



THE GROVE

INDEPENDENT SCHOOL

The Grove School & EYFS (Early Years Foundation Stage) Safeguarding Policy 2021/22

The Grove Child Protection and Safeguarding Protection Policy 2021/22

The Principal is Deborah Berkin

This policy was developed on 28/08/21

This policy was signed off by the Proprietor on 13/09/21

The policy will be reviewed on 30/09/22

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is Emma Carlin (e.carlin@groveschool.co.uk)

**The Deputy Designated Safeguarding leads are
Deborah Berkin and Henry Berkin
(d.berkin@groveschool.co.uk)(h.berkin@groveschool.co.uk)**

**The name of the Designated Teacher for Children who are Looked After is
Emma Carlin**

The named Member of the Governing Body for Safeguarding is Tamsyn Simpkins

Contents

Introduction

Section 1 School Commitment

Section 2 Providing a Safe and Supportive Environment

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Working Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 School Training and Staff Induction
- 2.8 Support, Guidance and Supervision for Staff
- 2.9 Alternative Provision including Work Placements

Section 3 Ensuring that Children are Safe at School and at Home

- 3.1 Child Protection Procedures
- 3.2 Supporting the child and partnership with parents
- 3.3 Preventing violent extremism
- 3.4 Child Sexual Exploitation
- 3.5 Female Genital Mutilation
- 3.6 Domestic Abuse
- 3.7 Forced Marriage
- 3.8a Peer on peer abuse
- 3.8b Upskirting
- 3.9 Youth Produced Sexual Imagery
- 3.10 Attendance and Children Missing Education
- 3.11 Child Criminal Exploitation: County lines
- 3.12 Contextual Safeguarding
- 3.13 Children with Family Members in Prison
- 3.14 Sexual Violence and Sexual Harassment between children

Section 4 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)

- 4.1 Managing Allegations Procedures/Whistle blowing

Introduction

The policy is in line with:

- Milton Keynes together 2020
- Working Together to Safeguard Children (2019)
- Keeping Children Safe in Education (September 2021)
- Information Sharing (2018)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards (March 2013)
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)
- Sexting in Schools and Colleges, responding to incidents and safeguarding young people (UK Council for Child Internet Safety – UKCCIS 2016)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges (May 2018)
- Statutory guidance: relationships education relationships and sex education (RSE) and health education
- DfE advice for schools: [teaching online safety in schools](#)
- UK Council for Internet Safety (UKCIS) guidance: [Education for a connected world](#)
- National Crime Agency’s CEOP education programme: [Thinkuknow](#)
- Public Health England :[Rise Above](#)
- [Prevent Duty Guidance March 2015 or 2021](#)
- <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>
- Preventing and Tackling Bullying (2017) www.gov.uk/government/publications/preventing-and-tackling-bullying
- Mental Health and Behaviour in Schools (2018) www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

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This policy is applicable to all pupils, including those in the EYFS.

Safeguarding is defined as:

- Protecting children from maltreatment.
- Preventing impairment of children’s mental and physical health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, September 2021)

The term “Child” or “Children” refers to as anyone under the age of 18 years

We believe that:

- The school always considers ‘the best interests of the child’
- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19)

Section 1 School Commitment

This policy applies to all adults, including volunteers, working in or on behalf of the school.

The purpose of this policy is:

- To ensure that safeguarding is everyone’s responsibility and that **anyone can make a referral to children’s social care.**
- To inform staff, parents, volunteers, and advisory board members about the school’s responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our school shares an objective to help keep children and young people safe by:

- reading and understanding Part 1 of Keeping Children Safe in Education (September 2021) and Annex B.
- providing a safe environment for children and young people to learn and develop in our school setting, and
- **being ready to involve safeguarding agencies immediately** by providing early help-acting

on and referring early signs of abuse, neglect, and radicalisation.

- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

When receiving a disclosure from a child our staff are trained to respond in a sensitive way, confidentiality to the child cannot be promised to the child and leading questions cannot be asked. Staff complete a disclosure form available from the school office during or soon after their meeting with the child to ensure that the record is true and correct.

Children with SEN and disabilities

Children with Special educational needs (SEN) and disabilities can face additional safeguarding challenges. These children are more prone to peer group isolation or bullying (including prejudice-based bullying) than any other children. The Grove ensures that additional barriers can exist when recognising abuse and neglect in this group of children, these can include.

- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, including peer on peer abuse, without outwardly showing any signs.
- Communication barriers and overcoming these difficulties

Children potentially at greater risk of harm

The Grove recognises that children may need a social worker due to safeguarding or welfare needs. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. Where children need a social worker, the DSL will take this into consideration and this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services)

Children requiring mental health support

The Grove recognises that it has a significant role to play in supporting the mental health and wellbeing of their pupils. All staff should be aware that mental health problems can, in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk from developing one.

Where children have suffered abuse or 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 and immediate action should be taken, following the child protection policy, and speaking to the DSL or deputy.

The Grove Independent School is committed to safeguarding and promoting the well-being of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read, understood, and thus agreed to adhere to any policies.



Section 2 Providing a Safe and Supportive Environment

2.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2021. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g., volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSIE (2021 Part 3) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

All staff will complete the following training during their induction

- Read the Safeguarding Policy
- On-line safety
- Role and identity of DSL and deputies
- KCSIE part one (all staff)
- KCSIE Annex B (leaders and those who work directly with children)

- Pupil Pastoral Policy (including behaviour and anti-bullying)
- Safeguarding response to children who go missing from education.
- Staff code of conduct (including whistleblowing and acceptable use of IT, staff /pupil relationships and comms including use of social media)

This school is committed to keeping an up-to-date Single Central Record (SCR) or register which covers the following people:

- all staff (including supply staff) who work at the school.
- all others who work in regular contact with children in the school, including Advisory Board members and volunteers.
- (For independent schools/academies/free schools) all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

European Economic Area (EEA) regulating authority teacher sanctions or restrictions

149. From 01 January 2021 the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states. Advice about how information about a teacher's past conduct may be obtained can be found at paragraph 172.

172. ...schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- criminal records checks for overseas applicants – Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional bod applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.

Further information can be found in DfE Guidance: Recruit teachers from overseas

Download KCSIE 2021 here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Deborah Berkin (Principal)

Jenna Caramba-Coker (Office Manager)

Henry Berkin (Business Manager)

The above people have undertaken **Safer Recruitment Training within the last 3 years**, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

Visiting Speakers

Visiting speakers are CHECKED AS SUITABLE before they are invited into school. The children are not left without a member of The Grove Staff present with a visitor. Background internet searches will be completed and presentations will be viewed in advance.

Declaration-Disqualification

This part of the policy applies to all staff working in the school and during the out of school care provision. All staff will complete a disqualification form as part of the recruitment process. As an organisation this ensures that:

- We practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- This includes not allowing people to work at The Grove or to be directly concerned in their management, if they are disqualified.
- Other orders have not been made to them against them relating to the care of children.
- They have not had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering. (Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included in the children's barred list).
- Establishes a safe environment in which children can learn and develop.

Home-stays (Exchange Visits)

Where children from overseas are staying with UK parents as part of an exchange organised by the school, those parents will be deemed to be in 'Regulated Activity' for the duration of the stay and as such will require to submit to an enhanced DBS check including barring check. As a volunteer, all checks will be processed free of charge by the DBS. Where additional people in the host family are aged over 16 (i.e. elder siblings) the school will consider on a case-by-case risk assessment basis whether such checks are necessary.

2.2 Safe Working Practice

The Teaching Standards (March 2013) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

In accordance with the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way.

- discuss and/or take advice from school management over any incident which may give rise to concern.
- record any incidents or decisions made.
- apply the same professional standards regardless of gender, sexuality, or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO) immediately or within one working day.; in most serious cases and if a crime has been committed, the police must be informed.

2.3 Risk Assessments

Risk assessments are taken seriously and used to beneficial effect to promote safety. Risk assessments are available for all aspects of the school's work, (*such as premises and equipment, on-site activities, off-site activities, venues used, transport*) Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. Please refer to the school trips file when completing a risk assessment for a trip.

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable, such as a child at risk of Child Sexual Exploitation.

2.4 Safeguarding Information for pupils

All pupils in our school are aware of several staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We aim for all pupils to know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection. Likewise, pupils are informed that there are two Deputy DSL's who they would talk to if the DSL was not in school, we inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are the school council as well as the tutor groups that the children spend time in every day. We make pupils aware of these arrangements by holding assemblies and talking to the children whilst they are in their tutor groups about issues that can arise related to safeguarding.

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

2.5 Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm. All the parents have access to the safeguarding policy online.

We are committed to working with parents positively, openly, and honestly. We ensure that all parents are treated with respect, dignity, and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, to protect a child.

The Grove School will share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm

We encourage parents to discuss any concerns they may have with Deborah Berkin. We make parents aware of our policy through our website and parents know that this policy and others are always accessible via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum by our school e-news.

