

Safeguarding Policy

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1. Introduction

“THE WELFARE OF THE CHILD IS PARAMOUNT”

At Greenshaw High School the safety and welfare of our pupils is of the highest importance. Because of the day-to-day contact with students, our staff are well placed to observe the outward signs of abuse. All adults working in the school must protect students from harm and abuse and be aware that any pupil may be at risk of harm or abuse. We have a duty to safeguard and promote the welfare of our students (*students under 18 years*) under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

In addition to our safeguarding policy, we have policies to cover the roles of staff, students and parents in respect of health and safety, anti-bullying, restraint, racism and discrimination. We also ensure that issues of child protection are raised with students through the Personal, Social and Health Education (PSHE) curriculum. Our policy applies to all staff, paid and unpaid, contractors, trustees, school governors and volunteers and others using or visiting the school premises, and references to ‘staff’ in this policy apply to all of these persons unless explicitly qualified. There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of safeguarding issues amongst all staff and volunteers and of what to do if they have concerns;
- Ensure a system is in place to protect our students from mistreatment.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Developing effective links with relevant agencies and co-operating as required with their enquiries regarding safeguarding matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which students feel secure, are able to learn and are encouraged to talk freely about anything that concerns them;
- Establish a culture of listening to and respecting our students.
- Ensuring students know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE curriculum to develop and equip students with the skills needed to recognise risks and stay safe from abuse;
- Supporting students who have been abused or may be at risk of harm in accordance with any agreed child protection plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer; and
- Ensuring staff follow accepted “safe practice” principles when working with students
- If there are safeguarding concerns the **London Child Protection Procedures** (*London Safeguarding Children Board, updated online*) must be followed (available from the designated teacher). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy and procedure also accords with:

- DfES guidance – “Keeping Children Safe in Education” (Sept 2016) and
- “Working Together to Safeguard Children” (HM Government, March 2015).

If lower level concerns or needs (i.e. not child protection) are identified about a particular student the Sutton Common Assessment Framework (flowchart available at www.scypp.org.uk) should be followed.

1.1 Safe Practice

Greenshaw High School’s safeguarding practices have been put into place to ensure that our students are safe.

All Staff

- Have a duty to report any concerns they have about the well-being of children to the Designated Officer.
- Are responsible for their own actions and behaviour and should avoid any conduct which would lead to any reasonable person to question their motives or intentions.
- Work in an open and transparent way.
- Are required to discuss or take advice from school management on any incident which may give rise for concern.

All visitors to the site fall into two categories those with the appropriate DBS clearance and those who do not.

If you are a visitor to the School

- and have provided evidence of the appropriate DBS clearance and identity check you will, after registering at the main reception, be able to go about your school business unhindered.
- and do not hold the appropriate DBS clearance then the person they are visiting will need to arrange for them to be accompanied throughout their visit and at no time left alone after registering at the main reception.

The only exception to this will be after school hours when there are no students on site and during the school holidays, when non DBS clearance contractors may wander around the school unhindered.

1.2 Partnerships with Parents

Greenshaw High School’s purpose is to educate and help students keep safe from harm and to have their welfare as our priority.

We are committed to working with parents positively, openly and honestly. We respect parents’ rights to privacy and confidentiality and will not share sensitive information with anyone unless we have permission or it is necessary to do so in order to protect the child.

Greenshaw High School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

1.3 Partnership with Others

Greenshaw High School recognises that it is essential to establish positive and effective working relationships with other agencies. There is a joint responsibility on all agencies to share information to ensure the safeguarding of all students.

1.4 Recruitment and Selection of Staff

Greenshaw High School Educational Trust has adopted separately the London Borough of Sutton's Selection and Recruitment Policy. This Policy sets out robust procedures to be followed when selecting staff.

1.5 School Training & Staff Induction

The school's designated Safeguarding Lead will undertake the necessary training to keep fully informed of current legislation and requirements with regard to child protection and, in particular, will undertake designated officer training every two years.

All other school staff, including non-teaching staff, will undertake appropriate induction training in their first term at Greenshaw and refresher training every three years.

All staff are provided with the school's Safeguarding Policy and informed of the school's Safeguarding arrangements, including information about identifying abuse and who to refer it to.

All staff are required to sign a Code of Conduct when they arrive at the school – see *Appendix H*.

1.6 General Guidance

As a member of staff in school (paid or unpaid) we should follow the DfE guidance on appropriate behaviour.

- Set clear standards of appropriate safe behaviour
- Adopt safer recruitment procedures
- Protect students from discrimination and avoidable harm
- Treat students with respect and dignity
- Protect students from sexual, physical and emotional harm.

If any member of staff have any concerns regarding any treatment of any student in or outside school, you have a duty of care to report it to the appropriate member of staff. It may be possible at some time that you may have a concern regarding a colleague in school; again you have a duty of care to report this to the Headteacher.

For further details see Appendix B: Whistle Blowing Policy

2. Greenshaw High School eSafety Policy

Who will write and review the policy?

- The Designated Safeguarding Lead (Ro King) has responsibility for eSafety and the writing of the eSafety policy.
- The eSafety Policy is based on government guidance. It has been agreed by the Senior Leadership Team and approved by governors.
- The eSafety Policy and its implementation will be reviewed annually.
- Parents will be requested to sign an eSafety Agreement (Responsible use of ICT) as part of the Home School Agreement.

How will information systems security be maintained?

- Virus protection will be updated regularly.
- The security of the school information systems and users will be reviewed regularly.
- The Network Manager will review system capacity regularly.
- Data will be backed up daily and regular archives taken and stored off-site.

Why is Internet use important?

- The Internet is integral to education, business and social interaction.
- Internet use is part of the statutory curriculum and a necessary tool for learning.
- The school has a duty to provide students with quality Internet access as part of their learning experience and internet access will be designed to enhance and extend education.
- Students use the Internet widely, both within and outside school, and need to learn how to evaluate Internet information and to take care of their own safety and security.

How can Internet use enhance learning?

- Students will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use in all their lessons.
- Staff should guide students to on-line activities that will support the learning outcomes planned for the students' age and maturity.
- Students will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

How will students learn how to evaluate Internet content?

- Students should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

How will e-mail be managed to ensure safety?

