

Greenwich House Independent School

Child Protection Policy and Procedure for School, Kindergarten and Crèche

Introduction

Greenwich House Independent School, Kindergarten and Creche (“Greenwich House”) is committed to providing a safe and secure environment for every child attending and will work within the guidelines laid down by the local safeguarding partners, the Lincolnshire Safeguarding Children Partnership (the website for which can be found at the following link - <https://www.lincolnshire.gov.uk/safeguarding/lscp>) and current government guidance including but not limited to the following:-

What to do if you are worried a child is being abused – Summary’ (DCSF publication)(which can be found at the following link - <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>);

Keeping Children safe in Education - statutory guidance for schools and colleges (September 2022)(“KCSIE”)(which can be found at the following link - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>);

the Statutory Framework for the early years foundation stage (31st March 2021 and effective 1st September 2021) (which can be found at the following link - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>) including including (when active) the Early years foundation stage: coronavirus disapplications; and,

Working Together to Safeguard Children -A guide to inter-agency working to safeguard and promote the welfare of children -July 2018 (which can be found at the following link - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>)

This policy should be read with Greenwich House’s other policies and relevant documentation. For staff, this will include Greenwich House’s Staff Code of Conduct, Staff Disciplinary Procedures, the Terms of their Contract of Employment, Job Description, Social Media and Digital Policy (which incorporates Greenwich House’s Acceptable User Policy) and Equal Opportunities Policy. Where the nature of their concerns about the behaviour of other members of staff demands it, staff members should refer to Greenwich House’s Allegations Against a member of staff procedures and Whistle Blowing Policy. Our policies, procedures and practices may be impacted by emergency incidents such as those that were followed in respect of Coronavirus Covid 19. In the event of our policies, procedures and practices being amended in light of such a scenario, the importance of Child Protection will form an integral part of any risk assessment and design of these. All statutory guidance will continue to be followed. Where appropriate, details of such changes will be provided to employees, parents and carers and pupils as well as other effected parties.

Greenwich House’s Curriculum and Environment

The Children's Act of 1989 acknowledges that children can find it difficult both to speak on their own behalf or to understand the decision making processes involved once they offer a disclosure.

Schools / Kindergartens / Crèches, are perfectly placed to be involved in maintaining the welfare of children through a personal / social education programme including RSHE polices. Such programmes can help children to increase their personal safety by developing their assertiveness skills, raising their self esteem and giving them an understanding of unacceptable adult behaviour Greenwich House's Curriculum incorporates such programmes and is reviewed always with these issues in mind. Greenwich House acknowledges the importance of Preventative education as set out in KCSIE:

"Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment...These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum."

Teachers and other staff at Greenwich House have daily contact with children. They are therefore in a good position to observe the physical and behavioural signs of abuse. Teachers and other staff understand "...that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication." (para 19 KCSIE)

Greenwich House also acknowledges that, as an educational setting, it is not an investigative agency and must refer any suspicions to Children's Services.

Procedures

The school has two Child Protection Officers / Designated Safeguarding Leads (Mrs Michelle Morley and Mrs A Brindle (Deputy Designated Safeguarding Lead) and referred to below as DSLs) whose responsibility is to carry out and act using the following procedure (save that where appropriate staff members should refer to Greenwich House's Allegations Against a member of staff procedures and Whistle Blowing Policy where the nature of their concerns about the behaviour of other members of staff demands it.) Should a member of staff suspect, or a child disclose or show signs of abuse, they should immediately inform one of the DSLs.

The DSL will in the first instance interview the parties concerned and make an assessment of the known facts.

In making their decision, they will take into account the fact that all staff have had professional training in the identification of child abuse.

1. If the DSL concurs with the source (s) of suspected abuse, which in all but exceptional cases will be automatic, *Lincolnshire County Council Safeguarding (on 01522 782111 (Monday to Friday, 8am to 6pm / 01522 782333 outside office hours)* will be informed immediately and receive the full cooperation of the school.

Where appropriate, the DSL will notify the registration body (Ofsted) of any circumstances affecting the wellbeing of a child and in the event of an allegation being made against a member of staff or volunteer (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Greenwich House will cooperate fully with Ofsted.