Staff use of mobile phones and devices with cameras

Photographs are often required for the children's development folders/display work, and we ensure that the staff use school owned cameras when taking these photographs and not their own.

Following the Serious Case Review from Plymouth Safeguarding Board. We ensure that all staff leave their mobile phones in their vehicles when they arrive at work or store them in their locker. Staff are only allowed to use their mobile phones or any device with a camera on it during their breaks and in designated areas. (The Staff room/resources room or off site).

Online Safety

The Grove ensures that appropriate filters and monitoring systems are in place to protect children when online. Additional information is provided in Annex C.

2.6 Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. We have formed allegiances with our Local Authority, *Multi-Agency Screening Team (MASH)*, *CAMHS*, *Police*, *Health*, *Childline in Partnership with schools*, *NSPCC*, *National Youth Advocacy Service*, *Surestart*. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate multi-agency meetings such as Early Intervention Panels, Early Intervention Single Assessment (EISA) and TAC meetings, Child in Need Reviews and Initial and Review Child Protection Case Conferences, AND Children Looked After (CLA) Reviews We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

When making decisions about involving other agencies The Grove will also refer to the recently published "When to call the police guidance" www.npcc.police.uk.

2.7 School Training and Staff Induction

The school's Designated Safeguarding Leads undertakes refresher training at 2 yearly intervals, provided by Milton Keynes Together. The DSL also attends other opportunities such as Training provided by our association (ISA) to ensure that they are up to date with current practices and procedures and to further their continuous professional development.

The principal and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. The Grove School ensure that this takes place by providing on-line training annually and a fuller on-line training bi-annually.

All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and child protection procedures and are informed of school's child protection arrangements on induction. All staff sign a register to say that they have received, read and understood the policy.

2.8 Support, Guidance and Supervision for Staff

Staff will be supported by *the DSL and Deputy DSLs at school, LA, and professional associations*. The designated safeguarding lead for Safeguarding/Child Protection will be supported by *Emma Carlin and Henry Berkin*.

Advice is available from the Schools Safeguarding Advisor from the Local Authority, the Clinical commissioning group within the LA and the Chief office of police within the LA,

Safeguarding is also an agenda item for staff meetings and therefore there is an opportunity for discussion and to raise concerns on a weekly basis.

It is recognised that staff should receive regular Safeguarding Supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive DSL training with the LEA at least every two years. They also receive regular updates from both their association (ISA) as well as changes to legislation from ISI.

2.9 Alternative Provision

This school is committed to safeguarding our children even if they are placed in alternative provision for a period within the school day/week. We therefore seek written reassurance that any Alternative Provision provider has acceptable safeguarding practices in place including their response to concerns about a child; safer recruitment processes; attendance and child missing education procedures; and appropriate information sharing procedures. The school will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

Section 3 Ensuring that Children are Safe at School and at Home

3.1 Child Protection Procedures

Teachers and other adults in school are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth crime.

A child: any person under the age of 18 years.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another.

Development means physical, intellectual, emotional, social or behavioural development.

Health includes physical and mental health; maltreatment includes sexual abuse and other forms of ill-treatment which are not physical.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children. This includes peer-on-peer abuse which can happen outside the school and is often hidden.

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 (Fabricated Induced Illness).

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer-on-peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it, (see paragraph 49)

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 because 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2021'.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded

and discussed with the designated safeguarding lead with responsibility for child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Milton Keynes Continuum of Concern to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention

Single Assessment, Referral into the Early Intervention Panels, or a referral into the Multi Agency Screening Hub (MASH) if the child may be at the threshold of Child in Need or there is concern that the child is at risk of significant harm and thus Child Protection Enquires (S47) may be needed. These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues.

3.2 Supporting the child and partnership with parents

School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents

Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child

We will provide a secure, caring, supportive and protective relationship for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information can be found in:

- Working Together to Safeguard Children
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.
- The Information Commissioner's Office (ICO)
- Data protection toolkit for schools

3.3 The Prevent Duty

Under section 26 of the Counterterrorism and Security Act 2015, The Grove school is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

To fulfil the Prevent Duty staff have received information/training to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this

may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel.

Share a concern call the national police Prevent advice line 0800 011 3764

The Grove School will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE to help build pupils' resilience and enable them to challenge extremist views. The Grove School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. (The staff will be trained by Teresa Hughes @girlinghughes.)

