

GREENSIDE FILM FACTORY

Safeguarding & Child Protection Policy



September 2022

Adopted and implemented: September 2022

To be read alongside KCSiE update Sept '21 [KCSiE - Sept '21](#)
&
TEFAT Safeguarding Policy [TEFAT Safeguarding & CP: 2021-2022](#)
- updated April '22

Greenside Child Protection Policy

School Statement of Student Safety and Welfare

In line with the Government's vision for all services for children and young people, "Keeping children safe 2015" and the updates since, The Trust and all Greenside staff recognize that students have a fundamental right to learn in a safe environment and to be protected from harm.

Young people are less likely to learn effectively and to go on to lead positive and independent lives if they are not kept healthy and safe. Greenside is, therefore, committed to providing an environment which is safe and where the welfare of each student is of paramount importance. This will include a commitment to ensuring that all students feel confident that any concerns they may have will be listened to and acted upon.

To this end, The Trust and staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and members of the Trust attend appropriate training and working effectively with other professionals on behalf of students in need or enquiring into allegations of child abuse.

The Trust and Greenside Leadership Group will ensure that the school carries out its statutory duties to report suspected abuse following agreed Local Safeguarding Children Board procedures and to assist the agencies acting on behalf of children in need when they are enquiring into allegations of child abuse.

Aims of this policy are:

- ❖ To raise awareness of all Greenside staff of the importance of safeguarding and child protection and of their responsibilities for identifying and reporting actual or suspected abuse
- ❖ To ensure students and parents/ carers are aware that Greenside takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- ❖ To promote effective liaison with other agencies in order to work together for the protection and welfare of all students
- ❖ To support students' development in ways that will foster security, confidence and independence
- ❖ To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all key stages
- ❖ To take account of policies in related areas such as positive behaviour management and our anti-bullying work.

All staff will have access to the London Borough of Hammersmith and Fulham Centrally Retained Education Welfare Advisory Service Manual May 2012 'Managing School Attendance & Safeguarding'.

Tel: 020 8753 2862

Designated safeguarding lead (DSL)

The DSL should be a member of the senior leadership team and take lead responsibility for safeguarding. Schools may also decide to have one or more deputy DSLs. The DSL and/or a deputy should always be available to staff during school hours.

At Greenside the DSL will be Robin Yeats, Georgina Webber & Daniel Mahara. Sophie Wietzman will also support. Our Trust DSLs are: Caroline Oliver (DSL for TEFAT) and Travis Latham (Deputy DSL for TEFAT).

Safeguarding training

In addition to existing safeguarding training requirements, the knowledge and skills of the DSL and any deputies should be updated at least annually. Staff should also receive safeguarding updates at least annually.

Safer recruitment

Section 128 direction checks are required for Trust members and staff involved in the management of an independent school, including academies and free schools. These checks are also covered by barred list checks.

Employer Access Online has been replaced by the Teacher Services system, which can be used to carry out prohibition from teaching and section 128 direction checks.

The updated guidance also has more information about checks on individuals who have lived or worked outside the UK.

Reporting and recording concerns

All staff need to be aware of the early help process and be prepared to identify children who may benefit.

The guidance distinguishes between a 'concern' about a student and 'immediate danger or risk of harm'.

Concerns should be discussed, if possible, with the DSL, and a course of action decided on. Where a student is in immediate danger or at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. In both cases, staff making a referral should inform the DSL as soon as possible.

All concerns, discussions and decisions should be recorded in writing. Staff should know how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

All conversations and actions should be recorded on 'My Concern'.

Online safety

We ensure appropriate filters and monitoring systems are in place to protect students from inappropriate and harmful online material. We have a whole-school approach to online safety, including a clear policy on the use of mobile technology. We use e-safe on all Greenside Google accounts to monitor appropriate use.

Teaching students about safeguarding

We teach students about safeguarding, including staying safe online.

Specific safeguarding issues

There is more information about specific safeguarding issues including 'children missing in education', female genital mutilation (FGM) and radicalization in annex A of the new guidance.

