



The Granville School

Safeguarding Policy



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CAF	Common Assessment Framework
CME	Children Missing in Education
CSC	Children's Social Care
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DSL	Designated Safeguarding Lead
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
FM	Forced marriage
HBV	Honour Based Violence
ICT	Information and Communications Technology
KCC	Kent County Council
KCSIE	Keeping Children Safe in Education: Statutory Guidance for school and colleges
KSCB	Kent Safeguarding Children Board
LA	Local Authority
LAC	Looked After Children
LADO	The Local Authority Designated Officer
LSCB	Local Safeguarding Children Board
NEN	National Education Network
NSPCC	National Society for the Prevention of Cruelty to Children
PSHCE	Personal, Social, Health and Citizenship Education
SEN	Special Educational Needs
SMSC	Spiritual, Moral, Social, Cultural Values
TAC	Team Around the Child
TES	Weekly publication aimed primarily at school teachers in the UK
URL	Uniform Resource Locator, an address to a source on the internet
VAWG	Violence Against Women and Girls



INTRODUCTION

This policy applies to the whole school including the Early Years Foundation Stage.

Definition: Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education Part one)

'Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse'.
(National Society for the Prevention of Cruelty to Children)

Abuse is a complex issue. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by a family member or in an institution or community setting by those known to them or, more rarely, by others. They may be abused by an adult or adults, or another child or children.

Aims of this Policy

- To provide all staff, including the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DDSL), staff, volunteers and Governors with the necessary information to enable them to meet their statutory responsibilities
- To promote and safeguard the wellbeing of children;
- To ensure consistent good practice across the school;
- To demonstrate the School's commitment with regard to safeguarding children.

It is based on KCSIE 2020, Working Together to Safeguard Children 2018 and Prevent Duty Guidance for England and Wales 2015.

Key Personnel

The Designated Safeguarding Lead (DSL) who has overall responsibility for child protection practice in school, including Early Years, is the Headmistress, Mrs Louise Lawrance. Her deputy is the Deputy Head, Mrs Louise McCabe-Arnold. The DSL and DDSL (Deputy Designated Safeguarding Lead) are responsible for liaising with local statutory children's agencies as appropriate.



The DSL and DDSL may both be contacted on the Granville School main number 01732 453039 or by email head@granvilleschool.org and mccabel@granvilleschool.org

The Designated Safeguarding Governor is Mrs Margaret Giblin.

LSCB is Kent www.kscb.org.uk

Area Safeguarding Advisor may be contacted through Linda Funnell

Local Authority Designated Officer (LADO)

LADO Team contact number 03000 410 888
Email: kentchildrenslado@kent.gov.uk
Office: 03000 411995

Safeguarding Contacts

Headmistress/DSL	<p>Mrs Louise Lawrance 01732 453039 or email head@granvilleschool.org EduCare Level 3 Safeguarding 27/02/20 DSL Refresher Training 9/10/19</p>
Deputy Head/DDSL	<p>Mrs Louise McCabe-Arnold 01732 453039 or email mccabel@granvilleschool.org</p>
Safeguarding Governor	<p>Mrs Margaret Giblin clerkofgovs@granvilleschool.org</p>



Chair of Governors	Mrs Nicole Coll clerkofgovs@granvilleschool.org
Safeguarding Governor and Chair of Governors on clerkofgovs@granvilleschool.org Details of all staff safeguarding training is available from DSL	
Education Safeguarding Team	Anup Kandola Office: 03000 412445
LADO Team for allegations against staff	LADO Team 03000 410 888 Email:kentchildrenslado@kent.gov.uk
Central Referral Unit-If a child is in immediate danger and no reply from office (children's social care team)	03000 411111 Out of hours: 03000 419191
Local safeguarding authority	Kent Safeguarding Children Board (KSCB)
	https://www.kscb.org.uk/
NSPCC	National helpline 0808 8005000
	Kent Tel 01634 308200 www.nspcc.org.uk
NSPCC Whistleblowing helpline	0800 028 0285 (8:00 AM to 8:00 PM, Monday to Friday) Email help@nspcc.org.uk .
Children Missing Education Team (CME)	https://www.kent.gov.uk/education-and-children/schools/school-attendance/children-missingeducation
Radicalisation advice	Kent Police 101 Kent Channel Coordinator channel@kent.pnn.police.uk
Extremism advice	Department for Education telephone helpline 020 7340 7264 counterextremism@education.gsi.gov.uk



Policy Statements and School Ethos

As part of the ethos of the school we are committed to:

- Maintaining children's welfare as our paramount concern.
- Providing an environment in which children feel safe, secure, valued and respected; confident to talk openly and sure of being listened to, and that concerns will be reassessed when situations do not improve.
- Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they are in difficulties.
- Being mindful of the changing behaviours of the children and looking beyond the school into what is happening in other areas of the child's life.
- Taking a child's wishes or feelings into account when determining what action to take and what services to provide to protect them; children will be given the opportunity to express their views and given feedback wherever possible.
- Using the curriculum including PSHCE and Relationship Education to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that all students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others; and to recognise when they do not feel safe and identify who they might/can talk to.
- Ensuring that sufficient account is taken of the nature, age range and other significant features of the school in the provisions made for safeguarding; for example, e-safety, historical issues, how to build resilience to the risks of radicalisation or matters referred to in KCSIE 2020 such as looked after children and Female Genital Mutilation (FGM).
- All children who, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties.
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
- Ensuring all staff receive up to date training and support, are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- Sharing information quickly and challenging inaction.
- Monitoring children and young people who have been identified as "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies.

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain, injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances, especially those with SEN, a disability or with medical conditions. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Headmistress immediately and in confidence. The Headmistress, in turn, will contact the Local Authority Designated Officer (LADO).



