-employment checks will be explored with the applicant and recorded as part of the recruitment process before any appointment is confirmed.

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 working with students under 18 (although we are aware of the vulnerabilities of some of our older students) will be subject to the appropriate DBS check for their role. From 1 September 2026, where a role constitutes regulated activity with children, the appropriate enhanced DBS and barred list checks will be required regardless of supervision. The Provision will determine the appropriate level of check in accordance with current legislation and statutory guidance. DBS checks are also required for those working with adults at risk where required by law.

Regulated activity: Work or volunteering with students which includes teaching, training, instructing, caring for or supervising children; providing advice or guidance on their physical, emotional or educational wellbeing; driving a vehicle only for children; or certain work in specified establishments, including schools, where the statutory frequency or overnight conditions are met. From 1 September 2026, these activities constitute regulated activity where undertaken on more than 3 days in a 30-day period or overnight between 2am and 6am with the opportunity for face-to-face contact.

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 Provision 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 provision.

Where details of recruitment and vetting checks have been obtained a single central record will be maintained. The Single Central Record will be maintained by the HR Team in accordance with Keeping Children Safe in Education 2026. It will be reviewed at least termly by the Head of Provision together with HR to ensure that all required recruitment and vetting checks have been completed and accurately recorded. The Chief Executive Officer will provide strategic oversight of recruitment compliance and the Board of Trustees will receive regular assurance that statutory safer recruitment requirements are being met.

This will include records of current staff, including supply staff and the named proprietor of the provision.

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 Safeguarding policy and procedure information upon employment, for which all staff will sign for and in doing so agree to adhere to the policy statements. Any further guidance or information regarding the policies will be provided upon request by a senior member of staff. Staff members will be fully trained in safeguarding 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 students and satisfy the legal duties of the provision.

Updates to policies are given regularly at inset so that staff are kept up to date with the most recent safeguarding practices to be adopted within their role. This includes regular government guidance and updates in 'Keeping Children Safe in Education' and the most recent local and national safeguarding advice and guidance. Safeguarding training includes recognising early help needs, child-on-child abuse, online safety, filtering and monitoring systems, and the safeguarding implications of emerging technologies where relevant to staff roles.

For the role of the Designated Safeguarding Lead within the provision, there will be specific training in line with the recommendations of Working Together to Safeguard Children and local safeguarding partnership procedures. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads undertake formal safeguarding training every two years in line with statutory guidance and receive regular safeguarding updates (at least annually, and more frequently where required) to keep

their knowledge and skills up to date. All Designated Safeguarding Leads subscribe to receive regular safeguarding updates from relevant national and local safeguarding organisations.

The effectiveness of safeguarding training is monitored through supervision, discussion, safeguarding audits and quality assurance activities. Regular meetings with the DSL Team supports this approach.

Meeting/Event	Regularity	Who
In Provision Operational Focus Meetings (Separate to SLT meeting with separate agenda)	Weekly	DSL./DDSL Team
DSL Team (network) for Strategic Safeguarding	Half Termly (Booked in on GRF Meetings for Sept)	DSL's, Heads, GRF Safeguarding Lead & Safeguarding Trustee
We are GR Framework Audit - with a different focus inc Leadership, Kindness, Curiosity, Change, Sustainability but always with a Safeguarding element.	Half Termly	CEO & GRF Safeguarding Lead
Trustee Reports	Termly	DSL (and SLT)
Supervision	Termly (Half Termly if needed)	DSL & GRF Safeguarding Lead
Trustee Visit always with Safeguarding element	Termly	Provision Specific Trustee or Safeguarding Trustee
Termly SCR Check (This year with focus on volunteers & contractors)	Termly	By Head, CEO & HR
Safeguarding Audit	Annual	Safeguarding Trustee or External Provider

2.8 Induction

All new staff, trainee teachers, volunteers, temporary staff, agency staff, contractors and students on placement receive safeguarding and child protection induction appropriate to their role before or as soon as reasonably practicable after commencing work. This includes the safeguarding policy, staff code of conduct, Belonging, Relationship and Behaviour policy, GR Framework, safeguarding response to students who are absent from education, the identity of the Designated Safeguarding Lead and the role of the Designated Safeguarding Lead.

2.9 Roles and Responsibilities

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

All staff routinely share information throughout the day and in regular meetings including briefing and debrief in order to build up a complete picture of every student.

It is the responsibility of The Green Room's Designated Safeguarding Lead to keep students safe. They offer advice and information to staff, liaise with the Safeguarding Deputy Officers, the Local Authority and other relevant agencies and arrange staff safeguarding training. They also attend

necessary multi agency meetings such as Strategy, Initial and Review Child Protection Conferences, Core Group Meetings and Team Around the Child and Family Meetings.

The Safeguarding Deputy Officers have the responsibility to reinforce the Child Protection ethos of The Green Room and liaise with the Designated Safeguarding Lead in order to filter information where appropriate 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 where necessary. The Chair of Trustees regularly checks compliance with all areas of safeguarding policy and procedures, through meetings, provision 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:

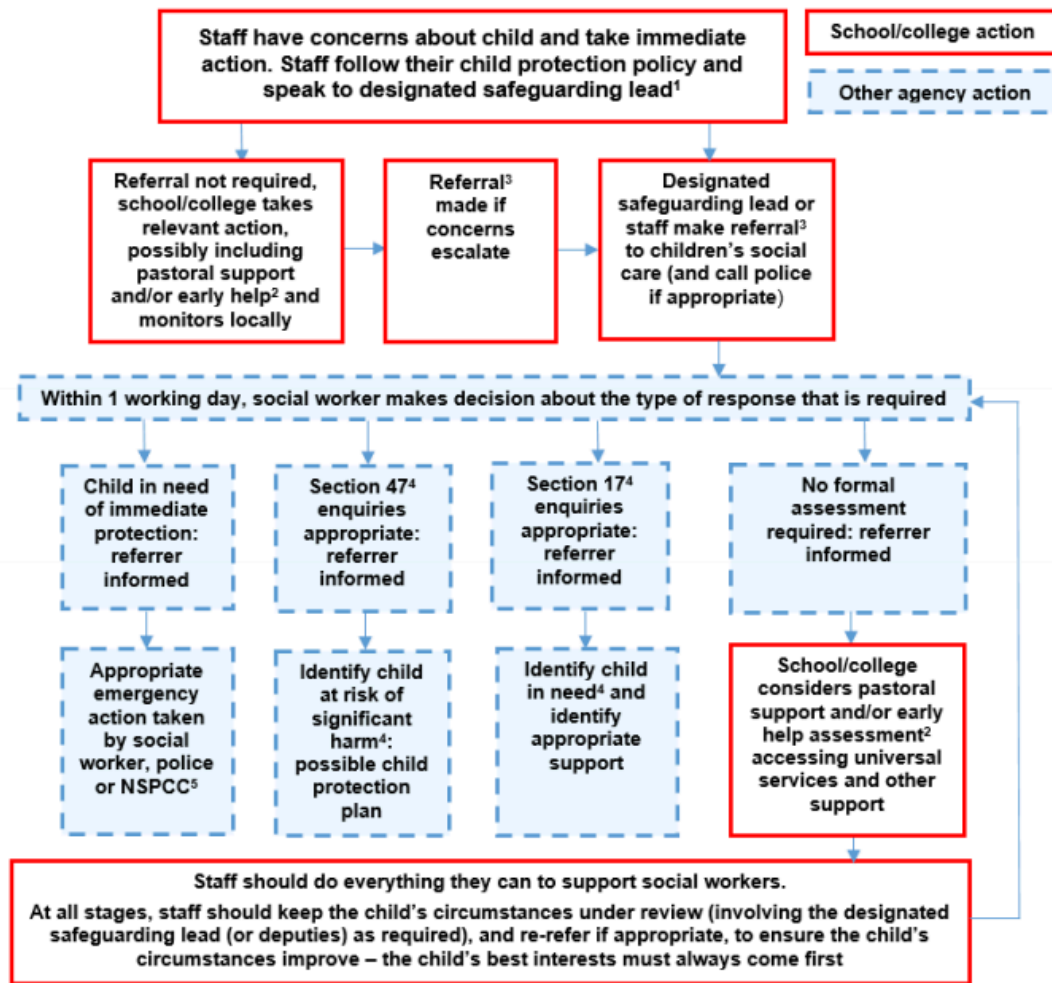
1. Report it directly to the Designated Safeguarding Lead
2. Record the incident and all conversations arising from the incident on CPOMS
3. If a referral is made, staff should do everything they can to support social workers and/or police.