Guiding Principles for Intervention to Protect Students

The Trust and Greenside Leadership Group will ensure that the principles below, which derive from the Children's Act 1989, form the basis of our child protection policy and procedures and are followed by all staff.

- ❖ All students have a right to be protected from abuse
- ❖ Child abuse can occur in all cultures, religions and social classes
- ❖ Staff must be sensitive to the many differing factors which may need to be taken into account, depending upon the student's cultural and social background
- ❖ It is important to ensure that the student has the opportunity to express her/ his view and is listened to carefully
- ❖ The primary concern at all stages must be the safety and welfare of the student. Where there is a conflict of interests between the student and parent/ carer, the interests of the student must be paramount.
- ❖ Students who have been abused need the same care and sensitivity regardless of whether they have been abused by a parent/ carer or a stranger.
- ❖ The responsibility to refer to the Child Protection Lead, students thought to be at risk rests with the individual who identifies the concern
- ❖ The concept of working in partnership with those who hold parental responsibility for a student must provide a framework for procedures

Child Protection Definitions

Neglect – Persistent or severe failure to meet a child’s physical and/or psychological needs resulting in impairment of the student’s health or development

Physical abuse – Actual or likely physical injury to student, or failure to prevent physical injury or suffering

Sexual – Actual or likely exploitation of a student by involvement in sexual activities of any kind

Emotional – persistent emotional ill treatment of a student causing severe and persistent adverse effects on the student’s emotional development

Potential abuse – situations where students may not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another young person in the household has been abused or where there is a known abuser.

The signs of possible abuse include:

Neglect

Constant hunger or tiredness, frequent lateness or absence, poor personal hygiene, untreated medical problems, running away, stealing, low self-esteem, reported or suspected exposure to domestic violence.

Physical

Unexplained injuries/bruises, improbable or evasive excuses, untreated injuries, fear of treatment or medical help, fear of physical contact, fear of going home, over-aggressive or defensive tendencies, fear of removing clothes, bite marks, burns or cuts, unexplained facial injuries, including haemorrhages behind the eye, also if it is suspected that a student has undergone Female Genital Mutilation. Special consideration should be given to a student who has returned from a holiday from one to the countries practicing FGM: showing signs of change of personality; withdrawn, tearful, not wanting to participate in PE, frequently asking to use the bathroom etc. All concerns regarding FGM must be reported to the Greenside DSL immediately.

Sexual

Tendency to cling, tendency to cry, genital itching, acting ‘like a baby’, distrust of familiar adults, wetting and/or soiling, fear of undressing, throat infections, depression, fearful behaviour or panic attacks over-sexualized and inappropriate behaviour and/or language with peers/adults

Emotional

Physical, emotional, developmental delay, over-reaction to mistakes, tearfulness, fear of losing, fear of parents being contacted, stealing, thumb-sucking, rocking, anxiety, reported or suspected witnessing of scenes of domestic violence. Signs of Munchausen Syndrome by Proxy (if a parent/carer of a student deliberately fabricates or induces illness in that student), which may include, perceived illness, frequent changes of doctor, enforced illness, fabricated illness. A student may exhibit unusual or unnaturally prolonged illness and symptoms/signs of illness can have a temporal association with mother’s presence.

Extremism

Protecting students from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting students from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism(*) There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in student’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in

identifying students who might be at risk of radicalisation and act appropriately which may include making a referral to the Channel programme

(*) Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

All agencies receiving information in the context of a child protection enquiry must treat it as Confidential. They must only disclose the information to those who need to know.

**All of the policy statements below should be read in conjunction with KCSiE – 2021 guidance)
Responsibilities of the Designated Child Protection School Professional**

The Trust and Greenside Leadership Group will ensure that Greenside has identified a designated member of the teaching staff for child protection and that the designated staff member is aware of and acts on the following responsibilities:

