Safeguarding Policy

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

INTRODUCTION

This policy applies to the whole school including the Early Years Foundation Stage. It is essential that everyone working in the school understands their Safeguarding responsibilities to establish a child centred and coordinated approach to safeguarding.

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;
- taking action to enable all children to have the best outcomes.

'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', NSPCC (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 Leads (DDSLs), 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 2026, Working Together to Safeguard Children 2023 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. The Deputy Safeguarding Lead is the Deputy Head, Mrs Leah Harrington and the Head of Middle School, Mrs Jane Sladdin. The DSL and DDSLs (Deputy Designated Safeguarding Leads) are responsible for liaising with local statutory children's agencies as appropriate.

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

The Designated Safeguarding Governor is Mr Nick Arnold

SAFEGUARDING CONTACT DETAILS		
Headmistress/DSL	Mrs Louise Lawrance	head@granvilleschool.org
DDSL	Mrs Leah Harrington Mrs Jane Sladdin	deputy@granvilleschool.org sladdinj@granvilleschool.org
Safeguarding Governor	Mr Nick Arnold	bursar@granvilleschool.org
Chair of Governors	Mrs Nicole Coll	
All the above are contactable through the school office during school hours. For out of school hours please e-mail the above.		
Child in Immediate Danger – Office hours	03000 411111 or Police 999	https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx

Integrated Front Door Kent Safeguarding Board		
Child in Immediate Danger – Out of hours Integrated Front Door Kent Safeguarding Board	03000 419191 or Police 999	https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx
Email for Advice Kent Advisory Service (LESAS)		https://www.kelsi.org.uk/child-protection-and-safeguarding/LADO-Education-Safeguarding-Advisory-Service
Allegation about a member of staff LADO (Local Authority Designated Officer) Team		https://webapps.kent.gov.uk/KCC.ChildrensPortal.Web.Sites.Public/Default.aspx
Prevent Education Officer		prevent@kent.gov.uk
NSPCC	National helpline: 0800 0283550 Kent Tel: 01634 308 200	www.nspcc.org.uk
NSPCC Whistleblowing Helpline	Tel: 0800 028 0285 (8:00am to 8:00pm, Monday to Friday)	e-mail: help@nspcc.org.uk
Online Safety	03000 423164	
Children Missing Education Team (CME)		cme@kent.gov.uk
Radicalisation advice	Kent Police 101 Kent Channel Coordinator	channel@kent.pnn.police.uk
Extremism advice	Department for Education telephone helpline 020 73407264	counterextremism@education.gsi.gov.uk

Early Help Support	Sevenoaks North including Tonbridge and Malling 03000421576 Sevenoaks South including Tunbridge Wells 03000416200	sntmearlyhelp@kent.gov.uk sstwearlyhelp@kent.gov.uk

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Safeguarding Details

Headmistress/DSL	**Mrs Louise Lawrance** 01732 453039 or email head@granvilleschool.org **EduCare Level 3 Safeguarding** 27/02/20 **DSL Refresher Training** 04/10/2024
Deputy Designated Safeguarding Lead	**Mrs Leah Harrington** 01732 453039 or email harringtonl@granvilleschool.org **DSL Level 3 Training** 22/02/2022 **DSL Refresher Training** 08/10/2025 **Mrs Jane Sladdin** 01732 453039 or email sladdinj@granvilleschool.org **DSL Level 3 Training** 4/01/25

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.
- Staff undergoing regular updated safeguarding training, including online safety, which is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.
- 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.
- Teachers managing behaviour effectively to ensure a good and safe educational environment and all teachers have a clear understanding of the needs of all pupils.
- 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 PSHE and Relationship Education to teach about safeguarding and online safety as well as 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.
- Preventative education is delivered within a whole-school approach that prepares pupils for life in modern Britain and promotes a culture of zero tolerance for sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence and harassment, derogatory behaviour, and other forms of physical violence and conflict. This is reinforced through age-appropriate PSHE/RSE, assemblies, behaviour expectations and the wider school culture.
- 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 2026 such as looked after children and Female Genital Mutilation (FGM).
- Ensuring all children, 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.
- Safeguarding information will be shared lawfully, proportionately and on a need-to-know basis when this is necessary to protect a child. Staff should not allow concerns about data protection to prevent appropriate information sharing. Decisions about sharing or withholding information, including any relevant risk assessment and the reasons for the decision, will be recorded.