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, provision 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 guidance. A hard copy of this is pinned on the safeguarding board in all provision offices.

Actions where there are concerns about a child



Should a safeguarding concern about another staff member, volunteer or contractor, arise, or if an allegation is made about another member of staff posing a risk of harm to children or adults at risk:

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.
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 Provision

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside The Green Room and/or can occur between students outside of this environment. **All staff recognise that abuse, neglect, exploitation and safeguarding issues can occur both inside and outside the setting, including online. Staff understand that children may be vulnerable to multiple forms of abuse and that safeguarding requires consideration of the child's wider circumstances, lived experiences and relationships.**

All staff, but particularly the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads consider whether students are at risk of harm, abuse or exploitation in situations outside of the provision. Extra-familial harms take a variety of different forms and children and adults at risk can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation, and serious youth violence.

The Green Room Foundation works collaboratively with partner agencies to assess and respond to contextual safeguarding concerns, recognising that risks may be present within families, peer groups, schools, online environments and local communities.

All staff are able to reassure students that they are being taken seriously and that they will be supported and kept safe. Students 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 and Adults - Supporting Students at Risk

The Green Room Foundation recognises that all of its students have additional vulnerabilities arising from their special educational needs, disabilities, Education, Health and Care Plans (EHCPs), previous experiences or personal circumstances. "However, safeguarding concerns may arise for any child or adult at risk regardless of background or identified vulnerability."

Students that are vulnerable are at higher risk. For instance a student 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 students. Students that are placed in any alternative provision remain the safeguarding responsibility of The Green Room and systems are set up to support this.

Staff have been trained to identify any child or adult at risk who might benefit from Early Help or Family Help services, depending on local arrangements, and are particularly alert to any child or adult at risk 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 at risk of modern slavery, trafficking, sexual or criminal exploitation, being radicalised or exploited;
- **Has experienced bereavement, family breakdown or significant changes in family circumstances.**
- Has a parent or carer in custody or is affected by parental offending (taking guidance from HM Courts and Tribunal documents when in the courts system)
- 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
- Is frequently missing/goes missing from education, home or care
- **Is persistently absent from education or has experienced periods of missing education.**
- Shows signs of physical, emotional and sexual abuse, neglect or exploitation

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a student referral unit
- **Has experienced online abuse, online exploitation or technology-facilitated harm.**

Staff recognise that any child may benefit from Early Help or Family Help services, depending on local arrangements, but some children are more likely to require additional safeguarding support because of their individual needs, family circumstances or wider vulnerabilities. Staff recognise that safeguarding vulnerabilities often overlap and that a child may experience multiple forms of abuse or disadvantage simultaneously. Assessments will therefore consider the child's individual circumstances rather than viewing concerns in isolation.

As many of our students have SEND, staff are aware they may face additional barriers to recognising abuse, communicating concerns or seeking help. Safeguarding responses will therefore be adapted to meet individual communication and learning needs of individuals.

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 (including seeing, hearing or experiencing)
- 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
- Students who are questioning their gender
- 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 student, including agencies that work with them and thus are in a position to support the student's needs.

Students that are 'Missing from Education' are to be monitored closely at The Green Room. This includes those part time students, students on adapted timetables, those attending other provisions. This is reviewed regularly, spoken about at SLT and staff meetings and where possible we work with parents or carers.

Students 'Absent from Education' for example persistent absentees are recognised as vulnerable to risk. Many students attending The Green Room were previously 'Absent from Education'. We have a wide range of strategies to get students into the provision, supporting the early intervention and

monitoring this, including following the statutory guidance outlined in the DfE's 'Working Together to Improve School Attendance'.

3.2 Children's Concerns

The nature of The Green Room allows every student one to one time with staff members each day when needed. Students are free to voice any concerns at any time encouraged by strong relationships built with staff. Staff ensure that Green Room students feel confident to report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Students will be listened to, taken seriously and supported. Staff will act in the child's best interests at all times and will not assume that someone else has taken action. Where appropriate, children will be kept informed about the progress of safeguarding concerns in a manner suitable to their age, understanding and individual needs.

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

The Green Room Foundation recognises that restrictive physical intervention should only ever be used as a last resort, after appropriate prevention, de-escalation and positive behaviour support strategies have been attempted, unless there is an immediate risk of harm. The organisation follows the Department for Education statutory guidance Restrictive interventions, including use of reasonable force, in schools (April 2026), alongside The Green Room Foundation's Belonging, Relationships and Behaviour Policy.

Restrictive physical intervention is expected to be used only in exceptional circumstances where there is an immediate risk of harm. Only staff who have received appropriate accredited training in restrictive physical intervention (Positive Handling) may use physical intervention, and it will always be proportionate, necessary, used as a last resort and fully recorded.

Any use of reasonable force or restrictive physical intervention will always be recorded. Parents/carers will be informed as soon as practicable following any significant use of force and, wherever possible, on the same day. Parents/carers will only not be informed where doing so would be likely to result in serious harm to the child or another person, in line with statutory guidance.

Following any restrictive physical intervention, a debrief will take place with the student (where appropriate), staff involved and, where appropriate, parents/carers to support reflection, reduce future risk and inform behaviour support planning. Every incident will be reviewed to identify any lessons learned and whether amendments are required to behaviour support plans, individual risk assessments or staff training.

Any allegation that staff have used excessive force or improper restraint will be managed in accordance with Managing Allegations Against Staff procedures and, where appropriate, referred to the Local Authority Designated Officer (LADO). Full operational procedures, including prohibited practices, recording requirements and debriefing arrangements, are set out in The Green Room Foundation's Belonging, Relationships and Behaviour Policy.

3.4 Safe Working

The Green Room staff conduct themselves professionally following training and guidelines to ensure a safe working environment for all. All staff are expected to maintain appropriate professional boundaries at all times, both in person and online, in accordance with the Staff Code of Conduct.