- ❖ Ensure staff are familiar with Greenside, LA and TEFAT guidelines for identifying and reporting abuse, including allegations of abuse against staff
- ❖ Ensure staff are familiar with the school, LA and TEFAT guidelines for identifying and reporting Radicalisation.
- ❖ Designated lead or deputies to immediately seek advice from the Executive Head and then from the front door team at Children’s Services. The police should be contacted if this advice is not available (with permission from the Executive Head)
- ❖ Ensure staff including temporary staff and those who start mid-year, receive foundation training in child protection and that this is reviewed every two years
- ❖ Be responsible for coordinating action and liaising with other agencies and support services over child protection issues
- ❖ Assist Social Services and other appropriate involved agencies in any enquiries into allegations of child abuse. This will include Greenside being represented at Child Protection Conferences and Core Group Meetings, Child in Need Meetings and any other professional meetings involving child protection issues.
- ❖ Follow as appropriate recommendations made by the Local Safeguarding Children Board (LSCB) guidance and London Child Protection Procedures.
- ❖ Be aware of Every Child Matters (and guidance/ advice since) and what to do if you are worried a student is being abused and any other legislation, guidance, policy and procedures in the area of safeguarding and child protection including new legislation
- ❖ Monitor the attendance and development of students on the child protection register
- ❖ Maintain rigorous child protection records in chronological order and send onto new schools
- ❖ Organise annual whole staff meetings in order to support and advise staff on child protection issues generally
- ❖ Ensure that information regarding child protection cases/concerns/disclosures is disseminated appropriately between agencies and to all those involved the education, care and welfare of the student concerned but with direct and appropriate regard for the issues of confidentiality especially when staff are drawn from the local community
- ❖ Ensure policy is followed in relation to cases of potential abuse, FGM, radicalization, students missing in education, neglect or any other related aspect of Child Protection – we always are on the side of caution and treat every concern seriously.

Responsibilities of Greenside staff

The Trust and Leadership Group recognize that all members of the Greenside staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the students in our school. In

doing so they should seek advice and support as necessary from the designated child protection officer and other senior staff members where appropriate or necessary.

Staff are expected to provide a safe and caring environment in which students can develop the confidence to voice ideas, feelings and opinions. Students should be treated with respect within a framework of agreed and understood behaviour.

All school staff are expected to:

- ❖ Be able to identify signs and symptoms of abuse
- ❖ Report concerns (including concerns about other staff/professionals) to the designated teacher or other senior staff members where appropriate
- ❖ To feel able to report any child protection concerns irrespective of how minor the issue may appear to be; if in doubt share
- ❖ Be aware of and follow the relevant guidelines from relevant local procedures and guidelines from the Local Safeguarding Children Board
- ❖ Know to whom and how to report allegations against other staff following the guidelines issued by the LA/ TEF
- ❖ Monitor and report as required on the welfare, attendance and progress of students on the Child Protection Register
- ❖ Ensure that reported concerns are appropriately recorded and documented by the designated child protection officer
- ❖ Where appropriate keep clear, dated, factual and confidential records of child protection concerns e.g. clear information and what and when reported to designated staff member

Dealing with disclosures

- ❖ Stay calm and sympathetic
- ❖ Listen to what you are being told without displaying shock or disbelief.
- ❖ Be observant and attentive
- ❖ Do not be judgmental about the student, alleged perpetrator, the student's home, family and culture
- ❖ Do not ask questions which may mislead or interrogate
- ❖ Reassure the student that she/ he was right to talk to you and that they can say as much as they need to but...
- ❖ Do not dismiss the disclosure
- ❖ Do not make promises that cannot be followed
- ❖ Do not promise confidentiality
- ❖ Explain clearly and gently what will need to happen next

Appointment of staff, permanent and temporary

The Trust and Greenside Leadership Group will, when appointing staff, take account of the guidance issued by the Department for Education Safer Recruitment and ensure that Greenside observes rigorously the following safeguards:

- ❖ Documentation sent out to potential candidates will make it clear that child protection is a high priority at Greenside and that rigorous enhanced DBS checks will be made of any candidates before appointments are confirmed
- ❖ All references will be taken up and verified by telephone referees
- ❖ A reference will always be obtained from the last employer
- ❖ At interview candidates will be asked to account for any gaps in their career/employment history
- ❖ Candidates will be made aware of systems established within Greenside for retaining records
- ❖ That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary

Allegations against staff

The Trust recognizes that because of the daily contact with students in a variety of situations, including the caring role, teachers and other staff are vulnerable to accusations of abuse and that Guidelines for Safe Practice should be adhered to. Greenside has adopted the LA Guidelines.