A Child Centred and Coordinated Approach to Safeguarding

The staff at The Granville form part of the wider safeguarding system for our children (please see **Working together to safeguard children 2018**). Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all should make sure their approach is child-centred. This means that they should consider at all times, what is in the **best interest** of the child. No single staff member can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. All victims will be given the correct level and type of support that they need. All staff understand that safeguarding is everyone's responsibility. They are trained and should know how to **RECOGNISE** signs that children may be at risk or in need of early help, how to **RESPOND** appropriately, how to **RECORD** accurately, and how to **REFER** if necessary

Roles and Responsibilities

Roles and Responsibilities of the School:

The school is responsible for ensuring that all action taken is in line with Kent's Safeguarding Children procedure. This process, updated in April 2018, follows the requirements of the central government guidance contained in the Framework for Assessment of Children in Need and their Families, and Working Together to Safeguard Children 2018. The child protection process is now incorporated within a comprehensive policy and procedure for all children in need.

The role of the school within this procedure is to contribute to the identification, referral, assessment and support of children in need, including children who may have suffered, be suffering, or who are at risk of suffering significant harm. The school may also have a role in the provision of services to Children in Need and their families.

Safer Recruitment: the School is committed to safer recruitment and the Head and Bursar are responsible for implementing these practices having undergone training in this area. See the School's Recruitment (Selection and Disclosures) Policy and Procedures. Before appointment of staff and/or volunteers or anyone who has unsupervised contact with pupils a barred list check will have been undertaken and must be clear. For teachers the same applies to Prohibition Order checks. Any arrangements for staff/volunteers supervision pending receipt of an enhanced DBS must be in writing, must be shared with the person concerned and be subject to regular review. The school undertakes to report promptly to the DBS, any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier). A referral will be made to the National College for Teaching and Leadership where a teacher has been dismissed for professional misconduct (or would have been dismissed had he/she not resigned first).



Roles and Responsibilities of the Staff

All governors and staff, including peripatetic, temporary staff, domestic, ground staff and volunteers in school have a role and statutory responsibility to:

- Attend appropriate safeguarding and child protection training as part of their induction and subsequent refresher training at a minimum of 3-yearly intervals in accordance with Local Safeguarding Children Board guidance, which includes Prevent and on-line safety.
- Attend the school's regular Safeguarding update INSETs
- Have read and understood at least part one of Keeping Children Safe in Education (KCSIE 2020)
- In addition, all staff who work directly with children will also read Annex A
- Provide a safe environment in which children can learn.
- Be aware of systems, policies and procedures within the School which support safeguarding.
- Be aware of the signs of abuse and neglect so that they are able to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm and in such circumstances to take appropriate action, working with other services as needed.
- Work with the DSLs and, if required, to support social workers to take decisions about individual children.
- If the DSL or DDSL are not available staff should report their concerns to a member of the Senior Management Team or Children's Services. Colleagues can also contact the NSPCC, or if the child is in immediate harm, the police.
- If necessary, make a direct referral to Kent County Council's Children's Services **immediately** and within one working day, if, at any point, there is a risk of immediate serious harm.

All staff are subject to a Code of Conduct which includes interaction with pupils (including the use of mobile phones, cameras, texting, and social networking sites) taking images, physical restraint, giving lifts, and dress codes. Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL or her deputy who will decide what to do next. Where this relates to the schools EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practical.

All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with the relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation-as this may ultimately not be in the best interest of the child. **The role of the school in situations where there are child protection concerns is NOT to launch an investigation but to recognise, gather factual information and refer.**



Disqualification by Association: The Government removed the ‘Disqualification by Association’ rules for childcare workers in schools in September 2018. The school makes it clear about the expectations they place on staff, including where their relationships and associations, both within and outside the workplace (including online) may have implications for the safeguarding of children in school. The school also makes it clear that staff should inform the Headmistress if their circumstances change.

Roles and Responsibilities of the Governors

It is the governing body's overall responsibility to ensure compliance with child protection statutory requirements. The governing body takes seriously its responsibility to uphold the aims of the charity and its duty of care in promoting the welfare of children and staff, ensuring their security and protecting them from harm. The reporting of Safeguarding practice at the School enables the governing body to ensure compliance with current legislation and to identify areas for improvement. The governing body recognises that close liaison with the local authorities is also vital in order that appropriate support and training can be given. The DSL ensures that all governors are informed regarding any changes or updates to Safeguarding, KCSIE 2020 and the relevant school policies. Safeguarding is included as an item on the agenda of the Compliance and Risk and the Education Governors meetings. The Safeguarding policy will be reviewed and approved annually, unless changes are required by the government. If this occurs the policy will be updated immediately.

The designated governor, Mrs Margaret Giblin and the Chair of Governors will be informed of any allegations of child abuse and will be kept informed of all communications with outside agencies. Notes of the communication will be kept. The Safeguarding Governor checks the Safeguarding/Child Protection folder once a term. The Chair of Governors, and in her absence, the designated safeguarding governor, and in her absence the vice chairman will liaise with the LA if there are allegations against the Headmistress (who is also the DSL), or a member of the staff or governing body. If allegations are made against the DDSL they must be referred to the DSL and in her absence the Chain of Governors outlined above. Governors will oversee and record any safeguarding issues

Roles and Responsibilities of the Parents

We will always undertake to share our concerns with and support parents/carers but the school is required to take into account the safety of the pupil. Professional advice would be sought prior to contacting parents should the need arise.

Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL will be an appropriate senior member of staff, from the school management team. They will be given time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy meetings and/or to support other staff to do so-and to contribute to the assessment of children.