- Students may only use approved e-mail accounts in school.
- Students must immediately tell a teacher if they receive an offensive e-mail.
- Students will be instructed that they must not reveal personal details about themselves or others in email communication, or arrange to meet anyone without specific permission from an adult.

- Access in school to external personal e-mail accounts will be blocked.
- E-mails sent by staff to external organisations should be checked carefully before sending, in the same way as a letter written on school headed paper.
- Staff should only use school email accounts to communicate with students as approved by the Senior Leadership Team.
- Use of inappropriate language in an email will result in the account being disabled and the information sent to the Headteacher and the Network Manager who will evaluate an appropriate response.

How will published content be managed?

- The contact details on the website should be the school address, email and telephone number. Staff or students' personal information must not be published.
- The Headteacher will take overall editorial responsibility for publications and ensure that content is accurate and appropriate.
- The website should comply with the school's guidelines for publications including respect for intellectual property rights and copyright.
- The school will use best practice policy based on agreed guidelines with agencies that the copying and subsequent use of Internet derived materials by staff and students complies with copyright law.

Can students' images or work be published?

- Written permission from parents or carers will be obtained before images and videos of students are electronically published. This is in the form of opt-out consent when a student first joins in Year 7.
- Images that include students will be selected carefully and will not include images of students if their parents or carers have not given their permission to do so.
- Students' full names will not be used anywhere on the website, particularly in association with photographs and videos.

How will social networking, social media and personal publishing be managed?

- The school will block/filter access to social networking sites unless required for educational purposes.
- As part of the PSCE Curriculum students will be advised :
 - never to give out personal details of any kind which may identify them. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and e-mail addresses, full names of friends, specific interests and clubs etc.
 - not to place personal photos on any social network space. They will be taught how public the information is and consider using private areas. Advice should be given regarding background detail in a photograph which could identify the student or his/her location e.g. house number, street name or school.
- Should a student/s choose to distribute images of other students which could be deemed inappropriate, they will be subject to appropriate sanctions. Should any photographs be distributed which are obscene or pornographic in nature, then the school will refer the case to the police and/or Social Services in addition to imposing appropriate sanctions.
- Students should not use social networking (for example Twitter, Facebook, MSN Messenger, BBM) to make inappropriate or defamatory comments about members of staff. Should this happen appropriate sanctions will be applied.

- Students should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed on how to block unwanted communications. Students should be encouraged to invite known friends only and deny access to others.
- Staff should not use social networks to discuss other members of staff or students. It would be considered an act of gross professional misconduct should a member of staff use a social networking site to bring the school into disrepute.
- Staff should not accept friend invites or communications from students on social networking sites. It will be considered a disciplinary matter if staff befriend students or are not proactive in ensuring that the security of their online social networking sites is at the highest level.
- Staff are forbidden from including students in friendships groups on social networking sites as this can potentially lead to a professionally compromising situation.

Twitter do's and don'ts – Some guidance on Twitter Accounts for staff

Do's	Don'ts
Have the school "swoosh" as your Twitter icon (saved in A:pool > Twitter icon). If you would like a variation of this created please contact George Bligh	Tweets must not contain students full names (please use forename only)
Keep the language professional	Photos of students should not be tweeted. You could put on photos of trophies, places you're visiting certificates, examples of students work, etc.
Use it to promote extra-curricular activities and to congratulate students	Don't forget this is in the public domain and anyone can see it.
Use it as a reminder of events within your department	Do not 'follow' students back on their Twitter accounts.
Follow similar and relevant Twitter accounts	
Embed your Twitter feed onto your FROG website (contact George Bligh)	

How will filtering be managed?

- The school will work with Sutton Local Authority to ensure that systems to protect students continue to be reviewed and improved where necessary.
- If staff or students discover unsuitable sites, the URL must be reported to The Network Manager.
- Any material that the school believes is illegal must be reported to appropriate agencies such as the Internet Watch Foundation or the Child Exploitation and Online Protection Centre.
- The school's broadband access will include filtering appropriate to the age and maturity of students.

How will videoconferencing and CCTV footage be managed?

- All videoconferencing equipment in the classroom must be switched off when not in use and not set to auto answer.
- Video technology is sometimes used in the classroom to record lessons. The focus of this is to assist teacher development and the footage will only be used within the school and not distributed.
- CCTV is installed on-site for security purposes and is used to assist with crime prevention and detection and disciplinary matters.
- Access to CCTV is restricted to site staff, Heads of House and Senior Leadership Team.
- Footage in relation to a crime will be distributed when requested by police. All other footage will remain on site.

How can emerging technologies be managed?

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out by IT technicians before use in school is allowed.
- Mobile phones will not be used at any time whilst students are on school site. The sending of abusive or inappropriate text messages is forbidden and will be reported to the police.
- Staff will be issued with a school phone where contact with students when off-site is required.

How should personal data be protected?

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

How will Internet access be authorised?

- The school will maintain a current record of all staff and students who are granted access to the school's electronic communications.
- All staff are provided with Dos and Don'ts to do with Data Protection information
- Parents and students will be asked to sign and return a consent form for pupil access as part of the Home School Agreement whereby they also agree to abide by the school rules in regard to eSafety and appropriate internet usage.
- When staff and students leave the school their account or rights to specific school areas will be disabled

How will risks be assessed?

The school will take all reasonable precautions to ensure that users access only appropriate material. However, it is not possible to guarantee that access to unsuitable material will never occur via a school computer. Neither the school nor Sutton Local Authority can accept liability for the material accessed, or any consequences resulting from Internet use.

How will eSafety complaints be handled?

- Complaints of Internet misuse will be dealt with under the School's Complaints Procedure.

- Any complaint about staff misuse must be referred to the Headteacher.
- Parents and students will need to work in partnership with staff to resolve issues.
- Any potentially illegal issues arising from the use or misuse of the internet will be discussed with the local Police Safer Schools Partnership Coordinators and/or Children's Safeguards Unit (Sutton Multi-Agency Safeguarding Hub, MASH) to establish appropriate responses and procedures.
- Any issues will be dealt with according to the school's disciplinary and child protection procedures and appropriate sanctions imposed if necessary.
- All eSafety complaints, incidents and actions taken will be recorded by the school.