2. Greenwich House acknowledges its legal duties detailed in KCSIE and in the Statutory Framework for the early years foundation stage to refer relevant cases to the DBS and Secretary of State.

All staff at Greenwich House recognise that, whilst all children should be protected, some groups of children are at potentially a greater risk of harm including children who need a social worker, children missing from education, children requiring mental health support, looked after children and previously looked after children, care leavers, children with special educational needs and disabilities or physical health issues, and, pupils who are lesbian, gay, bisexual, transgender or questioning (LGBTQ+), or perceived to be.

In accordance with KCSIE the DSLs will be provided with details of a looked after child's social worker as well as the Virtual School Head in the authority that looks after the child. For care leavers, the DSL will be provided with details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

In cases where there is a police investigation, page 162 Keeping Children Safe in Education points out:-

"[DSLs should]...liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019."

At Greenwich House provision is in place to support all children including those children identified as being a member of one of the groups who are at greater risk. Such provision includes the provision Greenwich House provides for Special Educational Needs and Disabilities (including by its SENDCOs) and the support given in Kindergarten and Creche by a child's key person and in school by the teaching staff and assistants. In the school, for Looked after Children (ie a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority) (including those moving out of care) and Care Leavers, Greenwich House will ensure that care leavers are supported with pathways including liaising with such bodies including the local authority to support the child. The Head Teacher, Mrs A Brindle (with support from the SENDCO, Mrs E Brindle) is responsible for supporting

Looked After Children and she will liaise with the local authority and work with the child's social worker to enhance this support.

The school has published an Attendance Policy which sets out the school's expectations for attendance and the related procedures.

Information Sharing

Confidentiality is always important, but in cases where child abuse is suspected, it is essential. Whenever concerns are raised or worrying changes are observed in a child's behaviour, physical condition or appearance, a specific record will be set up. Any written notes (time and date to be included) need to be passed on to the DSLs and ultimately, the School Head Teacher and stored securely away. Any conversation or information that you have heard must be kept confidential. Passing on information which is confidential could harm the very children who need protecting.

Notwithstanding the need for confidentiality, it should always be borne in mind that Data Protection requirements do not prevent or limit Greenwich House from the essential sharing of information for the purposes of keeping children safe. Subject to appropriate safeguards being in place, information may be shared with colleagues, other schools, Children's Services and other local agencies for this purpose. Consent is not required to share this information if the obtaining of consent places a child at risk. If in any doubt, please speak with the DSL. As per its duty under paragraphs 121 and 122 of Keeping Children Safe in Education, Greenwich House will ensure:

that "Where children leave the school ..., the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required."

"In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives. More information on the child protection file is in Annex C."

Good Practice – Helping Abused Children (N.B. See also Appendix)

- Reassure the child that you believe them and that you want to help them.
- Listen carefully to what the child is saying. You will need to write it down afterwards.

- Do not ask a child questions. Where a criminal act has taken place, the police may find it hard to prosecute if there is any doubt that a child has been influenced by what an adult has said to them.
- Do not promise the child that you can keep this a secret. This is unfair on the child because you are not able to do so. Say to the child that you need to talk to other people so that they can help.
- Reassure the child that they are not to blame for what has happened to them.
- Report what has been said to the DSLs immediately and write down the times and what was said in as much detail as possible but stick to the facts as disclosed. You will also need to write down any incident that led up to the disclosure and who was present. If possible use Greenwich House's Child Protection (Safeguarding) Incident form

Categories of Abuse (N.B. See also appendix at rear of this Policy)

The four main categories of abuse which may lead to registration are:-

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

There are also specific safeguarding issues:

- Children and the Court System
- Children missing from education
- Children with family members in prison
- Child sexual exploitation - (see Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation - February 2017)
- Child criminal exploitation - county lines
- Domestic abuse
- Homelessness
- Honour-based abuse
- Preventing radicalisation - see separate Prevent Duty Policy
- Peer on peer abuse
- please see annexe 2 attached

Sexual violence and sexual harassment between children in schools and colleges – please see annexe 2

- Upskirting
- Alcohol abuse

- Bullying including cyberbullying (see separate policies for Anti Bullying and E-safety)
- Child missing from home or care
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Gangs and Youth Violence
- Gender Based Violence / Violence Against Women and Girls (VAWG)
- Hate
- Health and well-being
- Mental Health
- initiation/hazing type violence and rituals
- Missing Children and Adults
- Private fostering
- Relationship Abuse
- Sexting
- Trafficking
- Online
- Serious Violence
- Female Genital Mutilation

According to Keeping Children Safe in Education (para 23) “All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.” This is called Contextual Safeguarding.