- 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, including 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 2023). 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 2023. 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.

Use of school premises for non-school and extra-curricular activities When the school hires or rent out facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that the organisation or individual has appropriate arrangements in place to safeguard children and knows to liaise with the school on these matters where appropriate, including how to log a safeguarding concern or any low-level concerns about staff using the school's QR code.

When activities are provided under the direct supervision or management of the school staff, the school's arrangements for child protection will apply. The school ensures that safeguarding requirements are included in any lease or hire agreement as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

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. Prior to interview, the School will inform shortlisted candidates that online searches will be done as part of due diligence checks. Before the appointment of staff and/or volunteers who will be engaging in regulated activity with children, an Enhanced DBS check, including a check of the Children's Barred List, will be undertaken and must be satisfactory. 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 any person 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 the Granville Safeguarding Policy and at least Part One of Keeping Children Safe in Education (KCSIE 2026) and for all leaders and staff who work with children, Annex B
- 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 early 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.
- 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.
- Be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. No victim should be made to feel ashamed for making a report.
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff build trusted relationships with children and young people which facilitate communication.

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 school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practical.

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 and the Charity Commission guidance on charity and trustee duties to safeguard children. 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 governing body are also responsible for:

- Overseeing a whole school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development so that all systems, processes and policies should operate in the best interests of all children in their care;
- Ensuring that if there is a safeguarding concern, the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place, and they are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback.

The reporting of Safeguarding practice at the School enables the governing body to ensure compliance with current legislation and to identify areas for improvement.

All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole. school approach to safeguarding. Their training is regularly updated.

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 2026 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 Safeguarding Governor, Mr Nick Arnold, 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 governing body. If allegations are made against one of the DDSLs 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 against the DSL, the DDSLs and Governors.

Governing bodies should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

The governing body ensures that the school has appropriate filters and monitoring systems in place and regularly reviews their effectiveness. They ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place, manage them effectively and know how to escalate concerns when identified. The Governing body considers the age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks.

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) and Deputy

The DSL and Deputy DSLs 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 school maintains robust arrangements to ensure continuity of safeguarding responsibilities whenever the DSL is unavailable because of illness, leave or other circumstances. Concerns must continue to be received, monitored and acted upon without delay. The DSL and DDSLs have access to an agreed confidential system for safeguarding communications and records. The broad areas of responsibility for the DSLs are as follows and taken from Annex B of KCSIE 2026: 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.
- Ensuring all staff have read and understood at least part one of Keeping Children Safe in Education (KCSIE 2026) and have mechanisms in place to support understanding.
- Ensuring 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 and those with special educational needs.
- Being alert to the needs of young carers. Caring responsibilities can affect attendance, attainment, behaviour and wellbeing. Early identification is important so that appropriate school support and, where needed, support from external partners, the local authority or health services can be put in place.
- 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.
- Liaising with other professionals.
- Liaising with the school governors to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- 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.
- Overseeing 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 (PSHE). Please see Computing and ICT, and Online-safety policies, 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 the school community is aware 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 who challenging family circumstances, involved in antisocial or criminal behaviour, or are misusing drugs or alcohol.

- Referring all cases of suspected abuse to:

  - the local authority children's social care and
  - The (LADO) Local Authority Designated Officer (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);
- Acting 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;

- Attending and/or contributing to child protection conferences in accordance with local procedure and guidance;

- Coordinating the school's contribution to child protection plans.

- Following the School's procedures and policies, including informing the LADO if an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities) has arisen.

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.

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. Technology is a significant component in many safeguarding and wellbeing issues. Abuse can take place concurrently via online channels and in daily life. Children can also abuse their peers online. This can take the form of abusive, harassing, and misogynistic messaging, the non-consensual sharing of indecent images especially in chat groups and the sharing of abusive images and pornography to those who do not want to receive such material. 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;
- children involved in child criminal exploitation;
- homelessness.