How is the Internet used across the community?

- The school will be sensitive to Internet related issues experienced by students out of school, eg on social networking sites, and offer appropriate advice in line with that given in PSHE.

How will Cyber bullying be managed?

- Cyber bullying, as with any form of bullying, will not be tolerated in Greenshaw High School. Full details are set out in the school's Anti-Bullying policy.
- There are clear procedures in place to :
 - support anyone affected by Cyber bullying.
 - investigate incidents or allegations of Cyber bullying. Students, staff and parents/carers will be advised to keep a record of the bullying as evidence.

How will Learning Platforms and Learning Environments be managed?

- Greenshaw High School uses FROG as the online Learning Environment.
- SLT and staff will regularly monitor the usage of FROG by students and staff in all areas, in particular message and communication tools and publishing facilities.
- Students/staff will be advised on acceptable conduct and use when using FROG
- Only members of the current pupil, parent/carers and staff community will have access to FROG.
- All users will be mindful of copyright issues and will only upload appropriate content onto FROG.

How will the policy be introduced to students?

- Student instruction in responsible and safe use should precede Internet access.
- ESafety is an important topic which is included in the PSHE programme and covers both safe school and home use – see PSHE curriculum.
- All users will be informed that network and Internet use will be monitored.
- Safe and responsible use of the internet and technology will be reinforced across the curriculum. Particular attention will be given where students are considered to be vulnerable.

How will the policy be discussed with staff?

- The eSafety Policy will be formally provided to and discussed with all members of staff.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

- Staff training in safe and responsible Internet use, both professionally and personally, will be provided through Safeguarding training.

How will parents' support be enlisted?

- Parents' attention will be drawn to the School eSafety Policy in newsletters, the school prospectus and on the school website.
- A partnership approach with parents will be encouraged. This will include an annual invitation for parents to attend an evening safe home Internet use and guidance in line with the government's PREVENT strategy.

With the development and use of Social Networks, Greenshaw High School has decided it is inappropriate and not acceptable for staff members of the school to include students in friendships groups on social networking sites as this can potentially lead to a professionally compromising situation.

Greenshaw High School takes positive action through classroom practice and assessments to inform staff and students of the potential dangers when using the internet.

We :

- make students aware of the dangers of the internet through the Curriculum Teaching, particularly PSHE Sex Education and assemblies.
- have software in place at school to minimise access and highlight any person accessing inappropriate sites or information – Impero alerts are sent to the Safeguarding Designate along with screen shots. The key word list is updated regularly in response to new technologies and new world threats, in line with the PREVENT strategy.
- encourage students to discuss openly their use of technology and anything that makes them feel uncomfortable. If this results in child protection concerns this is referred to the Designated Child Protection Officer.
- encourage students not to give out their personal details, phone numbers, home address, or computer passwords.
- encourage students to use the 'Report Abuse' button on the school's website.
- would inform police of any criminal elements regarding the use of the internet.

3 Greenshaw High School Safeguarding Policy

Child Protection refers to protecting children from abuse perpetrated by other people.

Safeguarding is a wider term and encompasses other facets of keeping children safe, such as risky behaviours and self-harm.

Definition

An abused child is a boy or girl under 18 years of age who has suffered from, or is believed to be at significant risk of, physical injury, neglect, emotional abuse or sexual abuse.

'Child abuse and neglect' is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm, or through the failure to act to prevent harm.

Abuse can occur in a family or an institutional or community setting. The perpetrator may or may not be known to the child.

Working Together to Safeguard Children (*March 2015*) set out definitions and examples of the four broad categories of abuse which are used for the purposes of registration:

- Physical abuse
- Emotional abuse
- Sexual Abuse
- Neglect

These categories overlap and an abused child does frequently suffer more than one form of abuse.

The definition above may be said to assume the guilt of the accused. At the point of allegation, however, guilt has not been established and it is important therefore to be careful to be supportive of all parties involved. Having said this, it is made clear in the documentation that our first priority is the following: 'The protection of the child must take precedence over the rights of the parents and the welfare of the child must be the paramount concern'.

Safeguarding Governor

Greenshaw High School Educational Trust has appointed Mrs Amanda King as a nominated Governor for Safeguarding. It is her role to oversee that systems are in place to respond appropriately to concerns regarding Child Protection and Safeguarding; she will do this through regular meetings with Ro King, the Designated Safeguarding Lead. The nominated Governor for Safeguarding will also deliver an annual report to the Governors.

3.1 What to do if you are worried a child is being abused.

Everyone working with students needs to be familiar with local procedures and protocols for safeguarding their welfare. Adults have a duty to report any child protection or welfare concerns to a designated member of staff. In the case of a child protection issue they should contact the Designated Safeguarding Lead, and for general welfare concerns they should contact the Heads of House. If you have any doubts you could refer to the document 'What to do if you're worried a child is being abused' and follow that guidance.

See Appendix B for information about the key staff and signs of the different types of abuse.

Emerging issues

Staff will be kept updated through staff meeting/briefings on any emerging issues, for example: Female Genital Mutilation, Child Sexual Exploitation, Honour related violence and Forced Marriage.

Greenshaw High School staff follow the Mandatory Reporting of Female Genital Mutilation:

Where a professional, who is subject to the mandatory reporting duty, has either been told by a girl that she has had FGM or has observed a physical sign appearing to show that a girl has had FGM s/he should personally report the matter to the police by calling 101.

Greenshaw staff will also report to the Designated Safeguarding Officer within school.