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

- When it is necessary for a member of staff to be alone with a student outside the provision's buildings they should where possible stay within eyeline of the provision and take a phone and/or radio to call for any assistance when required.
- When it is necessary for a member of staff to be alone with a student away from the provision and it is a planned event e.g. on a trip, they should prepare a risk assessment.
- When it is necessary for a member of staff to be alone with a student away from the provision and it is an unplanned event eg a student has absconded, help from colleagues should be sought when necessary.

Staff understand their responsibility to report any concerns regarding the behaviour or conduct of colleagues, including low-level concerns, in accordance with the organisation's procedures for managing allegations and low-level concerns. Staff are expected to challenge unsafe practice where appropriate and contribute to a culture where safeguarding concerns can be raised openly, professionally and without fear of reprisal.

3.5 Mental Health

The Green Room Foundation recognises that 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. Where children or adults at risk have suffered abuse, neglect and exploitation, or other potentially traumatic adverse childhood experiences, this can have a lasting impact on student's mental health, behaviour and education throughout childhood, adolescence and into adulthood, and it is key that staff are aware of this. Staff undertake regular Continued Professional Development, which we refer to as Time to Learn, to support them and enhance their knowledge.

Within the Green Room, we have a foundation wide therapeutic team who can offer 1:1 therapeutic sessions with students and therapeutic group support for parents/carers. Each student 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 students 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 student.

The Green Room Foundation adopts a trauma-informed approach, recognising that behaviour may be a form of communication and that adverse childhood experiences can have a significant impact on learning, relationships and emotional regulation.

Therapeutic staff at the Green Room Foundation will liaise with the Designated Safeguarding Lead. Where appropriate, early help will be considered for students whose mental health or emotional wellbeing indicates that additional support may be required. The Green Room Foundation will work collaboratively with families and relevant agencies to secure appropriate support. Where appropriate,

The Green Room Foundation will work collaboratively with health professionals, CAMHS, social care and other partner agencies to ensure that students receive coordinated support.

Staff are not expected to diagnose mental health conditions or make clinical judgements. Their role is to identify possible concerns, provide appropriate support within their role and report safeguarding concerns to the Designated Safeguarding Lead.

Persistent absence, emotionally based school avoidance (EBSA) and significant changes in attendance may indicate unmet safeguarding or mental health needs and will be explored as part of our safeguarding response.

Concerns regarding self-harm or suicidal ideation will always be treated seriously and responded to in accordance with safeguarding procedures, individual risk assessments and appropriate referral pathways.

3.6 Physical Health

The Green Room is aware of all physical health or medical conditions of all students and plans for these accordingly during induction. If a student 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. Students with extra health needs have Individual health and medication plan (IHMP) as well as Personal Emergency Evacuation Plan (PEEP).

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

Where a student's physical health needs may indicate neglect, abuse, exploitation or unmet safeguarding needs, these concerns will be shared with the Designated Safeguarding Lead and responded to in accordance with safeguarding procedures.

We will work collaboratively with parents/carers, health professionals and other agencies to support students with medical needs and ensure that appropriate health, safety and safeguarding arrangements are in place.

Staff recognise that unexplained injuries, changes in presentation, poor hygiene, untreated medical conditions or repeated health concerns may indicate wider safeguarding issues and will respond in accordance with this policy.

3.7 Allegations Against Staff & Whistleblowing

Staff members that become aware of allegations against other staff members (including supply staff and volunteers) should pass on that information, without delay, to the Designated Safeguarding Lead, who will inform the Chair of Trustees 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. If allegations are raised in connection with the Chair of Trustees, the Designated Safeguarding Leads will address concerns or contact the LADO.

Suspension will not be an automatic response when an allegation is reported. All reasonable alternatives to suspension will be considered before a decision is made. Where suspension is considered necessary, the decision will be informed by an individual risk assessment, appropriate

professional advice, including from the Local Authority Designated Officer (LADO) where appropriate, and made in accordance with statutory guidance.

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 provision. 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.

Staff must report low-level concerns promptly through the Low-Level Concerns Form. The form is received and managed by the Head in accordance with the Low-Level Concerns Policy. Concerns about the Head must be reported to the Chair of Trustees. If the Designated Safeguarding Lead or Head has any doubt as to whether the information shared as a low-level concern meets the harm threshold, they will consult the Local Authority Designated Officer (LADO).

Information relating to safeguarding concerns and allegations will be handled confidentially and shared only with those who need the information in order to safeguard children, comply with statutory duties or conduct investigations.

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 Provision
- If the allegation concerns the Designated Safeguarding Lead, the Senior Manager, then staff must inform the Executive Leadership Team and/or Chair of Trustees.
- Referrals to Children's Social Care, the Police and/or the Local Authority Designated Officer (LADO) will be made without delay where the threshold for referral is met.

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

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

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 Provision or Designated Safeguarding Lead. These allegations may include but are not limited to: suspicion, complaint, or disclosure made by a child or adult at risk, 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 or adult at risk 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 or adult at risk, and not make changes
- Make no assumptions of what happened
- Tell the student 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 student
- Agree to support the child or adult at risk 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 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

Where an allegation is determined to be false, unfounded or malicious, the Head and Designated Safeguarding Lead will consider whether the child or person making the allegation requires additional support, whether the allegation may indicate unmet safeguarding needs, and whether any further action is appropriate.

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' for the procedure

Use of The Green Room Foundation premises - Allegations made if/when the provision's premises are being used outside of the provision's hours process is set out in our lease agreement with any external users. A clear desk policy is undertaken across all provisions to ensure the safeguarding of students.

3.8 Child-on-Child Abuse

The Green Room Foundation recognises that child-on-child abuse can occur inside and outside the setting, including online. All reports of child-on-child abuse will be taken seriously, investigated appropriately and responded to promptly. Victims will be supported, protected and never made to feel that they are creating a problem by reporting abuse.

We take a whole-provision approach to child-on-child abuse. Children can abuse other children. Where students over the age of 18 remain in education at The Green Room Foundation, similar harmful behaviours between students will be managed using the same safeguarding principles, alongside adult safeguarding procedures where appropriate. Child-on-child abuse can take many forms and may 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 making or sharing nudes and semi-nudes)
- 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.

We recognise that some students, including those who are lesbian, gay or bisexual (LGB) or who are questioning their gender, may be at increased risk of bullying, abuse or exploitation. Staff will respond sensitively, lawfully and in accordance with this policy, applying the provision's usual safeguarding procedures and taking an individualised approach that places the welfare of the child at the centre of decision-making.

The Green Room adopts a Contextual Safeguarding approach when managing the risk of harm that our students may be exposed to. This is harm that may be experienced beyond their family influence, and recognises that different relationships, be they from neighbourhoods, provisions 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.

Student 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.

The wishes, feelings and safety of the victim will be central to all decisions made following a report of child-on-child abuse.

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 the response will be proportionate to the circumstances of the incident, informed by safeguarding needs, statutory guidance and the behaviour procedures. If a sanction is necessary it will be down to the discretion of the Head and this could include permanent exclusion. This will all be logged on our MIS Arbor.

Reports made by students 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 student in order to protect all persons involved in the allegations from defamation of character and the right to fair and just treatment.