An incident relating to the management of a medical condition or allergy does not automatically require a safeguarding referral. A referral should be considered where the incident indicates that the child may be at increased risk of neglect, abuse or exploitation because of their medical condition, for example where essential information is withheld from school or a child is repeatedly sent to school without essential medication, placing them at risk

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;

- these children are more prone to peer group isolation or bullying (including prejudiced-based bullying) than other children
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

Children who are, or are perceived to be lesbian, gay, bi or trans can be targeted by other children. Safeguarding risks can be compounded where those children lack a trusted adult with whom they can be open. The Granville staff endeavour to reduce the additional barriers faced for those children and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum where there is a range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

Early Help

Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Early help may include community-based early help and targeted early help delivered through Family Help. Staff should be aware of the local pathways for both forms of support and should liaise with the DSL where a child or family may benefit. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan) has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care,
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

- is a privately fostered child.

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. Schools are part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, the DSLs are familiar with this document.

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)
- Bullying including cyberbullying;
- Domestic violence;
- Drugs and Alcohol;
- Fabricated or induced illness;
- Faith abuse;
- Female genital mutilation (FGM)
- Forced marriage - See also below;
- Gangs and youth violence including so-called 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. In addition, staff should be aware of indicators of abuse, neglect, exploitation and modern slavery, and understand that children can be at risk of harm inside and outside school, inside and outside the home, and online. There are four categories of abuse. These are:

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

Types of Abuse and Neglect and Exploitation

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 can take a variety of forms and children may be vulnerable to multiple harms, including sexual abuse, harassment and exploitation; domestic abuse in their own intimate relationships, including physical, sexual and emotional abuse and stalking; criminal exploitation, including financial exploitation; serious youth violence; county lines; and radicalisation.

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 online interaction 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. Emotional abuse may include verbal abuse, such as persistent criticism, belittling or name-calling, as well as deliberately silencing a child, not giving them opportunities to express their views, or making fun of what they say or how they communicate.

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 take drugs or 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;
- Children who share images or videos of nudes, semi nudes

Mental Health

The School has an important role to play in supporting the mental health and wellbeing of our pupils. The Granville Staff are 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. Staff should also understand that mental health concerns can be an indicator of abuse, neglect or exploitation and should be acted on as safeguarding concerns where appropriate.

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 guidance in this policy and speaking to the designated safeguarding lead or a deputy.

The school can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. The school can access 'The mental health and behaviour in schools guidance', as well as the resources published by Public Health England to support secondary school teachers to promote positive health, wellbeing and resilience among children.

The Department has published advice and guidance on 'Preventing and Tackling Bullying, Mental Health and Behavior in Schools' (which may also be useful for colleges). 'The Mental Health and Behavior in Schools' guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

The mental health lead at the Granville is the Deputy Head, who has responsibility for Pastoral Care and is also one of the DDSLs. The Deputy is supported by the senior leadership team.

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*.

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:

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 2026. 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. 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.

Child Criminal Exploitation (CCE)

Child criminal exploitation may be committed or facilitated by an individual, organised network or gang, and a child may identify as part of that group. Exploitation may constitute modern slavery and must be considered within relevant statutory referral arrangements. Children who have been coerced into offending should be recognised first as potential victims of exploitation. 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.

Children can become trapped by this type of exploitation as perpetrators can threaten victims or their families with violence or entrap and coerce them into debt. 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. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It should be noted exploitation as well as being physical can be facilitated and/or take place online. "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 forms 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

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. Child sexual exploitation may be committed by an individual or organised network. Most sexual abuse is committed by individuals known to the victim. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. CSE 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. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. 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.

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. Children may also cause harm to other family members; this is often referred to as child-to-parent or caregiver abuse. 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.

So-called 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. In addition, it is a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@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 FGM Act 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**.** It is now a legal requirement to report any cases of FGM to the police.

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. https://www.gov.uk/government/collections/female-genital-mutilation

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 PSHE/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-femalehttps://www.gov.uk/government/publications/mandatory-reporting-of-female-genitalmutilation-procedural-informationgenitalmutilation-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.

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.

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.

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 and they will be required to provide their consent before any support delivered through the programme is provided.

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 2026.

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

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. If children are persistently absent, or absent on multiple occasions, it must be documented and followed up as this may help in identifying abuse and helps prevent the risk of them becoming a child missing education in the future.

If a child goes missing, runs away from an education setting or from home, or is not collected from school it is a potential indicator of abuse and neglect. It is the responsibility of staff to report this to the Designated Safeguarding Lead. It is essential that staff are alert to potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage. The governing bodies has put in place appropriate safeguarding responses to children who go missing, 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.**

Children Missing in Education (CME)

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

All schools must inform their Local Authority of any pupil who is deleted from the Admissions Register when a child is taken off role except when leaving at a usual point in their education (e.g. Year 6).