Staff Training

All staff will be given access to part 1 of KCSIE or Annexe A if appropriate to their role. They will read this as part of their safeguarding training.

All staff are trained to understand our safeguarding policies and procedures and parents are made aware of them too. The proprietors of Greenwich House undertake training to “...equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding.” This training is regularly updated, All staff understand that safeguarding is their responsibility. Staff have an up-to-date knowledge of safeguarding issues, are alert to potential indicators and signs of abuse and neglect and understand their professional duty to ensure safeguarding and child protection

concerns are reported to the local authority children's social care team or the NSPCC. They receive updates on safeguarding at least annually.

All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.

Recruitment Checks

Enhanced criminal records and barred lists checks and other suitability checks (including, if appropriate, section 128 checks in respect of persons prohibited from management roles in independent schools) are carried out for staff and volunteers prior to their post being confirmed.

All staff and volunteers are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment with us).

From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are **not** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children. Staff should notify Greenwich House, however, if any relationship or association they have may pose a risk to Greenwich House's safeguarding procedures.

In KCSIE on page 53, paragraph 220, the instruction reads:

"As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview."

In order to comply with its obligations, Greenwich House requires members of staff to cooperate with it in obtaining updated DBS checks (including Children's Barred List information where applicable) on at least a triennial basis

Order of Procedure

The order of procedure in school should adhere closely to the following agreed and legally binding sequence of events. This emphasises the key role of the school in the initial identification of abuse and how, in the later stages, the school becomes a supportive body, monitoring the child to the point where, hopefully, he or she becomes de-registered should the threat be eliminated:-

Order of Procedure

1. Discovery of injury, disclosure, or suspicion of abuse or neglect.

Immediately inform one of the DSLs (Mrs Michelle Morley and Mrs Arran Brindle).

2. Immediate medical treatment if necessary.
3. The procedure set out in the flow chart on page 22 of KCSIE will be followed where there are concerns about a child.

Child Protection Register

The school should be notified of any pupil whose name is on the Child Protection Register. This alerts the school to observe the child's attendance, development and behaviour.

Supporting Families

We acknowledge that parents will be the first point of contact and they will be informed of any suspicions **unless** this is deemed likely to put a child at risk.

Greenwich House Independent School, Kindergarten and Crèche, through the Child Protection Policy, will inform parents of their role and responsibility regarding safeguarding children.

We will continue to welcome children and work with parents throughout any investigation.

Staff Accused of Abuse

In cases where staff are accused of abuse, please refer to Greenwich House's Allegations Against A Member of Staff and Greenwich House's Whistleblowing Policy for advice on how to address this situation.

Use of cameras, mobile phones and social networking sites

The school's Staff Social Networking and Digital Policy should be read in conjunction with the school's Safeguarding Policy. Greenwich House also has a Policy for Parental use of Social Networking and Internet Sites

Car Parking, Arrival and Collecting Routines

In school, all children are asked to arrive between 8.40am -8.50am ready for a 9.00am start (unless pre-arranged with Mrs A. Brindle). At the start of the day, R/1/2 should be taken to the rear car park, where a member of staff will meet them. Years 3/4 and 5/6 should use the front red door. Parents arriving by car should use the parking spaces at the front of the school. Parents must try and ensure they adhere to the times given for drop off and collection unless prearranged alternatives have been agreed with Mrs A. Brindle. This will ensure we can minimise any congestion. All children should be collected at the end of the day in the rear car park at 3.30pm, unless a parent or carer is walking, in which case please use the small side gate and ensure social distancing is maintained in the inner garden. A member of staff will take children to their parent/carer.