Deliberately false or malicious reports will always be taken seriously and managed in accordance with the organisation's Belonging, Relationship and Behaviour Policy and Section 3.7 (Allegations Against Staff and Whistleblowing) where appropriate. However, a report that is unsubstantiated, unfounded or cannot be proven is not the same as a malicious report. Students who make reports will continue to receive appropriate support throughout the safeguarding process.

3.9 Sexual Violence and Sexual Harassment

This section has been developed in accordance with *Keeping Children Safe in Education 2026*. It sets out what sexual violence, sexual harassment and harmful sexual behaviour are, how The Green Room Foundation seeks to minimise the risk of these behaviours occurring, and how concerns will be responded to where they arise.

The Green Room Foundation operates a whole-provision zero-tolerance approach to sexual violence, sexual harassment and harmful sexual behaviour. All reports will be taken seriously, investigated appropriately and responded to promptly. As part of this any incident or potential incident of this is raised through staff debrief or a disclosure to the DSL, discussed and traffic lighted using the Brooke Traffic Light Tool [Brooke](#) during SLT and then acted upon if necessary. This includes but is not limited to a phone call home, further monitoring or involving outside agencies. The Brooke Traffic Light Tool supports professional decision-making but does not replace safeguarding judgement or statutory referral processes.

Staff will actively challenge misogynistic, misandrist, sexist or other discriminatory attitudes and behaviours that may contribute to harassment, abuse or violence, recognising that early intervention helps prevent more serious harm. Students will also be taught about the boundaries surrounding this in PSHE.

Definition of Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

Sexual violence and sexual harassment can occur between two children or adults at risk of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children or adults at risk sexually assaulting or sexually harassing a single child or adult at risk or group of children or adults at risk. 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 2026), all staff working with children and adults at risk are advised to maintain an attitude of 'it could happen here' and respond professionally to all concerns, consequently inappropriate behaviour is addressed as an intervention. Incidents can occur inside and outside of the provision. 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 (students 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 or adult at risk's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (provisions 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.

The wishes, safety and wellbeing of the victim will remain central to all safeguarding decisions. Appropriate support will be provided throughout any investigation and afterwards where required.

Harmful sexual behaviour can occur between two children or adults at risk 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 or adults at risk targeting a single child/adult at risk or group of children or adults at risk; and between children or adults at risk 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 and adults at risk 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 LGBTQIA+ children and adults at risk are at greater risk.

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

We have a whole-provision zero-tolerance approach to sexual violence and sexual harassment. 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 students and in worst case scenarios a culture that normalises abuse leading to children and adults at risk accepting it as normal and not coming forward to report it. The provision'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 being 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 students 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 students who are part of the LGBTQIA+ 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, gender identity of those involved, and positive action is taken to support any group identified 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 students, as many do not understand non-verbal cues and can become very focussed on specific topics.

Regular training for staff is held at inset and as part of staff induction, and regular training for Designated Safeguarding Leads is conducted to ensure a good understanding of HSB. Regular education of students on all elements of this occurs as part of The Green Room PSHE/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 students 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, appropriate safeguarding and behavioural responses will be implemented following investigation and in accordance with the organisation's policies and statutory guidance.

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 provision which should be considered to enable them to continue with their education; such a move should be carefully managed to ensure the new provision 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 students 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 educational 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 students 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 the provision and also online.

With regard to the incident, relevant information will be gathered and logged in CPOMS, and a risk and needs assessment is made.. 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 students (and, if appropriate, adult students and staff) at the provision, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harm.

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 and adults at risk
- 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 or adults at risk involved
- the developmental stages of the children or adults at risk involved

- any power imbalance between the children or adults at risk
- 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, adults at risk or staff?
- 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 reports, including internal management, early help, referrals to Children's Social Care, police involvement, safeguarding and supporting both victims and alleged perpetrators, is set out in Keeping Children Safe in Education 2026.

Accusations from students 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 student 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 the possibility of a cry for help from someone who is themselves being abused. Where a report is determined to be false, unfounded or malicious, it will be managed in accordance with Section 3.7 of this policy. Consideration will be given to whether the child, young person or adult at risk making the report requires additional support, whether there are any underlying safeguarding concerns, and whether any further action is appropriate. Records will be reviewed to identify any 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 adults at risk 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 provision.

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 provision guidance. The key consideration is for staff not to view or forward illegal images of a child or adult at risk. 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 (including Cybercrime), Safeguarding and Relationships, Sex and Health Education (RSHE)

Due to the nature of students attending The Green Room, we take a bespoke approach to teaching safeguarding, online safety (including cybercrime) and Relationships, Sex and Health Education (RSHE). Individual students' personal histories, SEND needs, vulnerabilities, communication needs and lived experiences are taken into account when planning and delivering lessons on abuse, online safety, relationships, sex and health education. Teaching is delivered in a developmentally appropriate and trauma-informed way to ensure that students are able to understand risks, build resilience and keep themselves safe.

The Green Room Foundation uses the RSHE Government Guidance to craft our Relationships, Sex and Health Education (RSHE) and Health Education curriculum. We fulfil our statutory responsibilities through covering topics from KS2 - KS5 as appropriate to the specific needs of our students. The statutory guidance: [Guidance](#) we follow can be found 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 Foundation additionally refers to the following resources to support the planning and delivery of these topics:

- DfE: *Teaching Online Safety in Schools*
- UK Council for Internet Safety (UKCIS): *Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People*
- National Crime Agency (CEOP Education): *Thinkuknow*
- PSHE Association guidance and resources

Teaching also reflects emerging technologies, including artificial intelligence (AI), helping students to recognise both the opportunities and potential safeguarding risks associated with their use. See the AI policy for more information.

Students are taught about the safeguarding risks associated with emerging technologies, including artificial intelligence (AI), such as the creation or manipulation of nude or semi-nude images, misinformation, impersonation and online exploitation.

Teaching includes recognising online abuse, coercion, exploitation, misinformation, online scams, harmful online challenges and healthy digital relationships appropriate to students' age, understanding and individual needs.

Further information can be found in the Green Room Foundation's Relationships, Sex and Health Education Policy and Online Safety Policy.

3.11 Written Reporting

Where written reports are made of abuse or other issues of concern for the welfare of a student, a reporting system will be maintained and secured. Staff are reminded during Inset to record all safeguarding incidents in CPOMS (or a designated document at the AP).

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

Safeguarding records will be retained and securely disposed of in accordance with the organisation's Data Protection Policy, Records Retention Schedule and relevant statutory guidance.

3.12 Contextual Safeguarding at The Green Room

The Green Room Foundation recognises that safeguarding risks may arise from the wider environment in which children and adults at risk live, learn and socialise. Contextual safeguarding considers the influence of peer groups, families, schools, communities and online environments on a student's safety and wellbeing.

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

Once a student is deemed a 'persistent absentee' The Green Room Foundation runs a five step system. If at any stage of the system a student's attendance issues appear to no longer be a concern the Green Room Foundation ceases to follow the system.

Persistent absenteeism may be indicative of a risk to a student's welfare, due to the heightened vulnerability of our SEN students. With this in mind, The Green Room Foundation implements various safeguarding measures to keep students safe.

Where attendance concerns indicate a potential safeguarding risk, the Designated Safeguarding Lead will consider whether an Early Help assessment, referral to Children's Social Care or other multi-agency intervention is required.