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we try to coordinate a meeting between school staff, other key professionals and the parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

DfE guidance for local authorities on Elective Home Education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to Elective Home Education.

Procedures can be found at:

- https://www.gov.uk/government/publications/elective-home-education,
- www.kelsi.org.uk
- https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias
- CME Team: 03000 41 21 21 cme@kent.gov.uk

Online Safety and Related Issues

It is essential that children are safeguarded from potentially harmful and inappropriate online material. We have an effective whole school approach to online safety which empowers the school to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

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

- **content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, conspiracy theories, misinformation, disinformation/fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes or harmful interaction with other users or generative-AI applications that simulate interaction;
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images including those generated using AI and online bullying;

- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The school does all it can to reasonably limit children's exposure to the above risks from the school's IT system. The school has appropriate filters and monitoring systems in place appropriate for the; age range of our pupils, the number of children in a class, and how often they access the IT systems

We ensure that online safety is a running and interrelated theme through our policies and procedures and is reflected in all relevant policies, the curriculum, teacher induction and training, in job descriptions and a feature of parental engagement.

Online safety is reflected in this policy as well as the more detailed Online Safety Policy. The school has a clear policy on the use of mobiles and smart technology at school to manage pupil's unrestricted access using these devices. Pupils hand in personal devices to a member of staff as they arrive and collect them at the end of the day when they leave.

Where children are being asked to learn online at home the School has provided advice to support pupils to do so safely.

Where Generative AI is used by staff or pupils, the school will consider safeguarding alongside data protection, ethics and intellectual property. Age-appropriate controls, supervision and guidance will be used to reduce risks including harmful or misleading content, inappropriate simulated interactions, disclosure of personal or confidential information, and AI-generated explicit or abusive material.

Technology, and risks and harms related to it, evolve and changes rapidly. We carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks the children face.

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.

In the Online Safety Policy the school outlines

- identifies and assign roles and responsibilities to manage filtering and monitoring systems.
- The arrangement for reviewing filtering and monitoring provision which happens at least annually.
- How we block harmful and inappropriate content without unreasonably impacting teaching and learning.
- How effective monitoring strategies in place meet the school's safeguarding needs and how these standards are reviewed by Governors, SLT, IT staff and service providers to see what more can to be done to support schools in meeting this standard.

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 internet filters, monitoring systems and procedures for intervention
- An Acceptable Use Policy signed by pupils and parents (age appropriate)
- In-person advice given to parents at Drop in sessions and workshops

In addition, pupils receive:

- Regular guidance in Computing and PSHE 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 remain safe, staff and pupils are not permitted to 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.

"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 Online Safety Policy and UK Safer Internet Centre: appropriate filtering and monitoring. Further Guidance on e-security is available from National Education Network (NEN).

Abuse by One Or More Pupils Against Another Pupil (child-on-child abuse)

Child-on-child abuse is a safeguarding issue for both the child who has experienced the harm and the child alleged to have caused it. It is preventable. The school will respond to concerns about both children's safeguarding and support needs, while taking proportionate action to protect pupils from further harm. All members of staff at The Granville School recognise that children are capable of abusing their peers. It can happen both inside and outside of school and online. Child-on-child 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'.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) as well as serious physical harm and threats of physical harm, including threats involving weapons;

- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to be involved in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery;
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All incidents involving the sharing of nude or semi-nude images require a safeguarding response, whether the sharing is consensual or non-consensual. The response will be proportionate and will consider the age, development and circumstances of the children involved and any coercion, exploitation or vulnerability. Harmful sexual behaviour (HSB) may occur online, face-to-face or both and will always be considered within a child-protection context.

We are aware of the potential gender issues that can be prevalent when dealing with child-on-child abuse including but not limited to, girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Steps the school takes to minimise the risk of child-on-child abuse;

- We take the approach that even if there are no reports in school it does not mean it is not happening; it may be the case that it is just not being reported. As such, if staff have any concerns regarding child-on-child abuse they should speak to the Designated Safeguarding Lead.
- 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 support available, both within the school and externally (such as Kent Police, ChildLine etc.). Further information can be found in the RSE Policy, PSHE policy, Computing and ICT Policy and E-Safety Policy.
- All staff understand the importance of challenging inappropriate behaviour (even if it appears relatively innocuous). These may be important interventions that may prevent problematic, abusive or violent behaviour in the future between peers.
- All staff know that we have a zero tolerance approach to child-on-child abuse.
- Verbal, written or cyber bullying will never be dismissed as "just banter", "just having a laugh", "part of growing up" or "girls being girls" as this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

- The Granville School believes that abuse is abuse and it will never be tolerated, dismissed or minimised.