Radicalisation will also be considered within current Online Safety policies, procedures, and curriculum in terms of having suitable filtering, monitoring in place, and raising awareness with staff, parents, and children about the increased risk of online radicalisation, using the internet, social media and Gaming.

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

The Grove School is aware that; Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of child sexual abuse. Both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of events over time and range from opportunistic to complex organised abuse. It can involve force and/ or enticement-based methods of compliance and may or may not be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and /or take place online.

Staff have been made aware of some of the key indicators of CSE by training provided by the DSL. In addition The Grove school appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum eg healthy relationships. If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MASH and the CSE Hub, including a CSE Risk Assessment. The Grove school also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should become known within school the DSL will share this appropriately with the police.

3.5 a Female Genital Mutilation

The Grove school understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. The Grove school is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MASH and/or the Police as is their mandatory duty.

3.6 Domestic Abuse

The Grove school understands that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

The abuse can encompass, but is not limited to psychological, physical, sexual, financial, emotional harm.

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have to leave the family home as a result.

If staff do identify children for whom Domestic Abuse may be a concern, they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MASH, and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings. Where DV Notifications are received from the Domestic Abuse Hub, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

3.7 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of abuse against people, domestic/child abuse, and a serious abuse of human rights.

Staff at The Grove school understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns by applying the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

3.8a Peer on Peer Abuse

All peer-on-peer abuse is unacceptable and will be taken seriously. Any concerns of peer-on-peer abuse and allegations from within or outside the school or on-line are to be reported immediately to the DSL who will record, investigate, and deal with the behaviours involving external safeguarding agencies when necessary. **We have a zero-tolerance approach to not accepting 'banter'. All staff must challenge abusive behaviours** The children are monitored whilst moving around the school. No victim will ever be made to feel ashamed for making a report, the school will not investigate an allegation before first speaking to the LADO.

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" 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. Peer on peer 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); • 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

Allegations of abuse are taken seriously logged on ISAMS they are then investigated by Heads of Department. Both victims and perpetrators are supported by an elected member of staff and kept safe.

Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL to address the underlying Safeguarding concerns.

3.8b Up skirting

Up skirting is a form of peer-on-peer abuse, it is illegal and is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress, or alarm.

3.9 Youth Produced Sexual Imagery

Where there is a disclosure or the school becomes aware that a child may have been involved in sending 'youth produced sexual imagery' which is sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

3.10 Attendance and Children Missing from Education

The Grove school understands that poor attendance can be an indicator of concern for children with welfare and safeguarding concerns, and thus ensures that information is shared between. Jenna *Caramba-Coker and Deborah Berkin*. Likewise, school understands that a parent failing to inform the school that a child has an authorised absence could be a cause for concern and thus will follow the school's 'First 'Day Calling' procedure in these circumstances to try and locate the child and ensure that they are safe.

The Grove school appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. The Grove school will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

The Grove school understands that it is essential that contact is made with the Education Welfare Service (mket.org.uk) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition, The Grove school will contact the Local

Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence

3.11 Child Criminal Exploitation: County Lines

School recognise that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market, and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken to safeguard that child and/or other children. (hyperlink to NRM guidance doc.)

3.12 Contextual Safeguarding

School recognises that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) will consider the context within which such incidents and/or behaviours occur and will consider whether the child is at risk of abuse or exploitation in situations outside their families. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. The school will provide as much information as possible to children's social care as part of any referral undertaken.

3.13 Children with Family Members in Prison

School understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

3.14 Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment involving children at the school is a form of peer- on- peer abuse. Sexual violence involves the criminal sexual offences defined in the Sexual Offences Act 2003. Sexual Harassment is defined as unwanted conduct of a sexual nature and can include online behaviour. Neither is acceptable nor will not be tolerated by the school. School takes all such reports seriously and they will receive the same high standard of care that any other safeguarding concern receives. A multi-agency approach will be undertaken when responding to all such complaints; however, the school will always take immediate action to protect children despite the actions of any other agency. These actions may include an immediate risk assessment in respect of the needs of the child victim and will address any risks identified to any child in respect of an alleged perpetrator of sexual violence or sexual harassment to ensure children are protected from harm. Any risk assessment will be fluid and may change to reflect any developments during the management of the case. All such reports will be managed by the Designated Safeguarding Lead. There are several options the school may consider in respect of the management of a report of sexual violence or sexual harassment between children and each case will receive an appropriate bespoke response once all the facts are known. Irrespective of any potential criminal outcome, the school have a duty to safeguarding all children and may deal with any such report on a balance of probability basis when considering the outcomes for children involved. Should an outcome involve a move to an alternative school for any child then full information sharing of the case will be undertaken with the Designated Safeguarding Lead professional at that school.