3.2 DESIGNATED STAFF RESPONSIBLE FOR SAFEGUARDING

Our designated senior member of staff is **Mrs Ro King**. She is responsible for child protection and safeguarding issues. Any member of staff concerned about a student should tell the designated person immediately. If she is unavailable you should speak to the Deputy Headteacher or another member of the Safeguarding Team. The designated person has a responsibility to:

- liaise with the nominated governor, the local authority Children, Young People and Learning Services, Police and other agencies on individual child protection cases;
- act as the contact person within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role;
- complete a MASH form for referrals and submit it to the MASH team (Multi-Agency safeguarding Hub).
- be responsible for co-ordinating action within the school on child protection issues;
- discuss individual cases with staff on a "need to know basis" to protect children's right to confidentiality;
- oversee the planning of any curricular or other provision in relation to child protection matters;
- with any other relevant staff (e.g. class teacher or year head), represent the

school at child protection meetings and be a member of a “Core Group” if required;

- ensure staff are familiar with this Policy and Procedure, the London Child Protection Procedures, and DfE (*previously DfES*) guidance;
- raise awareness about child protection on an ongoing basis;
- together with the head teacher and local authority child protection training officer, arrange child protection training for **all** (i.e. including ancillary) staff at least once every three years (and for new staff commencing work between whole school training sessions or absent for such sessions arrange attendance at induction sessions arranged by the local authority).
- ensure that they (the designated teacher and the safeguarding team) receive update training on a regular basis; and
- attend the Sutton Child Protection Designated teacher network at least once each term.

As well as Ro King, there is a Safeguarding co-ordinator, **Lisa Shaw**, whose role it is to ensure good working practice with regards to Safeguarding and liaising with other agencies. In addition, **Linda Radwan** and **Annabel Ashworth** also contribute to the Safeguarding team in addition to their other responsibilities within the school.

The Role of Individual Staff

Everyone in the school must be alert to the possibility that any student, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect and must be familiar with these procedures. Concern about a student must be discussed with the designated person immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should not investigate child protection concerns. This is done by Children’s Social Services (in Sutton, the Children and Family Service) or the Police. However, if a student says something, it is vital to listen carefully, so you can record and report it accurately. Records will also assist other members of staff who may have concerns.

3.3 CONFIDENTIALITY OF RECORDS

Our students and their parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to those who need to know it. Parents and where appropriate students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a young person. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to students to keep “secrets” (*see procedure below*)

3.4 WORKING WITH CHILDREN

We recognise that young people who are abused, neglected or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel

helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- the content of the curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued;
- the school behaviour policy which is aimed at supporting vulnerable students in the school – the school will ensure the student knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred;
- liaison with other agencies that support the student such as social services, the child and adolescent mental health service, the education welfare service and the educational psychology service; and
- ensuring that, where a student with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.

3.5 RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS

In our recruitment and selection of staff and volunteers we will at all times adhere to the appropriate guidance which followed the Richard Enquiry Report (*Keeping Children Safe in Education, Sept 2016*)

In particular we will ensure that our interview panellists are appropriately trained, that we always follow up gaps in previous employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service checks are conducted.

We keep a central record of all staff with the date and outcome of their DBS status so that at all times staff, students and parents can be assured this has been done.

3.6 DESIGNATED SAFEGUARDING LEAD ACTION

Contact with the family

Contact with the family should be discussed with the Designated Safeguarding Lead, who may consult the Children and Family Social Work Service, or the Attendance Officer or School nurse.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the student from harm), the parent or carer should be informed and the matter must be referred to the Children and Family Social Work Service.

In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period of time. There will probably have been discussion between school staff and the family about sources of help (e.g. Social Services Department), but if the concerns persist, the designated Officer will need to refer to the Social Services Department, and will normally advise the family of this.

Following receipt of any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent needs of the student.
- The Assessment Framework (*see Appendix E*)
- Making an enquiry to find out if the student is known to Social Services.
- Discuss the matter with other relevant agencies, if approved.
- The student's wishes.

Then decide

- Whenever possible to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation or place a member of staff or others at risk.
- Whether to make a child protection referral at this stage or call a Team Around the Child meeting or Professional Meeting to consider appropriate support or action.

In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the MASH team before discussing this with the family.

Action following a Child Protection/Safeguarding Referral

The Designated Safeguarding Lead will:

- Make regular contact with the Social Worker involved and stay informed.
- Contribute to a strategy discussion.
- Provide a report, attend and contribute to any subsequent child protection meeting.
- If a child or children are made subject to a child protection plan, contribute to the plan, attend Core Group meetings and review the student's progress at the Child Protection Conference.
- Where possible, share all the reports with parents prior to the meeting.

Recording

- all records relating to child welfare concerns will be kept on the student's file and the file will be kept secure – a chronology of concern should be kept;
- where there are concerns about a student, our file (if paper) is easily distinguishable from others where there are no concerns and our electronic files have an appropriate "flag" to indicate there are concerns about the student;
- we will keep written records of any concerns about students, even where there is no need to refer the matter immediately;
- information from records will only be used on a "need to know" basis;

- staff will need to know when a student is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the student's welfare;
- records relating to the students' welfare will remain on the student's file as long as the student is a pupil at the school;
- when the student leaves the school, the new school will be advised in writing that the school's records contain information about child protection concerns even where these are no longer current.

3.7 CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER

- allegations or concerns about a member of staff, worker or volunteer must immediately be notified to the Headteacher (or the Chair of Governors if the concern is about the headteacher);
- allegations or concerns about the Headteacher will be notified to the Chair of Governors.
- it is the responsibility of the Designated Safeguarding Lead, Headteacher (or Chair of Governors) to always consult with the Local Authority Designated Officer (LADO);
- following consultation, the Headteacher (or Chair of Governors) will decide on appropriate action:
 - immediate referral to the MASH
 - consideration of disciplinary proceedings
- it is important to bear in mind that although the concern may relate to an individual student, other students may also be at risk;
- the procedures in "Keeping Children safe in Education (DfES, Sept 2016) and the Sutton LSCB Procedure will be followed in such cases;
- Where appropriate, consideration will be given to referral of a member of staff to the Secretary of State to consider inclusion of their name on the Vetting and Barring list (list of people prohibited from working with children in an education setting).

HARM, from or to, OTHER CHILDREN

- abuse or concerns about abuse or harm by other young people should be subject to the same safeguarding procedures as in respect of young people being abused by an adult;
- professionals responding should be alert to the risk a child may pose to children other than any "current" victim; and
- young people who harm others are likely to have considerable needs themselves (e.g. subjected to abuse, witnessed domestic violence or committed criminal offences).

3.8 FOREIGN EXCHANGE VISITS

We will seek the consent of our host families to carry out checks with the appropriate local authority to ensure suitability. In the event that a host family has been the subject of some kind of concern, unless there is a satisfactory resolution, the family will be regarded as unsuitable to receive or continue to host a pupil from overseas.