There is a clear system in place for children to confidently report child-on-child abuse, knowing their concerns will be treated seriously;

- Children can talk to their form teachers, the school counsellor, the SEN teacher or any other member of staff
- They know they will be listened to and their concerns treated seriously

Allegations of child-on-child abuse will be recorded, investigated and dealt with as any other child protection concern and will follow the same procedures, and be in accordance with Kent Safeguarding Children Board procedures.

Pupils who have experienced child-on-child abuse will be supported by:

- Offering them an immediate opportunity to discuss the experience with a member of staff of their choice;
- Offering advice on how to respond to concerns and build resilience, if appropriate;
- Ensuring a record of concerns and evidence is kept;
- 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.

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. The Granville staff maintain the attitude that it could happen here.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) continue to attend the same school.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

Staff have read the guidance Sexual Violence and Sexual Harassment Between Children in Schools and Colleges which contains further detailed information on:

- what sexual violence and sexual harassment constitutes;
- important context to be aware of, including; what is consent, power imbalances, and developmental stages;
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves;
- related legal responsibilities for schools and colleges;
- advice on a whole school or college approach to preventing child-on-child sexual violence and sexual harassment;
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).

Consent means having the freedom and capacity to choose. Consent can be withdrawn at any time. A child under 13 can never consent to sexual activity; the age of consent is 16. Any concerns about sexual behaviour involving pupils will be considered in the context of the child's age, development, vulnerability and safeguarding needs.

All staff are aware of the importance of making clear that sexual violence and harassment is not acceptable and will not be tolerated. They know not to be dismissive of allegations of sexual violence or harassment and they should challenge potential criminal behaviours e.g. touching or grabbing. They are proactive in identifying concerns and are 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 person's 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 of child-on-child sexual abuse involving children younger than 10 should be reported to the police. 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.

Responding to reports of sexual violence and sexual harassment

The Granville school has systems in place that are promoted by staff, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously.

Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are complex and require difficult professional decisions to be made, often quickly and under pressure. In the case of a report of sexual violence of harassment, the school will follow its safeguarding practices and procedures, with the Designated Safeguarding Lead (or a Deputy) taking a leading role. They will use their professional judgement, and be supported by other agencies, such as children's social care and the police as required.

Children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. The victim may not make a direct report. For example, a friend may make a report or a member of staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The school's initial response to a report from a child is incredibly important as it can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A

victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

As with any concerns, all staff are trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a Deputy);
- where the report includes an online element, being aware of 'searching screening and confiscation advice (for schools)' and 'UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people'. The key consideration is for staff not to view or forward illegal images of a child. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or the timeline of abuse;
- keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the child, reflecting back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was;
- best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- informing the Designated Safeguarding Lead (or Deputy) as soon as practically possible.

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.

Risk Assessment following a report of sexual violence and/or sexual harassment

When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- The nature of the incident and whether a crime has been committed
- whether there may have been other victims;
- the alleged perpetrator(s);
- all the other children, (and, if appropriate, adult students and staff) especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments are recorded electronically and are kept under review so that the school can actively consider the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The Designated Safeguarding Lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school's risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the school's approach to supporting and protecting their pupils, as well as informing the school's own risk assessment.

Once the risk assessment has been completed the school will follow the processes described in the School's Sexual Violence and Sexual Harassment policy, acting in the best interests of the children involved with consideration given as to how best to support and protect the victim and the alleged perpetrator(s) and any other children involved or impacted.

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.