The broad areas of responsibility for the DSLs are as follows and taken from Annex B of KCSIE 2020: The Designated Safeguarding Lead is responsible for:



- Coordinating safeguarding action within the school including monitoring individual children.
- Taking lead responsibility for safeguarding and child protection.
- Referring cases of suspected abuse to the local authority children's social care as required.
- Ensuring the School's Safeguarding Policy and the Code of Conduct for Staff are reviewed annually and that procedures and implementation are updated and reviewed regularly [in light of changes in local procedures and national statutory requirements and guidance], and work with the Governing Body regarding this.
- Ensuring the Safeguarding Policy is available publicly (through the School website) and parents are aware of the fact that referrals about suspected abuse or neglect must be made and the role of the School in this.
- That all staff have read and understood at least part one of Keeping Children Safe in Education (KCSIE 2020) and staff who work directly with children have also read Annex A and have mechanisms in place to support understanding.
- Ensure that all staff are trained to manage a report of child on child sexual violence and sexual harassment.
- Liaising with other agencies.
- Referring cases to the Channel programme where there is a radicalisation concern as required, and support staff who need to.
- Being alert to the specific needs of children in need, those with special educational needs and young carers.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required; and
- Referring cases where a crime may have been committed to the Police as required.
- Ensuring that staff are regularly updated on safeguarding and child protection, as required, but at least annually.
- Maintaining a confidential detailed and accurate recording system which is stored safely.
- Liaison with other professionals.
- Liaison with the school governors to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Making requests to feeder schools for any child protection information which relates to children joining The Granville School.
- Where children leave the School, ensuring their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt and where appropriate, that the child's social worker is informed.
- Liaising with the members of the safeguarding team.
- Providing supervision arrangements for all Early Years Foundation Stage (EYFS) staff.
- Considering how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum, for example through Information and Communications Technology (Computing), Personal, Social and Health Education (PSHCE). Please see Computing and ICT policy and e-safety policy, which cover the use of Information and Communications Technology (ICT), Mobile Phones and Electronic Devices)
- Ensuring that visitors and visiting speakers are checked.
- Ensuring there is a child centred and coordinated approach to safeguarding.
- Ensuring that safeguarding and promoting the welfare of children (children includes everyone under the age of 18) is **everyone's** responsibility.



- Ensuring early help is available, especially for children who are disabled, have SEND, young carers, those with challenging family circumstances, involved in antisocial or criminal behaviour, or are misusing drugs or alcohol.
- When managing referrals **The DSL will:** Within one day refer all cases of suspected abuse to
 - the local authority children's social care and
 - The Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member)
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) and/or
 - Police (cases where a crime may have been committed);
- Act as a source of support, advice and expertise to staff on matters of safe working, safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Attend and/or contribute to child protection conferences in accordance with local procedure and guidance;
- Coordinate the school's contribution to child protection plans.

Role of the LADO (Local Authority Designated Officer)

The School will make contact with the LADO for North Kent if there is a concern that a member of staff, volunteer, casual worker, agency or self-employed worker, or any adult in a position of trust has behaved in a way that has harmed, or may have harmed, a child. It is the LADO's role to manage and oversee allegations against adults working with children. Any allegation or concern about staff conduct should be discussed with the LADO who will provide the necessary advice on threshold decisions for a referral to police, social services and subsequent follow up in all cases. The LADO will be involved from the initial phase of the allegation through to the conclusion of the case, whether or not a police investigation continues. The LADO will help to co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

General Strategies

At The Granville School we have implemented strategies to address and fulfil all safeguarding and welfare responsibilities. All adults working with children will have undergone appropriate safeguarding checks and if considered unsuitable to work with children will be reported to the Disclosure and Barring Service (DBS). The Safeguarding Policy will be reviewed and approved annually by the DSL and the Governing Board.

Linked Policies and Strategies:

Linked Policies and documents are listed at the end of this document, just before the Appendices.

- All children are encouraged to take on responsibilities and roles to ensure the safe keeping of themselves and each other;
- Care / Educational Plans;
- Clubs;
- Complaints Procedures;



- Good links between home and school;
- Good role modelling from staff;
- Health and Safety procedures;
- Home School Links;
- Risk Assessments;
- School Council;
- Special Educational Needs and Disability Act 2001;
- Kent Inter-Agency threshold Criteria for Children and Young People.

If there are any changes concerning Safeguarding the staff will be alerted during the weekly staff meeting and the meeting minutes which are e mailed to all staff. The Kent County Council KCC Safeguarding Newsletters will be available to help keep staff updated.

Children Who May Be Particularly Vulnerable

Some children may be at increased risk of significant harm as a result of neglect and/or physical, sexual or emotional abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect. To ensure that all of our children receive equal protection and support, we will give special consideration and attention to children who are in special circumstances, including:

- affected by known parental substance misuse;
- asylum seekers;
- living away from home;
- vulnerable to being bullied, or engaging in bullying;
- living in temporary accommodation;
- living transient lifestyles;
- living in chaotic, neglectful and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
- involved directly or indirectly in prostitution or child trafficking;
- do not have English as a first language;
- 'Looked After' Children (LACs) or children in care. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care;
- children in the court system;
- children with family members in prison;
- child criminal exploitation;
- homelessness.

Staff must be mindful that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and



- communication barriers and difficulties in overcoming these barriers.

Early Help

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

KCSIE and the School also recognise the following as specific safeguarding issues as children may also be at risk of factors in their wider environment beyond their parents.

- Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) – see also below
- Bullying including cyberbullying
- Domestic violence
- Drugs and Alcohol
- Fabricated or induced illness;
- Faith abuse;
- Female genital mutilation (FGM) – see also below;
- Forced marriage - See also below;
- Gangs and youth violence including honour based violence;
- Gender-based violence/violence against women and girls (VAWG);
- Mental health;
- Private fostering;
- Radicalisation;
- Sexting and or banter;
- Teenage relationship abuse (by family, friend or stranger);

Recognition and Categories of Abuse

All staff in school should be aware of the definitions and signs and symptoms of abuse and what to do if they observe them or have concerns. There are four categories of abuse. These are:

- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Neglect.

Types of Abuse and Neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of these environments. All staff 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 exploitation, criminal exploitation, and serious youth violence.

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. They may be abused by an adult or adults or another child or children. Abuse can also take place wholly online or may be used to facilitate offline abuse.

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 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 a high level of 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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 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.