We will take reasonable steps to ensure that a comparable approach is taken by our

companion schools abroad.

3.9 REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- school staff have a legal duty to assist local authority Children's Social Services or the Police when they are making enquiries about the welfare of students;
- information about a student must therefore be shared on a "need to know" basis with other agencies;
- when telephone requests for information are received, **always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the student is on the school roll;
- always advise the designated teacher about such requests for information;
- requests for attendance at meetings about individual students (e.g. child protection conferences) should be notified to the designated teacher, who will arrange preparation of a report and attendance at the meeting;
- reports should contain information about the child's:
 - academic progress
 - attendance
 - behaviour
 - relationships with children and adults
 - family
 - any other relevant matter;
- reports should be objective, distinguishing between fact, observation, allegation and opinion;
- unless you specify otherwise, reports will normally be made available to the student's family.

3.10 STUDENTS SUBJECT TO A CHILD PROTECTION PLAN

- the school will be told by the relevant local authority Children and Family Social Work Service when a student is subject to a Child Protection Plan (previously the Child Protection Register) whether the London Borough of Sutton or another local authority;
- the name of the key social worker must be clearly recorded on the student's record;
- the school will participate fully in the work of Core Groups for these students, to assist with the objectives of the Child Protection Plan for the student;
- when a student is subject to a Child Protection Plan, the school will report all unexplained absences even if only of a day;
- when a student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- when a student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school.

3.11 GENERAL ISSUES

All staff must observe the above policy and procedure at all times. They will be reviewed annually and as required in line with changes in local (LSCB) or national guidance.

Adopted by the Greenshaw High School Governing Body, June 2015, reviewed July 2016

4.1 CONTEXT AND PRINCIPLES

Greenshaw High School is fully committed to safeguarding and promoting the welfare of all its pupils.

As a school we recognise that safeguarding against radicalisation toward violent extremism and terrorism is no different from safeguarding against any other vulnerability and that the most effective way is to promote our shared values and virtues, community responsibility and the celebration of diversity. Therefore, this policy fits within our overall Safeguarding policy as it regarded as an extension to the Safeguarding work which takes place at Greenshaw.

In democratic societies "radical" is not an actionable label. People can have radical opinions, change their world view and move from one social network to another. Radicalisation toward violent extremism is a concern, however, for the wellbeing of the general public and the democratic system.

We want our school to be a safe space in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas, which avoids political indoctrination and secures a balanced presentation of political issues.

The Anti-radicalisation policy, in line with the government's Prevent strategy, sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised toward violent extremism and terrorism, by identifying who they are and providing them with support.

4.2 LINKS TO OTHER POLICIES

This anti-radicalisation policy complements and should be read in conjunction with the following school policies:

- Safeguarding Policy
- Equality Policy
- Behaviour Policy

- SMSC Policy

4.3 DEFINITIONS

In the context of this policy, 'radicalisation' is defined as the act or process by which an individual is persuaded to make fundamental changes to their beliefs so that they

come to favour violent extremism or terrorism to achieve fundamental changes in political, economic or social conditions, institutions or habits of the mind.

4.4 AIMS AND OBJECTIVES

This anti-radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability of radicalisation toward violent extremism and terrorism. It clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives of the policy are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation toward violent extremism and terrorism is and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on anti-radicalisation and will follow the policy when issues arise.
- All parents and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation toward violent extremism and terrorism; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

4.5 THE ROLE OF THE CURRICULUM

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our SMSC policy and PSHE provision is embedded across the curriculum, and directs our assemblies and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

4.6 STAFF TRAINING

Through INSET opportunities in school, we will ensure that our staff are fully aware of:

- the threats, risks and vulnerabilities that are linked to radicalisation toward violent extremism and terrorism;
- the process of radicalisation toward violent extremism and terrorism and how this might be identified early on; and
- how we can provide support as a school to ensure that our children are resilient and able to resist involvement in violent extremist activities.
- The government's PREVENT agenda and how this translates in terms of staff responsibilities in protecting young people.

4.7 INDICATORS

The following observable indicators are manifestations of possible radicalisation toward violent extremism and terrorism. Each indicator is just that—it indicates that a person may be radicalising toward violent extremism; it does not automatically deem them radical and/or a threat.

Key indicators are:

- Change in physical appearance and/or attire
- Disconnecting from previous friendship groups
- Active promotion of an extremist ideology
- Seeking to impose radical or extreme views on others
- Association with known extremist groups

Secondary indicators include:

- Increased incidents of verbal abuse / prejudicial language
- Conflict with peers
- Self-identified feelings of isolation\
- Accessing inappropriate material in the internet

In schools these will often be manifested in:

- Attitude to authority
- Demotivation about learning
- Changes in friendship groups
- Seeking support / mental health issues
- Damage to property

- Breakdown in parent-student relationship

4.8 Process

If a governor, teacher, teaching assistant or member of non-teaching staff has concerns that an individual may be at risk of radicalisation toward violent extremism and terrorism they should refer the matter to the appropriate person under the school's Safeguarding Policy.

4.9 External speakers

If a speaker is to be invited into school, the member of staff inviting them must take account of this policy in considering their suitability, and if in doubt refer the matter to the headteacher. External speakers must at all times be supervised by a member of school staff.

4.10 POLICY REVIEW

This Anti-radicalisation Policy will be reviewed annually as part of the overall Safeguarding policy review.

Additional materials

Prevent strategy, GOV.UK – Home Office (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

Appendix A

SUTTON CONTACT DETAILS

Sutton MASH (Multi-Agency Safeguarding Hub)– 020 8649 0420 Or 020 8649 0418

LB Sutton Children & Families, Referral & Assessment Service (RAS) - 020 8770 4343

LB Sutton (out of office hours) Children & Families Emergency Duty Team (EDT) - 020 8770 5000

LBS Education safeguarding advisor - 020 8649 0414 (which is part of MASH) if unavailable seek advice from the Senior social workers in MASH

LBS Education, Safeguarding Children Training and Development Officer - 020 8770 6262 (if unavailable contact MASH)

LBS LADO (Local Authority Designated Officer). 0208 770 4269 or via RAS

Appendix B

The Designated Safeguarding Lead at Greenshaw is:

Ro King

In her absence please contact **Lynda Wallace, Lisa Shaw, Annabel Ashworth or Linda Radwan**

In their absence please contact **Nick House**

Heads of Year

Year 7	Mr Clarke
Year 8	Mr Johnson
Year 9	Mr Higgins
Year 10	Mrs Radwan
Year 11	Mr Kidd

Recognition of abuse – guidance for professionals

Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating a child.