In Kindergarten and Creche, all parents/carers drop off and collect their children from their classroom door, that is for Creche, K1 and K3 via the garden, and for K2 via the front red door. Parents and carers who collect or collect their children between 9.30am and 3.15pm will need to come via the front red door as the gates will be locked. Kindergarten and Creche parents/carers may use the rear car park or car park spaces at the front of the building as the case may be. If walking, parents/carers should enter through the pedestrian access gate to the side of the school building if their children attend Creche, K1 or K3.

The gates will be locked during session times to promote the safety of the children. We therefore would request parents and/or carers arrive promptly to avoid having to walk to the front entrance.

At the beginning of session times, parents and/or carers should hand their child over to the member of staff responsible for their child's room. Parents and/or carers should never simply leave their child.

Parents and/or carers should forewarn staff if their child has suffered a recent injury or if they suspect that they may be unwell or not feeling themselves.

***Parents should not take their child to the toilet. If a child requires the toilet on arrival or departure parents are asked to inform a member of staff who will accompany them.**

If someone else other than the child's parent or carer is to collect a child, parents and/or carers should let their child's key person/teacher know in advance, stating the name of the person who is to collect them, their relationship to them and a brief description. Parents and/or carers will also be asked for a password which the person will be required to provide before entry into the school. **Without such information, we will in no circumstances hand your child over until the identity of the third party has been confirmed by the child's parents and/or carers.**

Advice and concerns regarding safeguarding children should be directed to:

- Lincolnshire Safeguarding:
Office Hours: Tel. 01522 782111
Out of Hours: Tel. 01522 782333
- Lincolnshire Police: Tel: 999 in an emergency or 101
- Ofsted: Tel. 03001231231

Pupils emergency contact:-

Given the age of the children attending Greenwich House it may be unlikely that they will have their own facility to or seek to make contact with the school by telephone with any concerns they have or to request help and guidance. Hence, it is vital that members of staff are alert to their responsibilities of care and to remain approachable to pupils who may require their help. Nevertheless, if pupils require emergency assistance, they can contact the school in an emergency on 01507 609252.

Pupils may also wish to contact Childline on 0800 1111.

.....Mrs. A. Brindle.....Head Teacher

Date: September 2022

Annexe 1

Our sole purpose for existing is to promote and maintain the care and education of our children. It therefore follows that each and every member of staff has a duty to protect each child in their care from any event or influence which may harm them. It is with this in mind that our Child Protection Policy has been designed.

Clearly working together with parents / carers and their children is by far the best way to help children and their families in times of stress. It is equally vital that there are easy communication flows both between agencies concerned with the welfare of children and between individual professionals.

This document is designed to provide clear guidance if you are unsure what to do. It can be summarised very simply as:-

- Become familiar with this code of practice.
- Ask Mrs Michelle Morley or Mrs Arran Brindle (the DSLs) for advice, stating your concerns clearly. These concerns should never, for obvious reason, be articulated in the hearing of other children or adults. Failure to follow this important procedure could have serious legal implications and also hinder the very process established to protect the child.

Please remember that the difference between child abuse and child protection could be you.

Children need you to:

- See them
- Hear them
- Protect them

Individual factors or indicators of child abuse may not be particularly worrying in isolation, but in combination they can indicate that there is cause for serious concern.

What to do if you're worried a child is being abused sets out some of the signs that might be indicators of abuse or neglect between pages 5 and 10 of that document (the link for which is provided above). Part 1 of Keeping Children Safe in Education also sets out similar indicators (the link for this document is also provided above)

The following may also be indicators of possible abuse:-

Indicators of possible abuse - Parental Behaviour

- Inappropriate sexual comments
- Inappropriate sharing of images
- Signs of alcohol and drug abuse

- Have you noticed any change in the presentation or behaviour of the parents?
- Are the parents distancing themselves from the staff?
- Have the parents lost interest in their child's development and learning?
- Are the parents late delivering or collecting the child?
- Are they sending other people to collect the child?
- Are parents falling behind with payments?