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

The Green Room Foundation also recognises that SEN students 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, students 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 students to express themselves on a case by case basis.

This includes recognising the risks associated with extra-familial harm, including child criminal exploitation, child sexual exploitation, county lines, serious violence, peer groups, online harm and exploitation occurring within the wider community.

Behaviour is monitored daily and logged using our provision information management system (Arbor). Staff communicate daily with students. 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 identify patterns.

Any safeguarding issues are recorded in a confidential online system (CPOMS). All safeguarding records will be factual, accurate, dated, timed, signed (or electronically attributed), and distinguish clearly between fact, observation, professional opinion and actions taken. 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 student perceives themselves to be a victim of bullying they should be supported and it should be dealt with in line with our Anti-Bullying Policy. It is the view of the Green Room Foundation that whether or not a student 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 Foundation has a zero-tolerance stance towards bullying of any kind. Please see [Anti-bullying Policy](#). Students are encouraged to speak openly and freely with all members of staff. Each student 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 Foundation any instances of bullying result in sanctions which can include a fixed-term suspension.

Anti-bullying as a concept is addressed regularly when the provision meets all together e.g. circle time. The Green Room Foundation's values provide an impetus for discussion around ideas such as: kindness, curiosity and change. This helps reinforce the provision's message around anti-bullying. This is also covered through our PSHE programme.

Staff recognise that contextual safeguarding extends to online environments and will consider how social media, online gaming, messaging platforms and emerging technologies may contribute to safeguarding risks.

The Green Room Foundation recognises that time spent away from the provision, for example provision holidays, for any of its students 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 provision premises, The Green Room Foundation does take care to ensure students 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 provision both verbally and in poster form and all students are reassured that all staff are contactable via their Green Room email addresses at all times. The provision offers events within holidays to check students' safety and wellbeing.

Regular contact is maintained with the individuals and organisations that are closest to all students through face to face meetings, telephone conversations and through annual reviews. By doing this the Green Room Foundation is able to maintain a thorough and extensive picture of each student's situation with regard to any potential safeguarding issues. The Green Room Foundation 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 student who has a parent in custody.

See sections 3.8 and 3.9 for specific steps taken on child-on-child abuse at The Green Room. For students over the age of 18, contextual safeguarding will be considered alongside the principles of adult safeguarding and the Care Act 2014, where appropriate.

3.12 Alternative Provision

Although The Green Room Foundation uses external alternative provision infrequently, it retains responsibility for safeguarding any student it places with another provider. Before placement, we will complete appropriate due diligence, obtain written confirmation of safeguarding checks and share relevant information. We will know where the student is during provision hours and review their attendance, welfare, safety and placement suitability at least half-termly—or immediately if a safeguarding concern arises.

4. Virtual/Online Provision

The Green Room Foundation provides virtual learning where appropriate to support students' education, wellbeing and continued engagement. Safeguarding arrangements apply equally to virtual and face-to-face provision. This section sets out the additional measures in place to safeguard children and adults at risk when learning or communicating online. See our Remote Education Provision on our [website](#) as well as our [e- safety policy](#).

We have continued to embrace the learnings virtual/online provision can offer our students, preparing them for life beyond The Green Room. All staff are aware that safeguarding, whilst facilitating this, remains paramount. Having the online option available and maintaining parent/student understanding of it can also support students if they are absent, unable to attend the provision or for provision closure.

All staff delivering virtual provision will follow the Staff Code of Conduct, Online Safety Policy and Acceptable Use procedures at all times.

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 and adults at risk must always continue to come first
- if anyone in the provision has a safeguarding concern about any child or adult at risk 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 or adults at risk
- Children and adults at risk will continue to be protected when they are online through appropriate safeguarding procedures, filtering and monitoring systems, staff vigilance and the prompt management of any safeguarding concerns.

4.2 Online Learning Approach

The Green Room Foundation will, as far as is reasonably possible, continue to take a whole institution approach to safeguarding.

- Online learning days are carefully planned, timetabled and resources to maximise engagement including arranging food where necessary

- We carefully manage online interactions and the possibility of adult or child-on-child abuse - see Online Safety (including cybercrime) paragraph below.
- Our staff are regularly trained in Safeguarding (including online safety) and understand to act immediately if they have concerns about any of our students
- 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 when online.
- We recognise that lack of attendance at the physical provision can be cause for safeguarding concern. In a virtual provision this is even more important, therefore attendance in each lesson is recorded and action is taken to try and engage all students.
- We provide attendance of all staff and students to the DfE by 2pm every day.

The same safeguarding expectations apply during virtual learning as during face-to-face provision. Staff will remain vigilant to any signs of abuse, neglect, exploitation or changes in presentation and will follow our safeguarding procedures immediately if concerns arise.

Wherever possible, students should access online learning from an appropriate environment that supports privacy, dignity and learning, whilst recognising that this may not always be achievable within the home.

Unexpected absence from virtual learning or repeated failure to engage will be considered as part of the student's overall safeguarding and welfare, with follow-up undertaken where appropriate.

Any safeguarding concerns identified during virtual learning will be recorded on CPOMS and managed in accordance with this Safeguarding and Child Protection Policy.

4.3 Mental Health

The mental health of our students is paramount and constantly reviewed. The definition of safeguarding acknowledges 'mental health' so that safeguarding now includes: "preventing impairment to children's mental and physical health or development".

Negative experiences, adverse childhood experiences, trauma, abuse, bereavement, family difficulties, online harm and other distressing life events may have a significant impact on the mental health and wellbeing of children and adults at risk.

4.4 Online Safety

Online safety is a running and interrelated theme throughout our policies and curriculum. See our [Online Safety](#), Curriculum Policy, Anti-bullying and Behaviour policy for further information.

Students are taught to use emerging technologies, including artificial intelligence (AI), safely, responsibly and critically, recognising both the opportunities and the safeguarding risks associated with their use.

Online safety education includes recognising online abuse, grooming, coercion, exploitation, cyberbullying, misinformation, online scams, harmful online challenges and inappropriate content.

Sextortion is a form of online sexual abuse and exploitation in which a child is threatened, coerced or blackmailed into providing money, further sexual images or other material, often after an offender has obtained or been sent an intimate image or video.

The Green Room Foundation recognises that filtering and monitoring systems support safeguarding but do not replace effective staff supervision, professional curiosity and robust safeguarding practice. The effectiveness of our filtering and monitoring arrangements will be reviewed annually, with any identified gaps, weaknesses or concerns reported promptly and addressed appropriately. Staff are expected to report any concerns or gaps in filtering and monitoring as soon as they arise.

Parents, carers and students can access a range of online safety information and guidance through The Green Room Foundation's website and other trusted safeguarding resources.

Please see Annex D further reading for more information.

4.5 Online Working with Students

The Green Room carefully considers the safety of students when working online. The starting point for online teaching is the same principles as in the physical provision. Our Belonging, Relationship and Behaviour Policy and Online Safety Policy outline acceptable use of technologies, staff student/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.

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

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse
- [NSPCC](#)
- [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 provision also advises parents and carers on the importance of online safety (cybercrime). Students are taught about online safety (cybercrime) during PSHE/RSHE 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 Students

Communication with children and adults at risk both in the 'real' world and the 'virtual' world (e.g. 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.