Signs of Abuse

Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;



- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Trafficking

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC, offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Barnardo's also offer support and advice on their website www.barnardos.org.uk. Schools can also access broad government guidance on the issues listed below, also practical information about signs of abuse to assist in recognition via the GOV.UK website:



Information on Child Sexual Exploitation, Child Criminal Exploitation, Female Genital Mutilation, Forced Marriage and Honour Based Violence

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

All staff at The Granville School have been made aware of the revised definition of Child Sexual Exploitation and CCE in Annex A of KCSIE 2020. Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, children or adults.

The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The Granville School identifies that CSE and CCE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff The Granville School recognises that children at risk of CSE and CCE need to be identified and issues relating to CSE and CCE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money.

Domestic abuse

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family



members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. The Granville has signed up to Operation Encompass. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the designated safeguarding lead in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Honour Based Abuse (HBA): So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Forced Marriage: This is a marriage conducted without valid consent of one or both parties, or where duress is a factor. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmunit@fco.gov.uk.

Female Genital Mutilation (FGM): Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Section 5B of the 2003 Act 1 introduced a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty applies from 31 October 2015 onwards. It is now a legal requirement to report any cases of FGM to the police.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation within section 1(2)(a) or (b) of the FGM Act 2003 2.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is often carried out on girls aged between 5-8 years. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. If staff have any reason to suspect



neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or at risk of) female genital mutilation they must act upon it.

(www.gov.uk/government/publications/female-genital-mutilation-guidelines)

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously and may include;

- A request for extended school holidays to stay or visit relatives in a high risk area (eg East Africa, Somalia, Eritrea, Sudan but also Egypt and parts of West Africa and the Middle East);
- Girls as young as 5 years old from families originating in risk areas may talk about a special ceremony or party involving girls of a similar age;
- Refusal to allow the child to attend PSHCE/Sex education lessons;
- Physical discomfort, urinary problems;
- Recurrent infection or psychological issues.

The full national guidance is available at this link

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> A resource pack is available:

<https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>

Prevent

From 1st July 2015 all school and registered early years and childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have “due regard to the need to prevent people from being drawn into terrorism”. This is known as the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. 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. 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 children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The Granville School's responsibilities under the Prevent Duty involve four general themes, namely risk assessment, working in partnership, staff training and IT policies, and include the following: - Assessing the risk of pupils being drawn into terrorism, including extremist ideologies - Continuing to work in partnership with local authorities - Assessing the need for staff training - Ensuring the DSL undertakes Prevent awareness training - Ensuring that suitable filtering and monitoring is in place on school internet, and that school Computer training for pupils and staff includes the risks of radicalisation and the dangers of extremism. This is reflected in the Computing Acceptable Use policies. Please see KCSIE 2020. We must always be alert at all times to different risks and needs our children have. We must be prepared to take steps to promote pupil welfare or contact other agencies where this is required.

Missing, Lost or Runaway Children

A child going missing, running away from an education setting, their home, or, is not collected it is a potential indicator of abuse and neglect and it is the responsibility of staff to report this to the Designated Senior Lead. It is essential that staff are alert to potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage. Governing bodies and proprietors should put in place appropriate safeguarding responses to children who go missing from education settings, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. **See Lost Child and Missing Child Policy.** All schools must inform their Local Authority of any pupil who is deleted from the Admissions Register if: - they are being educated outside of the school system - they have ceased to attend school and no longer live within a reasonable traveling distance - they have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age - they are in custody for a period of more than 4 months due to a final court order - they have been permanently excluded. All schools must inform their Local Authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 schools days or more.



Children Missing in Education (CME)

Any child who changes school, but cannot be traced through the normal channels is considered to be a CME.

Procedures can be found at: www.kelsi.org.uk/pru,-inclusion-and-attendance-service
<http://www.kelsi.org.uk/pru,-inclusion-and-attendance-service-pias/attendance/children>
<http://www.kelsi.org.uk/pru,-inclusion-and-attendance-service-pias/attendance/children-missing-edication>

CME Team: 03000 41 21 21 cme@kent.gov.uk

E-Safety and Related Issues

The use of technology has become a significant component of many safeguarding issues. Child exploitation; sexual predation-technology often provides the platform that facilitates harm. The School is committed to internet safety, there is a whole school approach to online safety. Strategies have been put in place to protect pupils and staff and to educate the whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate. Children are taught to keep themselves safe both online and in everyday life, including the dangers of sexting.

A program of training for pupils, staff, governors and parents has been adopted and includes a presentation by an external consultant.

Staff, including EYFS staff, should not use personal cameras or phones to take photographs of children within school, there are a number of school cameras available for everyday usage, trips and matches. Mobile phones should be stored away from the children and not used when children are present.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with other user;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

To minimise risk the following procedures are in place:

- Regular updates / guidance / advice for parents;
- Visits from external agencies (e.g. Childnet);
- Robust internet safety policies;
- Appropriate filters, monitoring systems and procedures for intervention and escalation are in place;
- An Acceptable Use Policy signed by pupils and parents (age appropriate).

Pupils Receive:

- Regular guidance in Computing and PSHCE lessons regarding safe internet use;
- Regular assemblies and Form Time on issues surrounding internet safety;



- Clear written information and guidance for parents.

In order to ensure that children are safe from inappropriate websites - including terrorist and extremist material - when accessing the internet in school, staff and pupils will not access inappropriate sites that could put others at risk. These sites include, but are not limited to, websites with a sexual or pornographic theme, websites which promote racial, homophobic, sectarian viewpoints or other extreme points of view and websites which might contain terrorist or extremist material. If staff or pupils discover unsuitable sites, the URL (address) and content will immediately be reported to the Head of Computing who will take appropriate action.

The Granville School is mindful of the age range and number of pupils in the school and how often they access the school's ICT system and the proportionality of costs Vs risks. "Over blocking" is carefully monitored to avoid unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. Please see Computing and ICT Policy and e-Safety Policy and UK Safer internet Centre: appropriate filtering and monitoring. Guidance on e-security is available from National Education Network (NEN).