Serious Violence

All staff are aware that serious violence is a continuing safeguarding concern. It may include physical assault, carrying, threatening with or using weapons, often in the context of peer conflict or

bullying, and may also be associated with criminal exploitation. Staff should be alert to signs that a child may be at risk of, or involved in, serious violence. Indicators may include increased absence, changes in friendships or associations with older individuals or groups, a significant decline in performance or wellbeing, signs of assault or unexplained injuries, or unexplained gifts or possessions. Risk may be higher for children with disrupted education, including suspensions, permanent exclusions or time in alternative provision, or a history of offending. Any concern about a child carrying or using a weapon, or expressing an intention to do so, must be reported immediately to the DSL or a Deputy DSL. The DSL will assess the risk to the individual child and others and take appropriate action, including, where necessary, a safety and support plan and steps to de-escalate peer conflict. Staff should also be alert to times when risk may be heightened, including immediately after school. Early support, including access to trusted adults and appropriate pastoral or specialist intervention, will be provided where necessary.

Responding to Concerns about a Child in Need

A child in need is defined as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

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 child-on-child abuse, should be discussed with the DSL as soon as is practically possible.

It is important that staff provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence to decide where children are being harmed in contexts outside the home and enable a contextual approach to address such harm.

The Designated Safeguarding Lead or Deputy Safeguarding Lead should always be available to discuss safeguarding concerns. If, in exceptional circumstances, the Designated Safeguarding Lead (or Deputy) is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or Deputy) as soon as is practically possible. We adopt an attitude of 'It could happen here.' as we always act in the best interests of the child. 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:

- managing any support for the child internally via the school's own pastoral support processes. Where support happens internally, the DSL will consider whether informing parents would

further support the child's wellbeing, provided that doing so would not place the child at further risk;

- undertaking an early help assessment;
- making a referral to statutory services in accordance with the referral threshold set by the Local Safeguarding Children Board;
- referral to specialist services.

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.

If early help is appropriate, the Designated Safeguarding Lead (or Deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Responding to a Child in Immediate Danger or at Risk

Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the

child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

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, one of the DDSL should be informed as soon as possible that a referral has been made. Typing **'Reporting child abuse to your local council'** into your search engine directs you to your local children's social care contact number and their website containing further information.

Children's social care team at the council in Kent:
030 0041 1111
030 0041 9191 (out of hours)

Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989;
- further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff will do everything they can to support that assessment supported by the DSL. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Reporting Procedures

- Reports 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 thought 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 child 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

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.
Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information with the right people within and between agencies;
- sharing information too slowly;
- a lack of challenge to those who appear not to be taking action.

Staff can play a vital role in safeguarding children by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern are 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.

All concerns, discussions and decisions made, and the reasons for those decisions, are recorded in writing. Information should be kept confidential and stored securely in the Headmistress's office. Concerns and referrals are kept in a separate file for each child.

Records include:

- 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;
- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

The details above are vital to the information gathering process and do not constitute an investigation. Written information should be completed on the Online Safeguarding Form, which once complete will go to the DSL and DDSL. The designated safeguarding lead will evaluate the quality of the recording of concerns and may ask staff to provide further information.

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 DDSLs 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 (December 2023). 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. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

When children leave the school the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school to allow the new school or college to continue supporting children. Confirmation of receipt should be obtained. This is transferred separately from the main pupil file.

In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse, or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.

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 always 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 3). 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 safeguarding 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 use 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.

What should staff do if they have concerns about the school's safeguarding practices?

All staff and volunteers are able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Appropriate whistleblowing procedures are in place for such concerns to be raised with the school's leadership team. Where a staff member feels unable to raise an issue with members of the leadership team, or that their genuine concerns are not being addressed, other whistleblowing channels are open to them: General guidance on whistleblowing can be found in the school's whistleblowing policy, where details of an independent hotline can be accessed. The NSPCC's dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email: help@nspcc.org.uk.

'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.

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, Mr Nick Arnold, 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 Online Safeguarding Form and passed immediately to the DSL or one of the DDSLs in the DSL's absence. Strict chronologic order must be adhered to.

Allegations made against or concerns involving members of staff, volunteers, supply staff, trainee teacher, Headmistress, DSL, DDSLs or Another Adult

Any safeguarding concern or allegation that a member of staff, supply staff member, trainee teacher, volunteer or contractor has harmed a child or poses a risk of harm must be referred to the Headmistress, who will consider whether an onward referral to the LADO is required. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved. 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 Chair of Governors, and in their unavailability, the designated governor Mr Nick Arnold, and in her absence the Vice Chair of Governors. They will inform the LADO. As the DSL is the Headmistress, staff may consider discussing any concerns with the DDSLs 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 are open to them.