The Trust further recognizes that, regrettably, in some cases, such accusations may be true. The Trust, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Executive Head / Designated Teacher or, if appropriate, other senior members of staff.

Staff contact with students

To minimise the risk of accusations being made against staff, the Trust and the Leadership Group will ensure that staff are aware of and following TEFAT & National Guidelines on the Use of Control and Physical Restraint by Staff together with guidance given in Section 8 of the DfE publication Child Protection: A Practical Guide for all Staff Working in Education Establishments – adopted in our Greenside Policy.

The Trust will also ensure, through the Leadership Group, that staff follow the DfE Guidance and Procedures for School Visits – adopted in our Greenside Policy

Greenside procedures will also ensure that all visitors to our site sign the visitors' book, make immediate contact with a member of the Office staff and are accompanied to the member of staff receiving the visitor. If a member of the Office staff is not available, other senior staff or identified staff members will manage the arrival of the visitor appropriately. Visitors, temporary staff, and visiting Trust members will wear appropriate ID at all times.

Unscheduled visits and changes to student dropping off and picking up will be managed appropriately by the Office Staff and communicated appropriately. Where a member of the Office staff is not available other senior staff or designated staff members will manage the above.

Temporary/supply staff on site will be expected to follow the same guidelines and procedures as permanent staff. Where any concerns are raised about the behaviour towards students, temporary/supply staff will inform a member of Leadership Group and/or designated child protection officer immediately and the individual will be asked to leave the premises immediately and her/ his agency informed.

Curriculum

The Trust and Leadership Group believe that the school curriculum is important in the protection of students. The aim will be to development a curriculum that meets the following objectives:

- ❖ Develops and enhances student self-esteem
- ❖ Develops and enhances communication skills
- ❖ Informs students about all aspects of risk to personal safety
- ❖ Develops and enhances strategies for self-protection
- ❖ Develops and enhances student understanding of what is and what is not appropriate adult behaviour
- ❖ Develops and enhances non-abusive behaviour between students

Students with Special Educational Needs and Disabilities

The Trust and Leadership Group recognize that students with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to correctly interpret apparent signs of abuse or neglect. Indications of abuse will be reported in the same way as for other students.

In line with the DfE Circular 10/95 The Trust and Leadership will provide a school environment in which students with special educational needs feel confident and able to discuss their concerns. Where necessary, students will be given an opportunity to communicate with a member of staff with appropriate training in specific communication skills.

Communicating with parents/ carers

Parents/carers will be made aware of this policy and Greenside's procedures for dealing with child protection issues.

Monitoring the effectiveness of this policy

The Trust expects the SENDCo and Head of School to report annually on the effectiveness of Greenside's Safeguarding and Child Protection policy and procedures and to raise as a matter of routine any issues that arise as a result of the inadequate implementation of the policy and procedures. She/ he will also report each term to the Executive Head and Trust with specific responsibility for this area.

More detailed guidance can be found on-line in the London Child Protection Procedures.

Roles and Responsibilities

Greenside School Designated Safeguarding & Child Protection Officers:

Robin Yeats, Georgina Webber and Daniel Mahara (supported by Sophie Wietzman - P/T SENDCo)

The Executive Head, Head of School, Deputy, Assistant Head & SENDCo have responsibility for Safeguarding and Child Protection.

The TEFAT Designated Safeguarding Leads (DSL) are: Caroline Oliver and Travis Latham.

Ofsted expectations

When judging whether your school has effective safeguarding arrangements, Ofsted explains it will expect you to have "well-developed strategies" to keep students safe when using technology, including the internet. It also says that Ofsted will expect staff, leaders and managers to understand the risks posed by adults or young people who use the internet to bully, groom or abuse students.

Inspectors will consider students' understanding of how to keep themselves safe from risks when using the internet and social media, and will include online safety in their discussions with their students. They'll also investigate what you do to educate students in online safety, and how you deal with issues when they arise. This is outlined in Ofsted's [guidance on inspecting safeguarding](#).