Staff will only use organisation-approved platforms, systems and accounts when communicating with students or delivering online learning. Personal accounts, personal devices (unless authorised) and personal social media platforms will not be used for educational communication with students. All communication with students must be professional, appropriate, transparent and capable of being monitored where necessary. Staff should communicate with students during agreed working hours wherever reasonably practicable. Where communication outside normal working hours is necessary for safeguarding or welfare reasons, it should be proportionate, recorded where appropriate and conducted using approved communication methods. All of this is stated in the Staff Handbook.

4.7 Staff Conduct Online

Staff will not request or respond to any personal information from children or adults at risk 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 students outside of the purposes of their work and provision hours
- 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 students/parents if the matter arises. All historic conversations can be accessed by SLT/ELT. This information can also be collated by the ICT administrator and will be highlighted through Lightspeed.
- 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 students outside of provision duties (Staff make an informed decision as to whether contact outside of the provision's hours is necessary in terms of risk to the student to maintain boundaries). Given the intention of The Green Room to be supportive to all students and their families, there may be exceptions to the above. If this is the case, staff will protect themselves and the student/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 Provision) is aware of the arrangement.

Where staff use artificial intelligence (AI) or other emerging technologies as part of their work, they must do so responsibly, professionally and in accordance with the organisation's Data Protection, Confidentiality and Safeguarding policies. Personally identifiable or confidential student information must not be entered into publicly available AI systems unless authorised. See AI Policy.

4.8 Monitoring and Filtering

[Appropriate Filtering for Schools Lightspeed Compliance Response](#)

[Appropriate Monitoring for Schools Lightspeed Compliance Response](#)

Our filtering & monitoring solution is with Lightspeed Filter and Alert. This is provided by RM. This is a proactive software that is well managed which is an important part of providing a safe environment for our students to learn.

With this solution, if a student searches or writes about something that indicates a cause for concern on the internet or device it will automatically trigger a screenshot, if it is a site, it will block this and deny access. This triggers an alert to the DSL, Head and Provision Managers. If this is out of provision hours this alert will go to the Lightspeed safeguarding team who will trigger the phone tree if they feel there is a threat to life or safety. This works throughout the night and on provision holidays which is important to us as a provision to safeguard our students at all times as best we can. If there is a particularly vulnerable member of alumni we can activate this also. Lightspeed allows us to identify the specific student & device as well as the time and date of attempted access or concern. It will report on the search term or content being blocked and monitor for 5 minutes after this is flagged. When aware of all of this the DSL makes an appropriate plan to deal with the incident which will be bespoke for the individual student and context. Lightspeed picks up incidents urgently, through alerts or observations, allowing us to take prompt action and record the outcome on CPOMS. This helps us to build a picture of their usage over time and the data from this is analysed in SLT. We can also gain intel on the provisions as a whole which is used to influence and shape our curriculum.

No filtering system can be 100% effective, but the coverage of our filtering & monitoring system is understood by our DSLs, Provision Managers, ICT Lead, Chair of Trustees and ELT. Our online safety processes have been risk assessed and we are aware of any limitations and these are mitigated accordingly to minimise harm and meet the statutory requirements in Keeping Children Safe in Education (KCSIE) and the Prevent Duty. We use The South West Grid for Learning 360 Degree Safe Review to reflect on our solutions. We review this process annually and the DSLs and provision managers check the functionality through half termly tests.

Lightspeed supports us in blocking internet access to harmful sites and inappropriate content but it does not overfilter and gives us the flexibility so that it does not unreasonably impact teaching and learning or provision administration or restrict students from learning how to actually assess and manage risk themselves. Anything that needs to be unblocked that we feel is safe can all be managed, turned off and on, by ICT admin in house.

All student and staff Green Room devices are monitored and controlled through both the Google Admin Console and Lightspeed which enables policies, filters and age restrictions to be placed on the devices and apps on them. This includes the staff mobile. The students' individual @greenroomschool.com usernames are also subject to these restrictions as soon as they log onto any Green Room device as it tracks the student usage rather than the device itself giving us a clear picture of the individual. All students, staff and parents sign a user agreement.

All staff have up to date training on our Online Safety policy and systems, including Lightspeed software and how it supports us in keeping our students safe. We reiterate the importance to staff that they use this solution in conjunction with the valuable work they do with the students in educating them in how to be safe online and how to identify and report (PSHE, circle time, morning meetings and 1:1s) but also maintaining our excellent relationships, therapeutic support and coaching as well as education around mental health and wellbeing. Our rigorous PSHE programme and robust filtering and monitoring systems also protect students from exposure to:

- Discrimination - promotes the unjust or prejudicial treatment of people on the grounds of race, religion, age, or sex
- Drugs - displays or promotes the illegal use of drugs or substances

- Extremism - promotes terrorism and terrorist ideologies, violence or intolerance
- Gambling - enables gambling
- Malware/Hacking - promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content
- Pornography - displays sexual acts or explicit images
- Privacy/Copyright and Theft - includes illegal provision of copyrighted material
- Self Harm - promotes or displays deliberate self harm (including suicide and eating disorders)
- Violence - displays or promotes the use of physical force intended to hurt or kill
- Disinformation - the deliberate creation and spreading of false content (Cabinet Office, Department for Science, Innovation and Technology, 2023).
- Misinformation - the unintentional spread of misleading or false information (Cabinet Office, Department for Science, Innovation and Technology, 2023).
- Conspiracy theories

At the Green Room we are keen to develop this further by also allowing us to analyse the positive, what good has been searched for and how we can celebrate this. We use this to also see the impact of tech at our provisions.

All online/video classrooms or activities either have a teacher and an LSA present as they would in the provision or in some cases recorded and all take place on our monitored google suite. All staff are aware of the dangers inherent in working alone with a child or adult at risk online and where possible this is done in groups, with two staff or recorded. Staff will be alert to young people who are at risk when the provision is being run virtually.

Students are often given a Green Room computer to work on at home. All equipment is subject to Lightspeed filtering & monitoring even when working remotely. We have the ability to turn on and off levels of control depending on the age or needs of each student and this includes the times these additional features are on.

There is a parent portal that can also be accessed allowing parents to work with the provision, keeping up to date on the information around sites visited/blocked but also to manage the user functionality at home to suit their needs. This is something we will explore more with parents at our parent forums this year and use on a case by case basis for now.



What sets Lightspeed Filter apart?

Comprehensive Filter: From 20 years of web crawling, the most comprehensive and accurate analysis and reporting on web activity, typed content, and multimedia across the web - including YouTube, Google search, online docs, and social media.

Adaptive AI Database: The most mature and complete education-focused database in the industry leveraging human review by data scientists and machine learning to block inappropriate, new, and unknown sites and allow access to valuable, educational materials.

Easy SSL Decryption: Provide multi-OS SSL decryption without the need to configure proxies, PACs, or trust certificates. Lightspeed agents put the power of a filter inside each device.

Granular YouTube Controls: SmartPlay takes control of YouTube. Allow educational videos and block inappropriate content, thumbnails and time-wasters—in just a click.

On and off Site: Flexible policies let you ensure safety, compliance, and policy enforcement on networked and mobile devices—on and off-site.