Self-Harming, Eating Disorders, Anxiety or Depression

It is recognised that some young people have a problem with self-harming/eating disorders/anxiety/depression and that this may be as a result of unhappiness in some aspect of their life (which may, in the worst case scenario, be linked to a child protection issue). Staff (especially those in positions of pastoral or catering responsibility) should be vigilant and aware of the causes and symptoms of self-harming/eating disorders/anxiety/depression and should refer any cases to medical centre staff as soon as possible, *whose staff will keep the Designated Safeguarding Lead informed.*

Abuse by One Or More Pupils Against Another Pupil

- All members of staff at The Granville School recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved. Verbal, written or cyber bullying will never be dismissed as 'banter', 'having a laugh' or 'part of growing up'.
- The Granville School believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, and be in accordance with Kent Safeguarding Children Board procedures.
- The Granville School is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.



- The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “[Sexting in Schools and Colleges](#)” guidance and [KSCB guidance](#). Further Information in relation to the schools approach to “sexting” can be found in the school E- safety policy which is available from the school office or on the OneDrive under Policies.
- The school will take steps to minimise the risk of all forms of peer on peer abuse, which may include sexual violence, sexual harassment, physical abuse, initiating or hazing (initiation ceremonies) type violence. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.). Further information can be found in the PSHCE policy, Computing and ICT Policy and E-Safety Policies.

Sexual violence and sexual harassment between children

Staff should be aware of the importance of making clear that sexual violence and harassment is not acceptable and will not be tolerated. They should not be dismissive of allegations of sexual violence or harassment and they should challenge potential criminal behaviours e.g. touching or grabbing. They should be mindful of identifying concerns and be mindful that this includes adult students ie 18 years old. It is important that staff are aware that sexual violence and harassment does happen and that children can abuse their peers in this way in any context.

Sexual harassment is the unwanted conduct of a sexual nature that can occur online and offline and is likely to violate a child’s dignity, make them feel intimidated, degraded, humiliated and create a hostile, offensive or sexualised environment. It can include: telling sexual stories, making sexual remarks and calling someone sexualised names, displaying pictures of a sexual nature and upskirting (which is a criminal offence). ‘Upskirting’ is where someone takes a picture under a persons clothing without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

All incidents on peer on peer sexual abuse involving children younger than 10, should be reported to the police (where appropriate). All staff, especially the DSL, should take a contextual safeguarding approach to incidents and ensure that appropriate support systems are in place for all involved.

- Pupils who have experienced peer on peer abuse will be supported by:
 - Offering them an immediate opportunity to discuss the experience with a member of staff of their choice;
 - Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate;
 - Providing reassurance and continuous support;
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.



- Pupils who are alleged to have abused other pupils will be helped by:
 - Discussing what happened, establishing the specific concern and the need for behaviour to change;
 - Informing parents/carers to help change the attitude and behaviour of the child
 - Providing appropriate education and support;
 - Sanctioning them in line with the Promotion of Good Behaviour policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions;
 - Speaking with police or other local services (such as early help or children's specialist services) as appropriate.

The Granville School is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Responding to Concerns about Children in Need

Concerns for a child (as opposed to a child being in immediate danger) may come to the attention of staff in a variety of ways, for example, through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person, however insignificant this might appear, including their wellbeing or safety and peer on peer abuse, should be discussed with the DSL as soon as is practically possible. The DSL will then report it to children's social care if appropriate. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

If a child makes a disclosure of abuse to a member of staff they should:

- Preferably conduct the conversation in a quiet, comfortable area where there is little chance of interruptions;
- Explain that confidentiality cannot be promised;
- Allow the child or young person to make the disclosure at their own pace and in their own way;
- Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback);
- Not ask leading questions or probe for information that the child or young person does not volunteer;
- Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk;
- Record the conversation as soon as possible using the child's words;
- Inform the DSL;
- If necessary, make a referral then inform the DSL as soon as possible.

Note: Best practice dictates that you should not write any notes whilst the pupil is speaking. Write up your notes immediately after the meeting, and give the Designated Safeguarding



Lead these notes, however rough. If an aide-memoire is required, only very brief phrases or notes should be jotted down - the priority is to listen, not to write down everything that is said, and the writing of any notes may lead a pupil to clam up.

Responding to a Child in Immediate Danger or at Risk

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police, if a crime has been committed, immediately (and no later than 24 hours). Anyone can make a referral. If referrals are not made by the DSL the DDSL should be informed, as soon as possible, that a referral has been made. **Reporting child abuse to your local council** directs you to your local children's social care contact number and their website contains further information about this.

Children's social care team at the council in Kent :

030 0041 1111

030 0041 9191 (out of hours)

Procedures

Reporting

- Reports under the duty should be made immediately after a case is discovered, and best practice is for reports to be made by the close of the next working day, unless any of the factors described below are present. You should act with at least the same urgency as is required by your local safeguarding processes.
- Contacting Children's Services/Police (where it is felt a crime is committed).
- In order to allow for exceptional cases, a maximum timeframe of one month from when the discovery is made applies for making reports. However, the expectation is that reports will be made much sooner than this.
- A longer timeframe than the next working day may be appropriate in exceptional cases where, for example, a professional has concerns that a report to the police is likely to result in an immediate safeguarding risk to the child (or another child, e.g. a sibling) and considers that consultation with colleagues or other agencies is necessary prior to the report being made. If you think you are dealing with such a case, you are strongly advised to consult colleagues, including your designated safeguarding lead, as soon as practicable, and to keep a record of any decisions made. It is important to remember that the safety of the girl is the priority.

'What to do if you're worried a child is being abused: Advice for practitioners' available from GOV.UK Is a useful aid.

Record keeping

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on an incident sheet, copies are kept in the staff room on the Child Protection board and are also available from the DSL and the OneDrive area on the school computer system. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted. Records must be signed and dated with timings if appropriate.