It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child.

The first indication of concern about a child's welfare is not necessarily the presence of a serious injury. Concerns may be aroused by:

- Bruises or other marks on a child's body
- Remarks made by the child, another child, a parent or another adult
- Observations of the child's behaviour or reactions
- Unexplained changes in the child's behaviour or personality
- Evidence of disturbance or explicit detail in a child's written or diagrammatic work
- Neglect or failure to thrive including failure to gain weight or actual weight loss
- Change in manner of social interaction
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury)

- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

In an abusive relationship the child may:

- Appear frightened of the parent/carer
- Act in a way that is inappropriate for his/her age and development

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic violence

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements

- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars, or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person
- Imposing developmentally inappropriate expectations
- Causing children to feel frightened or in danger – e.g. witnessing domestic violence
- Exploitation or corruption of children

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

Emotional abuse may be difficult to recognize, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay

- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening, and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts.

It may also include non-contact activities, such as involving children in looking at or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualized conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- 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

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

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's basic emotional needs.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of a child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Self Harm

For many students self harm is considered to be a means of releasing pain and stress often caused by other aspects of abuse. Students will often hide the signs of self harming by covering their arms and legs, particularly in PE. They may also seem to be excessive with the need to keep their body covered during the hot weather.

Typical signs of self harming are:-

- Patches of cutting to the arms and legs.
- Deep scratches
- Burns

Self harming can also include the use of alcohol and sexual activity.

Appendix C

CHILD PROTECTION DISCLOSURE – guidance for school staff

Disclosures or information may be received from students, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty having chosen carefully to whom they speak.

Accordingly, all staff will handle disclosures sensitively. Such information cannot remain confidential and staff will need to inform the Designated Child Protection Officer immediately.

Do not delay

- tell the designated person as soon as you can – it may be necessary to interrupt a meeting to do this – do not leave notes in designated person's pigeonhole as they may not get back to check their post until the end of the day once the child has gone home
- early referral gives more time to offer help to the student and family before the situation becomes severe or serious
- when the matter is already severe or serious, early referral gives more time for others to protect the student.
- the designated Officer may consult the Attendance Officer or Children's Social Services through MASH (in Sutton, the Children and Family Service).

Make written notes

As soon as possible after the event a brief statement should be written ensuring that the following points have been addressed:

- Who made the disclosure (if a student also add their Tutor group and if an adult their relationship to the child)?
- The time, approximately, and the date of the disclosure and the events being described
- The nature of the conversation, what may have prompted the disclosure, what was said and by whom. This should be as exact as possible.
- Any injuries that have been observed and their nature. The skin map provided by the London Child Protection committee, which details those types of injuries which are generally accidental and those which are generally non-accidental, may be used
- Facts should be recorded accurately and it should be made clear when an opinion is being expressed and what that opinion is based upon.

Concern from something the child says

Listen – do not ask questions or interrogate. You may clarify information.

Remain calm – if you are shocked, upset or angry the student will sense this and

this could stop them from saying more.

Reassure – the student has done nothing wrong – tell them it is all right to talk. Do not express your feelings or judgements regarding any person alleged to have harmed a child.

Do not promise to keep it secret – tell the student you cannot keep the matter secret and will need to take advice from someone who can help.

Explain – Sensitively you have a responsibility to share this information with the Designated Child Protection Officer. Explain that only those who need to know will be told.

Referral process

If a member of staff wishes to make a referral to Social Services or to the Police they should consult the Designated Child Protection Officer or deputy who will assist with this. However, referral must not be delayed – if the Designated Child Protection Officer or deputy is not available a senior member of staff should be advised and the referral made (*see London Child Protection Procedures for details*). The Children and Families Service Referral and Assessment Team will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made.

Remember

- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the student; and
- if you need help or support to manage your own feelings, this can usually be provided.

All staff are given this card to keep in their lanyard:

<p>Mandatory Reporting Duty</p> <p>All professionals working with children have a mandatory reporting duty to pass on any concerns in regards to a child's welfare.</p> <p>Consider whether the child is:</p> <ul style="list-style-type: none">● A victim of a form of abuse (including Female Genital Mutilation – FGM);● At risk of Child Sexual Exploitation (CSE);● Presenting with self-harm, low mood or suicidal thoughts;● Presenting with extremist views (radicalisation).	<p>Useful Contact Numbers</p> <p>Multi-agency Safeguarding Hub (MASH) 020 8649 0418</p> <p>Education Department – Jenny Rowley 0208 288 5630</p> <p>Childline 0800 1111</p> <p>NSPCC Helpline 0800 800 500</p>	<p>Safeguarding Children A Quick Guide 2015-16</p> <p>GREENSHAW HIGH SCHOOL</p>
<p>The Safeguarding Team</p> <p>Ro King – Safeguarding Lead 0208 715 1001 ext 277 Mobile: 07841 696921</p> <p>Lisa Shaw 0208 715 1001 ext 296</p> <p>Linda Radwan 0208 715 1001 ext 215</p> <p>Annabel Ashworth 020 8715 1001 ext 218</p> <p>Lynda Wallace 020 8715 1001 ext 207</p> <p>If you cannot contact a member of the team, please call the School Office (X200), who will locate someone for you.</p>	<p>Speak to a member of the Safeguarding Team immediately and in person if:</p> <ul style="list-style-type: none">● You see an injury for which there is no clear explanation;● A child discloses a form of abuse, or you overhear something which makes you concerned;● Another person expresses concern about a child's wellbeing;● You have noticed significant changes in the way a child performs or behaves in school.	<p>What to do if a child discloses abuse:</p> <ul style="list-style-type: none">● Listen – non judgementally;● Ask open questions – the best open question is "Is there anything else you would like to tell me?"● Do not promise confidentiality – explain you may need to discuss this with someone from the Safeguarding Team;● Inform a member of the Safeguarding Team about your concerns immediately and in person. Do not send an email.