Indicators of possible abuse – staff behaviour

- Inappropriate sexual comments
- Excessive one-to-one attention beyond the requirements of their usual roles and responsibilities
- Inappropriate sharing of images
- Signs of medication and substance misuse

Definitions of Abuse

Ref: *Keeping Children Safe in Education - September 2022*

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

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

Conclusion

As professional child carers and teachers, we must be vigilant at all times should we suspect that a child is being abused or is at risk in this respect. Cases of suspected abuse may be quickly explained and found to have no substance. However, all staff must be aware that "it [abuse] could happen here" and that the interests of the child must always come first.

For this reason, it is vital that one of Greenwich House's DSLs (Mrs Michelle Morley and Mrs Arran Brindle) is told immediately of any suspicions of abuse that you may have. This will ensure that the matter is thoroughly investigated with the child's welfare as paramount.

No member of staff should contemplate 'going it alone' as this can have a devastating effect on parental relationships should things go wrong and even more importantly, can prevent instances of acute abuse being successfully dealt with.

The DSLs will at all times make it a priority to listen at length to any concerns colleagues may have.

The approach should always be direct to one of the DSLs. Never feel obliged to consult other members of staff first. This is time consuming and can blur the issue. Speed, discretion and sensitivity are needed in order to deal professionally with this important aspect of our duties of care to the children we teach.

If a staff member feels that their concern is not being taken seriously they have every right to share their concerns with the Lincolnshire Safeguarding Children Partnership customer services unit and/or to the Police without affecting their terms of employment (see Whistle Blowing Policy).

Annexe 2: Child on Child Abuse including Sexual Violence and Sexual Harassment

All staff at Greenwich House recognise that a child can abuse their peers. The staff at Greenwich House recognise the serious nature of this type of abuse and the different forms that it can take. Greenwich House has in place Anti-bullying, Behaviour and E-Safety policies to challenge peer on peer abuse and will follow guidance contained in Keeping Children Safe in Education (September 2022).

The different forms child on child abuse can take include:-

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting;
- causing someone to engage in sexual activity without consent;
- upskirting; and
- initiation/hazing type violence and rituals

Greenwich House has in place procedures to minimize child on child abuse including:-

- training of staff to recognize child on child abuse, to be approachable by a child who may wish to speak with a member of staff about peer on peer abuse and to properly record and take action in respect of a report;
- Greenwich House's curriculum includes Relationships Education and Online Safety content to enhance a child's understanding of what behaviour is and isn't acceptable and who to speak to about any concerns;
- the availability of teaching staff to support children including in school a Pastoral Lead and in Kindergarten and Creche a child's key person
- Anti-bullying, Behaviour and E-safety policies are in place
- Referring to guidance including Keeping Children Safe in Education (September 2022) and the information and resources referred to in it relating to specific types of child on child abuse

Greenwich House's curriculum includes teaching children in an age appropriate way the systems that are in place for children to confidently report abuse, knowing their concerns will be treated seriously. Resources are available in school to support this.

Allegations of child on child abuse will be recorded in accordance with this policy and referred to the DSL to investigate and deal with;

In cases reports of alleged sexual violence and sexual harassment, Greenwich House will follow the guidance provided in Part five of Keeping Children Safe in Education (September 2022) which sets out how schools and colleges should respond in such cases. All reports will be taken seriously with risk assessments undertaken and proportional action taken in accordance with the guidance. The designated safeguarding lead or deputy will take a lead in responding to such cases and Greenwich House will work with such other agencies as are necessary in each

individual case to secure the best outcomes for victims, perpetrators and any other children affected by this type of abuse. Those involved will be supported by staff including in kindergarten and creche a child's key person and in school the Pastoral Lead or such other member of staff as might be considered appropriate in a given set of circumstances. Other agencies will be consulted to assist with the provision of support as the individual circumstances of those involved may dictate.

Similar support will be provided as required by the circumstances to those involved in other types of child on child abuse.

Greenwich House recognises that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported – the importance of Greenwich House's curriculum content is therefore vital to making children feel safe and able to discuss their concerns as well as to learn and understand what types of behaviour are and are not acceptable.

Greenwich House is clear that there should be a zero-tolerance approach to abuse - it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;

Greenwich House recognises that whilst it is more likely that girls will be victims and boys' perpetrators, that all child on child abuse is unacceptable and will be taken seriously