Information to be Recorded:

- Child's name and date of birth;
- Child in normal context, e.g. behaviour, attitude, (has there been an extreme change);
- The incident(s) which gives rise for concern with date(s) and times(s);
- A verbatim record of what the child or young person has said;
- If recording bruising/injuries indicate position, colour, size, shape and time on body map;
- Action taken.

The details above are vital to the information gathering process and do not constitute an investigation.

Written information should be passed to the DSL.

The Headmistress should always be kept informed of any significant issues.

Confidentiality and Sharing Information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence. Staff must not promise confidentiality to a pupil and will always act in the best interests of the pupil. Staff should only discuss concerns with the DSL, the DDSL and the designated governor. That person will then decide who else needs to have the information and they will disseminate it on a 'need-to know' basis. The School will co-operate with police and KCC Safeguarding Team to ensure that all relevant information is shared for the purposes of child protection investigations under Section 47 of the Children Act 1989 in accordance with the requirements of Working Together to Safeguard Children (March 2018). Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and CSC to agree the information that should be disclosed and to whom. The reporting restrictions applicable to such matters will be observed.

Storage of Records

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Any electronic information will be password protected.

Referrals to Social Services and External Agencies

If staff members have concerns about a child they should raise these with the school's DSL. This also includes situations of abuse which may involve staff members. The DSL will usually decide whether to make a referral to children's social care, **but it is important to note that any staff member can refer their concerns to children's social care directly. Parental consent is not required for referrals to statutory agencies.**

To help with this decision they may choose to consult with the Area Children's Officer (see contact details page 21). Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored



over a period of time before a decision to refer to Children's Social Services is made. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be a safe guarding partner assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs Officer, General Practitioner (GP), family support worker, and/or health visitor. The school must be prepared to using the 'common assessment framework' (CAF) and to be part of the 'team around the child' (TAC) or any other approach that is deemed appropriate. A useful tool is the Kent and Medway Multi-Agency Threshold Criteria for in Need. (KSCB) a copy is available from the DSL.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child at the earliest possible stage.

If at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

Referrals to Children's Social Services will be made using Kent's multi-agency referral form. In situations where there are felt to be urgent or grave concerns a telephone referral will be made prior to the form being completed and sent to the County Duty Social Services office. All allegations must be reported to the LADO immediately or within one working day.

'Say Something If You See Something'

Kent has launched a campaign to raise awareness of child sexual exploitation called Operation Willow. If you have concerns about a child or young person whom you believe is at risk of sexual exploitation please call Kent Police and/or National Child Sexual Exploitation Helpline:

Kent Police: on **101** quoting Operation Willow.

National Child Sexual Exploitation Helpline **11 60 00**.

If a child or young person is referred, the DSL will ensure that other relevant staff are informed of this.

If after consultation with the DSL, staff feel that appropriate action is not being taken in respect of their concerns for a child they should refer directly to Children's Social Services. The Safeguarding Governor, Mrs Margaret Giblin, should be informed of this decision.

Staff should also access and familiarise themselves with the broad government guidance on the issues listed below via the GOV.UK website:

- Abuse trafficking;
- Bullying including cyberbullying;



- Child sexual exploitation (CSE);
- Domestic violence drugs fabricated or induced illness faith abuse;
- Female genital mutilation (FGM)
- Forced marriage;
- Gangs and youth violence;
- Gender-based violence;
Mental health;
- Private fostering;
- Radicalisation and the Prevent duty
- Relationship;
- Sexting;
- Banter;
- Violence against women and girls (VAWG).

Children subject of a child protection plan

The DSL will inform staff who have direct pastoral responsibility for children and young people who are the subject of a child protection plan. These children must be monitored very carefully and the smallest concern should be recorded on an incident sheet and passed immediately to the DSL or the DDSL in the DSL's absence. Strict chronologic order must be adhered to.

Concerns involving members of staff, volunteers, supply staff, Headmistress, DSL, DDSL or Another Adult

Any concerns that involve allegations against a member of staff (both current or former), volunteer, supply teacher or adult it should be referred immediately and **must** be referred within one working day to the Headmistress, (the school's DSL) who must contact the LADO for advice (within one working day) and to discuss and agree further action to be taken in respect of the child and the member of staff or adult. If a crime may have been committed, the matter should be reported to the police by dialling 101 or, if an emergency, 999. The switchboard will connect you to the appropriate help. Any concerns involving allegations against the Headmistress, should be referred, without her being informed, to the Chairman of Governors, and in his unavailability, the designated governor Mrs Margaret Giblin, and in his absence the vice chairman. They will inform the LADO. As the DSL is the Headmistress staff may consider discussing any concerns with the DDSL and may make any referrals via them. Where a member of staff feels unable to raise an issue with their employer or feels genuine concerns are not being addressed, other whistleblowing channels may be open to them.

This guidance should be followed when a members of staff, volunteer or supply staff, Headmistress, DSL, DDSL or another adult:

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

General guidance can be found in the school's **Whistleblowing Policy** or on the NSPCC website.



The **NSPCC Whistleblowing helpline**: Staff can call 0800 028 0285 the line is available from 8:00 A.M to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Further information regarding the procedure for managing situations involving members of staff or the DSL can be found in the Procedure for Managing Allegations Against Staff, Code of Conduct for Staff and Promotion of Good Behaviour policy. Copies of this document are on the school intranet. **All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.**

When in doubt – consult. (For specific guidance on how to respond to allegations against staff, please refer to the Child Protection Procedures for Managing Allegations Against Staff).

Code of Practice

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is vital that all staff/pupil relationships and communications are appropriate, this includes staff use of social media. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. All teaching rooms are fitted with a glass window. Physical intervention should only be used when the child is endangering their self or others and such events should be recorded and signed by a witness.

Staff should be aware of Kent's Positive Handling Policy and the school's own Promotion of Good Behaviour Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided. All school staff should work towards providing an environment and atmosphere for children and young people to enable them to feel safe to talk. However, staff should never promise a child to keep certain information confidential. It must be explained that staff have certain duties to help keep that child safe, which may involve informing others. Please see Code of Conduct for Staff, E-Safety Policy and Whistleblowing Policy.

Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or Officer with whom they can discuss concerns including the area of Safeguarding.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish.

The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2017.



Training:

DSL Training

The DSL and Deputy DSL will receive appropriate child protection training and training in inter-agency working every two years (or more often, as necessary) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Be alert to and support the specific needs of children in need, children at risk, those with special educational needs, young carers and victims;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Ensure each member of staff has access to and understands the School's Safeguarding Policy and procedures and the Code of Safe Working Practice;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them;
- The DSL will ensure that:
 - All staff have received the required training and updates, have signed to indicate that they have read and understood this policy, the Code of Safe Working Practice and Part One of KCSIE 2020 and that they know who the DSL is;
 - All staff understand that Safeguarding and promoting the welfare of children is **everyone's** responsibility;
 - All staff understand that it is everybody is re-trained and updated as and when required and that an accurate record of Staff attendance of induction and refresher training is maintained.

Deputy DSLs

The Deputy DSLs have also undertaken child protection training and training in inter-agency working and will attend refresher training every two years. The DDSL is trained to the same standard as the DSL. In the absence of the DSL, the functions of the DSL will be carried out by the Deputy DSL. Throughout this policy, reference to the DSL includes the deputy DSL where the DSL is unavailable. It is important to stress that although the activities of the DSL can be delegated to the DDSL the ultimate **lead responsibility** for child protection, as set out above, remains with the DSL; this **lead responsibility** should not be delegated.

Staff Training

The DSL is responsible for ensuring staff including herself receive training in all areas of safeguarding for example E Safety, Prevent, Female Genital Mutilation, Child Sexual Exploitation and Child Protection. For Designated Staff this will take place every 2 years and whole school staff every 3 years. All staff are regularly updated on safeguarding and child protection, as required, but at least annually. In addition, staff undertake other extra relevant training as follows:



Child Protection in Education, Safer Recruitment - online courses provided by Educare. Channel – provided by College of Policing

Female Genital Mutilation – provided by the Home Office Updates to be delivered and discussed during weekly staff meetings.

All staff must read and comprehend:

- Keeping Children Safe in Education Statutory Guidance for Schools and Colleges Part 1 (2018);
- Annex A (Further Information);
- The Granville School Safeguarding Policy; and sign the appropriate registers.

Safer Recruitment

The Granville School is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including accurate maintenance of the Single Central Record (SCR); and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, Education (Independent School Standards) Regulations 2018 and paragraph 3 of the Schedule to the Education (NonMaintained Special Schools)(England) Regulations 2011.



Staff induction

The DSL, or in her absence, the DDSL meets every new member of staff to ensure that they understand the school’s Safeguarding procedures. These meetings normally happen before the beginning of the term when they start. Those joining the staff during the term will have the meeting immediately.

At this meeting each member of staff is issued with the Safeguarding Policy and a Safeguarding Briefing Paper, which outlines the most important information they need to know on their first day.

New staff are also given Keeping Children Safe in Education (KCSIE 2020) and asked to read at least Part 1 and Annex A. Induction Packs also include the latest Staff Handbook, Safeguarding Policy, Whistleblowing Policy, E-Safety Policy, Code of Conduct for Staff, the Behaviour Policy, Children who go Missing in Education and the Acceptable Usage Policy. Some of these documents may be sent by email.

All staff are also issued with a laminated contact sheet, giving all the necessary safeguarding contact details. On the reverse can be found a summary of essential safeguarding information, which is included as Appendix 3 to this policy.

After approximately one week a further discussion takes place in which the new member of staff has the opportunity to ask questions or raise issues. They then sign to say they have read and understood the documentation. There is an induction checklist, which details the responsibilities of mentor, Bursar and DSL.

Staff are made aware that safeguarding information, including the policy, is on the staffroom noticeboard, on the OneDrive in the policies folder and on the school website.

Visitors

Visitors to the school are issued with badges on lanyards, which have a pocket containing the same summary of essential safeguarding as referred to in the Staff Induction section above. They are asked by the staff in the office to sign that they have read and understood the safeguarding information contained therein. This document is also available in larger print and is included as Appendix 3 to this policy.

Safeguarding - Monitoring

Most recent whole school Safeguarding Training	2.9.2019 – Whole school Safeguarding Update following new KCSIE 2020 and Working Together 2018 and included training on how to make a referral 10.1.19 - whole school training provided by Kent Safeguarding Team
Safeguarding Training	New staff receive level 1 training as part of their induction. Please see also Staff Induction section of this policy. All staff completed the Educare ‘Child Protection Refresher’ course on line (Sept-Oct 2018)



Policy Ratified by SMT	September 2019
Policy Ratified by Governors	September 2018
Daily/Weekly monitoring	<ul style="list-style-type: none"> • Weekly staff meeting agenda item • Weekly SLT agenda item, when necessary
Termly monitoring by Safeguarding Governor	<ul style="list-style-type: none"> • Agenda item at termly Governors’ Compliance & Risk Meeting, covering training, safeguarding issues and any recent updates. • Minutes of both meetings circulated to all governors and reviewed at the Full Governors Meeting • Agenda item at termly Governors’ Education Meeting, covering training, safeguarding issues and any recent updates. • Termly check of Single Central Register (SCR)
Annual Audit by Safeguarding Governor	<ul style="list-style-type: none"> • Review of policies • Training records • Scrutiny of Single Central register • Check of minutes of safeguarding meetings (or similar) • Check of minutes of pastoral staff meetings (or similar) • Scrutiny of confidential paperwork involving pupils of concern, referrals etc. • Check of behaviour log (or similar) • Interview of staff to check understanding of their safeguarding role • Interview of pupils • A report is submitted to the full board of governors for approval.

The Safeguarding policy is reviewed annually by the Designated Safeguarding Lead (DSL) and DDSL and ratified by the Governing Body, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

If policy changes are made at any time, or the staff need to be made aware of any developing child protection issues, they are informed during their weekly meetings, and the Minutes of these emailed to all relevant parties.