This poster is up in every classroom:

Safeguarding at Greenshaw

The Safeguarding Team at Greenshaw High School works to ensure that all students are safe and happy, both at school and at home.



Mrs King



Mrs Ashworth



Ms Radwan



Mrs Shaw



Mrs Wallace

If you have any concerns about yourself, or another student, you can speak to **any** member of staff, who may put you in touch with one of the Safeguarding Team.

GREENSHAW
HIGH SCHOOL

And this card is given to parents who may require assistance out of school hours:

Advice for parents out of school hours	
Local Social Services – advice and referral 020 8649 0418	
Out of hours – advice and support 020 8770 5000	
Childline 0800 1111	NSPCC helpline 0800 800 500
Police – non-emergencies 101	

POLICE DEFINITIONS

Definition of Sexual

- Penetration, touching or any other sexual activity will be sexual if...
- a reasonable person would consider that...
- (a) Sexual by nature
- (b) Sexual because of its circumstances or purpose

Definition of Touching

- (a) with any part of the body
- (b) with anything else
- (c) through anything
- This includes touching of clothing

Definition of Rape

- A person commits rape if he intentionally penetrates his penis with another's
- Vagina
- Anus
- Mouth
- Without their consent
-and he does not reasonably believe they consent

Consent is a question of fact

- The victim can be taken NOT to have consented in certain circumstances. This is called evidential presumption.
- If the victim is under 13yrs, she/he CANNOT CONSENT in the eyes of the law.
- It is sufficient to prove penetration and the child's age.

Assault by 'Penetration'

- A person commits this offence if.....
- They intentionally penetrate the vagina or anus of another with any part of their body (ie fingers into vagina) or anything else (object)
- The other does not consent to the penetration.
- The person reasonably believes that the other does not consent.
- **If the victim is under 13 Yrs, she/he CANNOT CONSENT in the eyes of the law.**

Offence of 'Sexual Touching'

A person commits this offence if:

- They intentionally touch another
- The touching is sexual

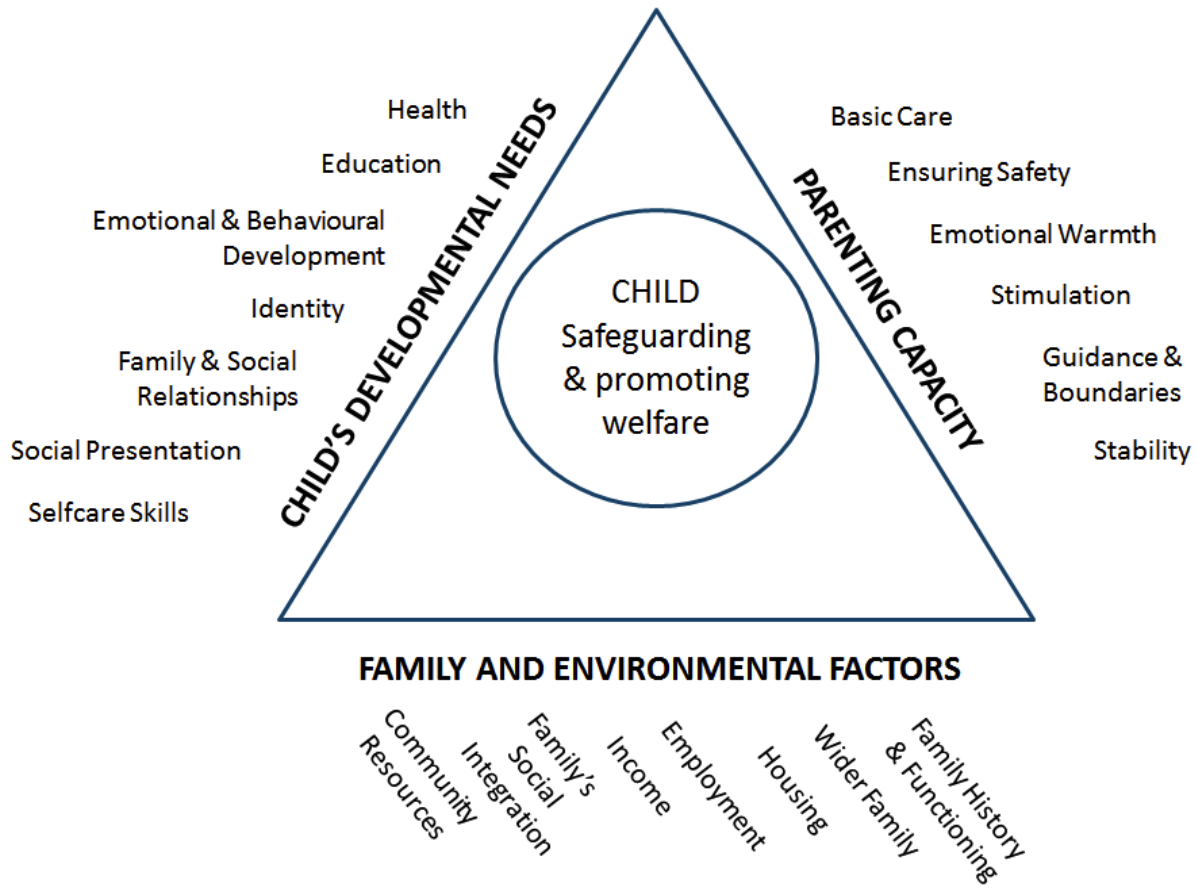
- The other does not consent
- The person reasonably believes they do not consent.
- **If the victim is under 13 Yrs, she/he CAN NOT CONSENT in the eyes of the law.**

Maximum sentences that can be imposed

- RAPE: Life imprisonment
- Assault by Penetration: Life imprisonment
- Sexual touching: Victim under 13yrs the max is 14 years imprisonment, otherwise 10 years.

None of these offences have age limitations, which mean that they can be committed by anybody of any age.

Assessment Framework



RAISING CONCERNS AT WORK: WHISTLE-BLOWING PROCEDURE

**Greenshaw High School Educational Trust has adopted the
London Borough of Sutton Whistle Blowing Procedure.**

Why has Sutton got a whistle-blowing procedure?