Dynamic Reports: Get high-level data on device use or detailed, granular reports on individual students. Lightspeed offers the most powerful, actionable, and shareable reports.

Powerful Features

- ✓ BYOD/IoT filtering
- ✓ After-school controls
- ✓ Flagging and alerts
- ✓ Allow/block lists
- ✓ Lockout controls
- ✓ Custom block pages
- ✓ Custom white/blacklists
- ✓ Social media controls
- ✓ Search controls
- ✓ Data dashboard
- ✓ Secure, shareable reports
- ✓ User-level activity reporting
- ✓ YouTube Smart Play
- ✓ YouTube reporting
- ✓ Search reporting
- ✓ Google Docs reporting
- ✓ Social media reporting
- ✓ Parent reports
- ✓ Safe search
- ✓ Flagged activity reports
- ✓ Audit Log
- ✓ Automatic Updates
- ✓ Fast cloud set-up
- ✓ Device Detective geolocation
- ✓ Easy device mapping



What sets Lightspeed Alert apart?

Comprehensive Protection: Get critical alerts across the internet—social media, online docs, email, YouTube, apps, browsers, search engines, and more—no matter where devices are used.

Advanced AI: Leverage our advanced filtering AI to get the information you need without false positives and missed activity common in other solutions.

Lightspeed Safety Specialists: Each Safety Specialist is a full-time Lightspeed employee and receives comprehensive training in conjunction with threat assessment experts and the American Foundation for Suicide Prevention.

Expanded Cloud Integrations: Our partnerships with Microsoft® Education, Apple®, and Google® for Education enable schools to detect imminent threats across virtually all productivity apps.

Powerful Features

- ✓ Advanced AI monitoring identifies students at risk
- ✓ Set custom alert notifications
- ✓ More multi-OS and browser support than any competitor
- ✓ Admin roles for case assignment
- ✓ Real-time alerts with notification scheduling and screenshots of students' online activity
- ✓ Custom flagged words list
- ✓ Web, Email, Chat, Search, and Social Media monitoring
- ✓ Microsoft 365 and Google Workspace for Education monitoring
- ✓ Real-time alerts with screenshots of students' online activity
- ✓ Custom flagged keywords lists
- ✓ Web, email, chat, search engine, and social media monitoring
- ✓ Historical user reports
- ✓ Powerful trend report dashboards
- ✓ Human Review with custom escalation list
- ✓ Lightspeed Filter integration

Light speed are members of:

- Internet Watch Foundation (IWF)
- Signed up to Counter-Terrorism Internet Referral Unit list (CTIRU)
- Block access to illegal content including child sexual abuse material (CSAM)
- Our broadband is with F1 who provide their own additional filtering
- It can handle multilingual web content, images, common misspellings and abbreviations and identify technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and block them.

Our filtering & monitoring system is operational, up to date and applied to all users, including guest accounts, Green Room owned devices both in and out of the provision and any devices using The Green Room's broadband connection including mobile phones (although only staff have access to this across the sites) and GRC students. When a student is using the G-Suite outside of the provision this is also subject to monitoring.

Other areas to enhance the protection of our students include all students at GRK, GRW and GRC handing in their phones upon arrival at the provision, they get their phones back at the end of the day.

We have full access to all devices and should there be a concern and we have The Green Room devices set so no search history can be deleted. This is in addition to the lightspeed student log of access. We have a central policy and central oversight for the filtering and monitoring across the 3 provisions.

Our risk assessment formed the basis of our review meeting. In this meeting was the Executive Leadership Team, DPO, ICT and DSLs. The Chair and Board of Trustees are also involved in this process and receive reports through trustee meeting docs to give clear updates with actions termly.

Definition of roles and responsibilities in relation to filtering and monitoring:

ICT - works with Lightspeed, our internet provider & staff to ensure the systems are fit for purpose

DPO - Involved in meetings surrounding this to ensure we remain compliant

DSL - To receive updates from Lightspeed, are a part of the annual review and carry out a half termly test on the system

At any time, if a safeguarding risk is identified, there is a change in working practices for example, remote access is used or if new technology is introduced.

All staff are trained in when to report safeguarding and technical concerns to the DSLs who will take this to ICT. CPOMS is used to log concerns.

Filtering and monitoring systems are installed and checked on new devices and services before their release to new staff and students. Lightspeed is deployed over the cloud so is quick and simple to monitor. Use of generative AI systems (Gemini, Chat GPT) is also closely monitored by staff within lessons and the Lightspeed filtering and monitoring system.

Filtering and monitoring arrangements are reviewed regularly by senior leaders to ensure they remain effective, proportionate and appropriate to the organisation's safeguarding risks and educational needs.

4.9 Engagement Online

The Green Room Foundation uses G-Suite for Education which includes a virtual meeting place. The students 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 the ability to retract this for anyone not using this platform appropriately.

5. Other Agencies

5.1 Information Sharing

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

The Green Room creates an environment where students feel safe to learn and develop, and secure to approach any staff member with any problem. Staff are trained to identify students at risk of harm and know the characteristics of abuse or neglect, should a student 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 student related child protection concerns.

When sharing safeguarding information, staff will use professional judgement to ensure that information shared is relevant, proportionate, clearly contextualised and shared only with those who need to know, in accordance with statutory guidance and data protection requirements.

DSLs 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 student will be made in cases where the student already has Social Care involved. The provision 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, Child in Need Meetings, Core Group Meetings and Team Around the Child and Family Meetings.

The Green Room understand the importance of providing early help. Where appropriate, this may include working with universal services, community-based Early Help or Family Help services, depending on local arrangements.

Family Help combines targeted early help and section 17 support into a more seamless offer. It is based on coordinated assessment, consistent relationships, multi-agency working and a plan developed with the child and family. The Green Room will contribute to assessments, planning, information sharing and reviews when requested, in accordance with local safeguarding arrangements.

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.

We work with the relevant local safeguarding partners in accordance with Working Together to Safeguard Children and local multi-agency safeguarding arrangements. We are aware of and work with a range of safeguarding partnerships depending on where our students live and access services, and ensure staff remain up to date with local safeguarding procedures and training.

5.2 Parents

The Green Room Foundation recognises the importance of working in partnership with parents and carers to safeguard and promote the welfare of children and adults at risk, unless doing so would place the child or another person at increased risk of harm.

Regular communication with parents/carers supports effective safeguarding. 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, DfE Data Protection Guidance for Schools (DfE, 2024b) 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 and adults at risk 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 and adults at risk.

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 or adult at risk 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 or adult at risk at risk.

In accordance with the Data Protection Act, 2018 and the DfE Data Protection Guidance for Schools (DfE, 2024b), The Green Room will not provide data on students where to do so would cause serious harm to the physical or mental health of the student.

CCTV

Students 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 students may be involved in activities at The Swan (eg: Christmas Fayre, Taster Days). The Head of Provision and GRC Duty Manager have access to CCTV footage via a screen in The Green Room office and a password protected app on the GRC phone, and may use this to monitor students 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 Student](#) for more details and the Swan CIC Data Protection Policy.

Governance

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

A report on safeguarding is submitted to the trustees at termly trustees meeting, either by the Head of Provision or the Designated Safeguarding Lead. There are conversations between the Chair of Trustees and the safeguarding leads, where relevant, 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 CEO of The Green Room Foundation

Date: _____

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 child's or young adult's maturity, intelligence and understanding.