3.15 Serious Violent Crime

Staff need to know and understand the indicators that may signal those children are at risk from or are involved with, serious violent crime, including:

- Unexplained gifts/new possessions' -these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
- Increased absence from school.
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/notable change in wellbeing
- Signs of assault/unexplained injuries

Section 4 Managing Allegations made against teachers, including supply teachers, other staff, volunteers, and contractors.

- 4.1 Where an allegation is made against any person working in or on behalf of the school the procedures detailed in Keeping Children Safe in Education 2021 Part 4 and the Managing Allegations Statement will be followed.
- This includes anyone who has 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 or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Whilst we acknowledge such allegations may be false, malicious, or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures of the Local Authority Designated Officer (LADO) for Milton Keynes.
- The needs of the child or children will remain at the centre of all action taken. Any referral to the Local Authority Designated Officer should also be accompanied by consultation with Milton Keynes MASH. This is to establish from the outset whether the concerns identified meet the threshold for a Section 47 child protection investigation and/or the police in respect of any criminal investigation. The Proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them whilst they carry out their investigation.

Supply Teachers

In some circumstances The Grove may have to consider an allegation that meets the harm threshold against an individual not directly employed by them for example supply staff provided by an agency. The Grove will ensure that the allegations are dealt with properly, a supply teacher should not cease to be used without finding out the facts and liaising with the LADO to determine a suitable outcome

Managing Allegations Statement

If staff members have concern about another member of the staff (including supply staff and volunteers) then this should be referred to The Principal (Deborah Berkin) d.berkin@groveschool.co.uk if the concerns are about the principal and when the principal is also the sole proprietor of the school allegations should be reported directly to the designated officers at the local authority LADO

The Local Authority Designated Officer ([LADO](#)) Is the person who should be notified when there are allegations against a person who works with children that is paid, unpaid, volunteers, casual, agency or anyone self-employed.

They work independently of agencies to be able to review and ensure the safeguarding of children whereby they are cared for by people who are in a position of trust.

The [LADO](#) is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a Notification and chairing the Managing Allegations Meeting in cases where the allegation requires investigation by police and/or social care.
- The [LADO](#) does not lead an investigation but draws together evidence and information provided by the relevant agencies.

The [LADO](#) is involved from the initial phase of the allegation through to the conclusion of the case, The responsibilities of the local authority in relation to the [LADO](#) role are outlined in [Working Together to Safeguard Children](#) statutory guidance produced by the Department for Education.

If you have concerns please email the Local Authority Designated Officer ([LADO](#)): LADO@milton-keynes.gov.uk

Or call the [LADO](#) on 01908 254307 and ask for the [LADO](#).

What should a member of staff do if they have concerns about safeguarding practices within the school?

All staff and volunteers should feel able to raise concerns about poor or unsafe practice. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistle blowing channels may be open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 the line is available from 8.00am until 8.00pm, Monday to Friday and email help@nspcc.org.uk.

Offenders

The school has a legal duty to provide a report to be promptly sent to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- The harm test is satisfied in respect of that individual.
- The individual has received a caution or conviction for a relevant offence, or if there is reason to believe the individual has committed a listed relevant offence.
- The individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

Detailed guidance on when to refer to the DBS and what information must be provided, can be found on [GOV.UK](#).

The school is committed to make a referral to The Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed had he or she not resigned.

A report will be made to Ofsted within 14 days if there is an allegation of serious harm or abuse by any persons living, working or looking after children at the premises or elsewhere or any other abuse on the premises.

Safeguarding Children - Useful Numbers

Milton Keynes Multi-Agency Safeguarding Hub

01908 253169

01908 253170

Emergency Social work team - 01908 265545

Thames Valley Police- 999

NSPCC

0800 800 500

NSPCC

Whistle blowing 08000280285

help@nspcc.org.uk

OFSTED

03001 231231

POLICE

101

www.police.co.uk/101

PREVENT

Counter.extremism@education.gov.uk

020 7340 7264

FORCED MARRIAGE UNIT

020 7008 0151 fm@fco.gov.uk

ADVISORY BOARD CHAIR

advisoryboardchair@groveschool.co.uk

The policy will be made available to parents upon request.

This policy, the content and implementation will be reviewed by the Proprietor and advisory board annually. Staff with safeguarding experience may contribute to the writing of the policy.

Policy to be reviewed Sept 2022