This guidance should be followed when a member of staff, volunteer or supply staff, Headmistress, DSL, DDSLs 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

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 OneDrive.

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.

Concerns that do not meet the harm threshold ('low-level concerns')

If a concern about a member of staff (including allegations) does not meet the harm threshold for Section one allegations, the concern should be reported to the Head. It will be recorded as a low-level concern as outlined by the school's low level concern policy.

The concern may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks. It is critical that a culture is created in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This enables an open and transparent culture, enables the early identification of concerning, problematic or inappropriate behaviour, minimises the risk of abuse, ensures that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the School and protect those working in or on behalf of schools from potential false allegations or misunderstandings.

A low-level concern is 'any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate contact outside of work,
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.'

These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with children on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

Low-level concerns about someone employed by a supply agency or contractor should be shared with the head using the Online Low Level Concern Form, who will record the concern and notify the persons' employer so that potential patterns of inappropriate behaviour can be identified.

The head will collect as much evidence as possible by speaking:

- directly to the person who raised the concern (if known);
- to the individual involved and any witnesses.

The head will record all low-level concerns in writing, including:

- details of the concern;
- the context in which it arose;
- evidence collected by the DSL where the concern has been raised via a third party;
- the decision categorising the type of behaviour;
- action taken;
- the rationale for decisions and action taken;
- the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible).

The records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. They will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern is identified, the school should either take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO.

During the review consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. The rationale for all decisions and actions taken will be recorded.

The school will retain this information at least until the individual leaves their employment and guidance in KCSIE is given when a low-level concern should be referred to in a reference.

If the head has any doubts as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they will consult with the LADO.

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 that they will keep disclosed 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 and Deputy 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;
- 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 and in any measures the School may put in place to protect them;

In addition, 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 2026 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 they must be re-trained and have their training 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 at least every two years. The DDSLs are 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 DSLs.

Throughout this policy, reference to the DSL includes the Deputy DSLs 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 (includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring), 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.

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 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, 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 (Non-Maintained Special Schools) (England) Regulations 2015.

Staff induction

The DSL, or in her absence, the DDSLs 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 including procedures to deal with child-on-child abuse.

New staff are also given Keeping Children Safe in Education (KCSIE 2026) and asked to read at least Part 1. Induction Packs also include the latest Staff Handbook, Safeguarding Policy, Whistleblowing Policy, E-Safety Policy, Code of Conduct for Staff (including low-level concerns, allegations against staff and whistleblowing), the Promotion of Good Behaviour Policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying), Children who are absent from Education (particularly on repeat or prolonged occasions) or 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 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	15.04.2025 - Safeguarding Scenario Training with whole staff 18.04.2023 - whole school training provided by Kent Safeguarding Team 02.09.2022 – Whole school Safeguarding Update following new KCSIE 2026 and Working Together 2018 and included training on how to make a referral
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 2025' course online All staff completed the Educare 'Child Protection Refresher 2021' course
Policy Ratified by SMT	September 2025
Policy Ratified by Governors	September 2025
Daily/Weekly monitoring	• Weekly Safeguarding meeting • Weekly staff meeting agenda item • Weekly SLT agenda item, when necessary
Termly monitoring by Safeguarding Governor	• 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	• 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 DDSLs 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 2014, and in line with government publications: *Working Together to Safeguard Children 2023, Keeping Children Safe in Education (KCSIE 2026)* 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 2026) Issued by the Department for Education.

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

The Granville's last Inspection by ISI was in May 2022. 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 (2025, KCSIE)
- Annex B (2026, 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 (2023, 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 (Use and Access) Act 2025
- 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
- Managing Low Level Concerns Procedure
- RSE Policy

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: https://www.womensaid.org.uk/
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

So-called 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
- Internet Matters: https://www.internetmatters.org/
- Net Aware: www.net-aware.org.uk
- Get safe Online: https://www.getsafeonline.org/
- Harmful online challenges and online hoaxes: https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes. This includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

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
- https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation

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 .

Appendix 3 – The Granville School – Safeguarding

This should be read in conjunction with the School Safeguarding Policy and Keeping Children Safe in Education (2025).

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?

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 emailed to all staff. The Kent County Council KCC Safeguarding Newsletters will be available to help keep staff updated.

Glossary of Abbreviations

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	**So-called 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**
PSHE	**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**