'Gillick Competence', a term taken from the House of Lords case 'Gillick vs. West Norfolk', relates to an individual student, their treatment and their intelligence/understanding. It is not a matter of age. For students aged 18 and over, decisions about consent and decision-making will be considered in accordance with the Mental Capacity Act 2005 where appropriate.

Students 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
- Where appropriate within The Green Room Foundation, these safeguarding principles are also applied to adults at risk in accordance with the Care Act 2014 and associated statutory guidance.

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 the provision
- 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 Guidelines, The Green Room Foundation 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, unexplainable and/or persistent absence from 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:

Children who are questioning their gender

Some students may question their gender and may be particularly vulnerable to bullying, abuse, exploitation or other harms. Staff should respond sensitively and professionally, listen to the student and remain professionally curious about their individual circumstances and safeguarding needs. Where a student or parent/carer raises a request relating to social transition, staff should not make individual arrangements or promises of confidentiality, but should refer the matter to the DSL/Head. The provision will consider the individual circumstances, wellbeing and best interests of the student and other students, alongside any relevant safeguarding concerns. Parents/carers should be involved as a matter of priority, unless doing so would place the student at greater risk. Relevant clinical or other professional advice should be considered where available. Any agreed course of action will be documented and kept under review.

Toilet facilities

The Green Room Foundation provides self-contained, individual toilet rooms intended for use by one student at a time. Each room can be locked from the inside and opens directly onto a public area. These facilities may be used by students of either sex and protect the safety, privacy, comfort and dignity of all students.

Changing and shower facilities

The Green Room Foundation does not provide or routinely require students to use communal changing rooms or showers. Students are not ordinarily expected to change clothing on site.

Where changing is necessary, an appropriate self-contained space, intended for one student at a time and lockable from the inside, will be provided. Any use of the shower room will be considered individually and appropriately risk-assessed.

Students will not be required to undress in front of students of the opposite biological sex or permitted to use changing or shower facilities designated for the opposite sex.

Residential and overnight trips

Sleeping, washing and changing arrangements will be planned and risk-assessed before every residential or overnight trip.

Students will not share bedrooms, dormitories, tents or other overnight accommodation with students of the opposite biological sex.

Where a student does not feel comfortable sharing accommodation with students of the same biological sex, The Green Room Foundation will seek to provide suitable separate accommodation where reasonably possible. Alternative arrangements must not compromise the safety, privacy, comfort or dignity of that student or any other student.

Residential and overnight-trip planning will consider:

- the allocation of bedrooms, dormitories or tents;
- toilet, shower and changing arrangements;
- whether any student requires individual accommodation;
- overnight supervision and emergency arrangements;
- staff sleeping arrangements and professional boundaries; and
- any individual safeguarding, SEND, medical or welfare needs.

Where individual arrangements are required, they will involve the Head of Provision and Designated Safeguarding Lead. Arrangements will be discussed sensitively with the student and their parents or carers, clearly recorded, appropriately risk-assessed and communicated only to staff who need the information to safeguard the student. Arrangements will be reviewed if the student's circumstances or needs change.

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 [Online Safety Policy](#).

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) 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. They may not recognise that they are being exploited or may appear to consent to their involvement.

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 adults at risk 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, student 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 Foundation has a duty and a responsibility to protect its students 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 students feel safe at the provision 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 the provision, 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.

A child may be the victim of serious violence, at risk of becoming involved, or involved in causing violence. Serious violence may include physical assault, carrying, threatening with or using weapons, violence arising from peer conflict or bullying, and violence connected with criminal exploitation.

Serious violence is not solely a behaviour or police matter and may indicate a safeguarding concern. Children involved in causing violence may themselves be vulnerable, victimised, coerced or exploited. Staff must look beyond the presenting behaviour and report concerns to the DSL.

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 the provision, 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 Foundation's Missing Students 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 student who fails to attend the provision regularly, or has been absent without the provision's permission for a continuous period of 10 provision days or more, at such intervals as are agreed between the provision 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, seeing or hearing 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. This can also be witnessing or hearing.

- 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

Violence against women and girls (VAWG) includes domestic abuse, sexual violence, sexual harassment, stalking, coercive or controlling behaviour, exploitation and online abuse. Although women and girls are disproportionately affected, children of any sex can experience or cause abuse.

Sexism, misogyny, misandry, sexualised comments and harassment will not be dismissed as banter or “boys being boys”. These behaviours may escalate into harmful sexual behaviour or violence and must be challenged, recorded and reported to the DSL. The needs and vulnerabilities of both the victim and the child alleged to have caused harm will be considered.

Drug Abuse can be a symptom of other problems and The Green Room Foundation 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 students to other appropriate services when needed. If a student is suspected of being under the influence of drugs or alcohol on the provision’s 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 led to an increase in antisemitic incidents and the expression of antisemitic views and bullying towards Jewish teachers and students 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 and Exploitation

We recognise that modern slavery and human trafficking are forms of abuse and exploitation and are safeguarding concerns. Due to the nature and scale of our activities, and our use of local and reputable suppliers, the risk of modern slavery occurring within our charity or its operations is considered to be low.

However, we are committed to acting ethically and responsibly. **Anyone who suspects modern slavery, forced labour, or human trafficking must report their concerns promptly to the Designated Safeguarding Lead or a trustee**, in line with this safeguarding policy. Concerns will be taken seriously, handled sensitively, and reported to the appropriate authorities where required. 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.

Child Looked After and Previously Child Looked After

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 2023, 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. This also includes AI-generated or digitally manipulated nude or semi-nude images or videos.

The sharing of nude or semi-nude images or videos, whether consensual or non-consensual, including those created or manipulated using artificial intelligence (AI) or other digital technologies, will always be treated as a safeguarding concern and managed in accordance with this policy and current UKCIS guidance. Any incident involving the making or sharing of nude or semi-nude imagery must be

reported immediately to the DSL. Staff must not view, copy, save, forward or delete the imagery, or ask a student to do so. The DSL will assess the circumstances, including any indication of adult involvement, coercion, exploitation or blackmail, and determine the appropriate safeguarding response and referral.

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 wellbeing of the student.

Young Carers - Young carers may experience additional safeguarding vulnerabilities and barriers to education. Staff will consider whether a young person's caring responsibilities are impacting on their welfare and whether additional support or referral is required.

Where appropriate, the safeguarding issues described in this appendix may also apply to adults at risk receiving education or support at The Green Room Foundation.

Appendix D

Further Reading

- [Keeping Children Safe in Education 2026 \(Statutory Guidance for Schools and Colleges\)](#)
- [Restrictive interventions, including use of reasonable force, in schools \(DfE, April 2026\)](#)
- [Working Together to Safeguard Children 2026](#)
- [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 in Schools](#)
- [What to do if you are Worried a Child is Being Abused - Advice for Practitioners](#);
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and adults at risk: county lines guidance](#).
- [Preventing and tackling bullying](#)
- [Mental health and behaviour in schools](#)
- [Promoting children and young people's emotional health and wellbeing](#).
- [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 Online Safety
- [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
- [Searching, Screening and Confiscation \(DfE\)](#)