Sutton is committed to providing the highest levels of service to its customers and applying high standards of quality, honesty, openness and accountability.

All of us at some time have concerns about what is happening at work or within a particular organisation. We can usually resolve this easily but it can be difficult to know what to do about serious malpractice like corruption, fraud or dangerous conditions. As an employee you have a right and responsibility to raise any matter that causes you concern.

This procedure is part of Sutton's aim to improve the way we deliver services to the public. It gives us the opportunity to address a potential problem before it becomes serious.

This summary guide is to help you feel confident about raising your concerns at an early stage. The full procedure is available from your Group Personnel Manager.

The procedure is for all employees, except those working in schools and colleges who have a separate procedure.

What should I do if I suspect something is wrong?

- X Don't ignore your concerns.
- X Don't try to investigate it yourself.
- ✓ Decide what is worrying you.
- ✓ Act quickly to avoid the concern becoming a major issue.
- ✓ Make notes of what you have seen, heard or felt.
- ✓ Speak or write to your manager about your concerns. If he or she is involved contact your manager's manager or your Executive Head of Service.
- ✓ Be ready to hand over any notes or other evidence you have of your concerns.

If you feel unhappy about doing this you can contact one of the following:

- Chief Internal Auditor - John Bysouth 020 8770 8260
- The Council's Monitoring Officer - Janet Worth 020 8770 5072
- A Strategic Director or Chief Executive (for staff in the CE grouping)
- Your Group Personnel Manager

Alternatively contact:

- Audit Commission (020 7630 1019) or
- Public Concern at Work (020 7404 6609)

Public Concern at Work is an independent charity that provides free advice for employees who wish to express concerns about fraud or other serious malpractice.

If I speak out, am I making trouble for myself?

Any employee who decides to speak out will not suffer reprisal or victimisation. The Council will support you through the process of reporting and investigating malpractice. We will treat victimisation or harassment of staff who raise their genuine concerns as a serious disciplinary offence.

What is malpractice?

Malpractice can take many forms. It may be something that you are involved in or see happening in the workplace. You need to take action to stop it.

Malpractice could be:

- abuse of service users
- using Council funds or property irresponsibly or unlawfully
- putting personal interests before the interests of the Council and the local community
- possible corruption
- dangerous procedures risking health and safety
- avoiding legal responsibilities
- damage to the environment
- any action against the Council's Standing Orders or policies
- any action which falls below established standards or practices

What happens next?

After you have raised your concerns, a specially trained officer will look into them. They will meet you to take the details of your concerns. Confidentiality will be respected wherever possible. When the investigation is complete you will be told the outcome.

What happens if I made a mistake?

If a concern proves to be groundless after an investigation, no further action will be taken. The reasons why will be explained to you, while respecting confidentiality of other staff who may have been involved. You should not feel embarrassed - it is better to speak out than to allow possible malpractice to continue.

We will treat any concerns raised trivially, maliciously or for personal gain as a disciplinary offence.

This guide supplements

- Section 2 of the Council's Code of Conduct for Employees (Reporting Concerns at Work)
- the Council's Anti-Fraud and Corruption Policy Statement.

The whistle-blowing procedure is separate to:

- The Council's Complaints Procedure, for specific complaints about the quality of service delivery
- the Grievance Procedure, which employees can use when aggrieved about their own employment position

Copies of these and the full whistle-blowing procedure are available from your Group Personnel Manager.

CONTACT BETWEEN STAFF AND STUDENTS

As a general principle, all staff should maintain high professional standards and there should only be personal contact between students and staff through the school text system and school email, no other medium. The exception to this is the members of pastoral staff who, for Safeguarding purposes, may have direct contact with students outside school hours.

The protocols for contact between pastoral staff and students are:

- Staff will be assigned a school phone to use for direct contact with students. Staff should not give students their own personal phone numbers and should not use their own phones for contact purposes.
- As a general rule, staff should only have their assigned school phone switched on in school hours and during term time.
- In exceptional circumstances, staff may use their assigned school phone to contact students in holiday time or at weekends; this is only justified if there is a Safeguarding concern for the student.

SAFEGUARDING – CODE OF CONDUCT

Greenshaw High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The following is, therefore, a code of conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities.

Please could you read the document thoroughly, then date and sign at the bottom and return to Tessa Piper in HR.

YOU SHOULD ALWAYS:

- Behave in a mature, respectful, safe, fair and considered manner at all times
- Provide a good example and 'positive role model' to the pupils;
- Observe other people's right to confidentiality (unless you need to report something to the Headteacher or senior designated teacher e.g. Concerns about a child protection issue);
- Treat all children equally; never favour one particular child, or build 'special relationships' with individual children, except where one to one working is part of the plan agreed with your line manager;
- Report to your line manager any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.

REPORT TO THE HEADTEACHER (OR IN THE CASE OF AN ALLEGATION CONCERNING THE HEADTEACHER, THE CHAIR OF GOVERNORS) AS SOON AS POSSIBLE:

- Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself;
- Any behaviour of another adult in the school which gives you cause for concern re: breach of this code of conduct or other school policies and procedures.

YOU SHOULD NEVER:

- **Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to work with other people's children;**
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating;
- Prevent a student from leaving or entering an area by making physical contact with them, unless you believe the child is putting themselves or others at risk of harm;

- Discriminate either favourably or unfavourably towards any child;
- Contact children on social media platforms or consent to be their 'friend'; staff must ensure their security settings are high enough to prevent students from being able to view their profile;
- Give personal details, text, email or telephone (except for agreed work purposes) or make arrangements to contact, communicate or meet children outside of work; staff must only use their work email address when engaged on work commitments;
- Develop 'personal' or sexual relationships with children;
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so;
- Be sarcastic, embarrass or humiliate, make remarks or 'jokes' to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate or offensive nature.

NB: Where there is a situation which arises whereby you have reason to believe that a young person is putting themselves or others at risk of harm, then you may restrain them with appropriate use of force in order to prevent harm occurring.

I have read the staff version of the 'Keeping Children Safe in Education' document which is on Frog under 'Staff room'.

I, have read the above and agree to abide by the Code of Conduct guidance contained therein.

Signed Date