This policy (which includes all sections and all of the appendices in this document) is one of a series in the School’s integrated safeguarding portfolio and forms part of our School

Development Plan. This policy has been authorised by the Board of Governors, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website and on the School intranet. A copy is displayed on the Safeguarding board in the staffroom and is available from the School office.



It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example, at an activity centre or on an educational visit.

This policy has been developed in accordance with the principles established by the *Children Acts 1989 and 2004*; the *Education (Independent School Standards) (England) Regulations 2010* as amended in January 2013, and in line with government publications: *Working Together to Safeguard Children 2018*, *Keeping Children Safe in Education (KCSIE 2020)* and the Kent Local Safeguarding Children Board (LSCB) Procedures, the government publications *What to do if you're worried a child is being abused*. *What to do if you're worried a child is being sexually exploited*, Kent and Medway Safeguarding Children Board procedures (2015), Prevent Duty Guidance (March 2015), Kent Multi-Agency Threshold Criteria for Children and Young People, were also used. Any deficiencies or weaknesses in the child protection arrangements will be remedied without delay. Children is defined by the Children Act 1989 as anyone under the age of 18.

The full list of government publications can be accessed at:

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children> This policy should be read together with "Keeping children safe in Education: Statutory Guidance for school and colleges". (KCSIE 2020) Issued by the Department for Education.

The Granville School's local safeguarding authority is The Kent Safeguarding Children Board (KSCB).
<https://www.kscb.org.uk/>

The Granville's last Inspection by ISI was in May 2017. It records that all safeguarding and child protection requirements were met.

Regulations and Principles

This policy has been developed in accordance with the principles established by:

- Keeping Children Safe in Education (2020, KCSIE)
- Annexe A, (2020, KCSIE)
- Sexual Violence and Sexual Harassment between children in schools and colleges (2018)
- London Child Protection Procedures and Practice Guidelines (2018)
- Working Together to Safeguard Children (2018, WTSC)
- The Prevent Duty (2015)
- Sexting in Schools (2016, UKCCIS)
- Education (Independent School Standards)(England) Regulations 2010 (amended 2013)
- Multi Agency Practice Guidelines – Female Genital Mutilation (2016)
- Safeguarding Children and Safer Recruitment in Education (2012)
- Dealing with allegations of abuse against teachers and other staff (2012)
- Children Act 1989 (Section 87(1))
- Children Act 2004
- Education Act 2002 (Section 157)
- Data Protection Act 2018
- Children and Social Work Act 2017



Linked Policies and Documents:

- Acceptable Use Policy
- Anti-Bullying Policy
- Promotion of Good Behaviour Policy
- Data Protection Policy
- Drugs, Alcohol and Tobacco Policy
- Educational Visits Policy
- First Aid and Medicine Policy
- Computing and ICT Policy
- E Safety Policy
- Lost Child and Missing Child Policy
- Recruitment (Selection and Disclosures) Policy and Procedures
- Security Access Control Workplace Safety and Lone Working Policy
- SMSC Policy
- Whistle Blowing Policy
- Staff Handbook
- Code of Conduct for Staff



Appendix 1 - National Support Organisations

Support for staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Pupils

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour based Violence

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com



- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentsinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- ParentPort: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk
- www.gov.uk/government/publications/protecting-children-from-radicalisation-thepreventduty

Appendix 2 - Domestic Abuse Support Services From 1 April 2017

Domestic Abuse services in Kent are changing from 1 April 2017. A holistic range of support services will now be delivered by providers covering the following geographical locations;

- Thanet & Dover Districts – Oasis Domestic Abuse Service
- Ashford, Canterbury & Shepway Districts – Centra Support
- Dartford, Gravesham, Maidstone & Swale Districts – Centra Support
- Sevenoaks, Tonbridge & Malling & Tunbridge Wells – Lookahead Care & Support

These services will be supported by a central Referral, Assessment and Triage service delivered by Victim Support, who will also provide support to 'standard risk' victims.

The services delivered by providers commissioned by KCC and other funding partners will offer a wide range of interventions including;

- Safe refuge accommodation
- Specialist IDVA support
- Community Outreach Services
- Therapeutic and group programmes (e.g. Freedom Programme)
- 'Sanctuary' provision (adaptations to make the home safer)
- Support with court proceedings
- Emergency welfare assistance for clients in crisis (food, energy, travel)

Community access points (One Stop Shops) will continue to operate as normal. Further information about these and other services available can be found at www.domesticabuseservices.org.uk .





THE GRANVILLE SCHOOL: SAFEGUARDING

This should be read in conjunction with the School Safeguarding Policy and Keeping Children Safe in Education (2020).

Everyone has a responsibility for the safety of our pupils. You should be concerned if a pupil:

- Has any injury which is not typical of the bumps and scrapes normally associated with children's activities?
- Has unexplained injuries.
- Frequently has injuries, when apparently reasonable explanations are given.
- Offers confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his/her age.
- Discloses an experience in which he or she may have been significantly harmed. You should:
 1. *Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.*
 2. *Do not give a guarantee that you will keep what is said confidential.*
 3. *Do not ask leading questions.*
 4. *If you can, write notes of what they are telling you while they are speaking, using their own words.*
 5. *Immediately call Mrs Lawrance.*
 6. *Never attempt to carry out your own investigation.*
 7. *Within 24 hours Mrs Lawrance will refer the matter to the local Safeguarding Children Board.*

The Granville School strongly advises that members of staff adhere to the policy and procedures. If, however, you feel that a DSL has not responded appropriately to your concerns then anyone should make a direct referral: Kent Safeguarding Team (KSCB) 03000 41 11 11.

Urgent safeguarding issues outside of working hours (5pm-8:30am) must be directed to the Central Duty out of hours 03000 41 91 91. In case of emergency call the police.

If you suspect that a child may be at risk of abuse, don't think what if I am wrong? Think, what if I am right?

