



The Grove

## Child Protection & Safeguarding:

# Local School Safeguarding Arrangements (LSSA) Policy 2022-2023

DATE POLICY APPROVED:	APPROVED BY: <b>LGB</b>
REVIEW DUE:	TYPE OF POLICY: <b>Statutory</b>
AUTHOR: <b>Nadine Huseyin</b>	OWNER:
WRITTEN on: <b>1st September 2022</b>	
UPDATED:	

## Contents

1	Key contacts	Page 3
2	Local school context	Page 5
3	Aims of the LSSA	Page 5
4	Local roles and responsibilities	Page 5
4.1	All staff	Page 5
4.2	Designated safeguarding Lead	Page 6
4.3	The Governing board	Page 6
4.4	The Head teacher	Page 7
5	Recognising and taking action	Page 7
5.1	If a child is suffering or likely to suffer harm or immediate danger	Page 9
5.2	If a child makes a disclosure to you	Page 9
5.3	If you discover FGM has taken place	Page 9
5.4	If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer harm or immediate danger)	Page 10
5.5	If you have concerns about extremism	Page 11
5.6	If you have concerns for the mental health of the child	Page 12
5.7	If you have concerns about a staff member or volunteer	Page 12
5.8	Allegations of abuse made against other pupils	Page 13
5.9	Sexting	Page 14
5.10	Pupils with a social worker	Page 16
5.11	Looked after and previously looked after children	Page 16
5.12	Pupils with special educational needs and disabilities	Page 16

6	Mobile phones and camera usage	Page 17
7	Record keeping	Page 17
8	Notifying parents	Page 18
9	Training	Page 18
9.1	All staff	Page 18
9.2	The DSL and deputies	Page 18
9.3	Governors	Page 18
9.4	Recruitment- interview panels	Page 19
10	Staff support and supervision	Page 19
11	Use of reasonable force	Page 19
	Appendix 1 - Types of abuse	Page 20
	Appendix 2- Safer recruitment and DBS checks policies and procedures	Page 21
	Appendix 3- Allegations of abuse made against staff	Page 26
	Appendix 4- Specific Safeguarding issues	Page 31
	Appendix 5 - Sexual violence and sexual harassment between children in school	Page 38
	Appendix 6- Online safety	Page 41
	Appendix 7-Sources of support and advice	Page 44

*This policy is published on the school website and is available in hard copy on request. Copies of the policy are available for inspection at any time during the school day. If at any time you cannot access the hyperlinks, please inform reception and printed versions can be given.*

*This policy can be made available in large print or other accessible formats if required.*

## 1. Key contacts - The Grove

Role	Name	Contact number	Email
Designated Safeguarding Lead (DSL)	Nadine Huseyin	020 3876 6555 07919 124220	<a href="mailto:Nadine.huseyin@thegroveschool.co.uk">Nadine.huseyin@thegroveschool.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Lucia Santi	020 3876 6555	<a href="mailto:Lucia.Santi@thegroveschool.co.uk">Lucia.Santi@thegroveschool.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Helen Georgiades	020 3876 6555	<a href="mailto:Helen.Georgiades@thegroveschool.co.uk">Helen.Georgiades@thegroveschool.co.uk</a>
Deputy Designated Safeguarding Lead (DDSL)	Bronja Elton	020 3876 6555	<a href="mailto:Bronja.Elton@thegroveschool.co.uk">Bronja.Elton@thegroveschool.co.uk</a>
Safeguarding Officer	Ashley Lloyd	020 3876 6555	<a href="mailto:Ashley.Lloyd@thegroveschool.co.uk">Ashley.Lloyd@thegroveschool.co.uk</a>
Safeguarding Officer	Louis Maunder	020 3876 6555	<a href="mailto:Louis.Maunder@thegroveschool.co.uk">Louis.Maunder@thegroveschool.co.uk</a>
Headteacher	Lucia Santi	020 3876 6555	<a href="mailto:Lucia.Santi@thegroveschool.co.uk">Lucia.Santi@thegroveschool.co.uk</a>
Chair of Governors	Patrick Donovan	020 3876 6555	<a href="mailto:patrickdonovan555@gmail.com">patrickdonovan555@gmail.com</a>
CEO SEARCH Education Trust	Anthony Billings	020 8826 1230	<a href="mailto:anthony.billings@searcheducationtrust.com">anthony.billings@searcheducationtrust.com</a>

## Key Contacts - Haringey

Local Authority designated officer (LADO)	LADO service manager: <b>Finola Owens LADO Manager</b> <b>Sharon Ackbersingh LADO</b>	Tel: 020 8489 2968/1186	<a href="mailto:LADO@haringey.gov.uk">LADO@haringey.gov.uk</a>
Prevent education officer	Olga Nasiridou	020 7340 7264	<a href="mailto:Olga.Nasiridou@haringey.gov.uk">Olga.Nasiridou@haringey.gov.uk</a>

Haringey Local Safeguarding Children Board		020 8489 3145	<a href="https://haringeyscp.org.uk/">https://haringeyscp.org.uk/</a>
Haringey Council's Children's Services		020 8489 4470 Monday to Thursday 8.45am to 5pm; Friday 8.45am to 4.45pm	<a href="mailto:mashreferral@haringey.gov.uk">mashreferral@haringey.gov.uk</a>

Making a MASH referral	During your phone call (above) if you are a professional working with children, you may be asked to complete a <b>MASH referral form</b> within 24 hours. This should be emailed securely to: <a href="mailto:mashreferral@Haringey.gcsx.gov.uk">mashreferral@Haringey.gcsx.gov.uk</a>
------------------------	--

- **The Grove: Local school context (1st September 2022)**

No. on roll	120
% EHCP SEN Pupils	100%
% English as an Additional Language	15.7%

- **Aims of the LSSA**

- To provide a practical working document which reflects day to day safeguarding practice at The Grove School
- To give clarity around roles and responsibilities of staff at The Grove School
- To provide specific information and guidance around record keeping and reporting at school level.
- Signpost specific agencies who can support

### **The Grove Commitment**

Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

The Grove is committed to safeguarding and promoting the welfare of all of its pupils; each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g., those with special educational needs; those living in adverse circumstances. We take a considered and sensitive approach in

order that we can support all our children.

We support our pupils to learn about keeping themselves safe through our curriculum, with particular reference to our (personal, social, health & economic) PSHE & Citizenship, (spiritual, moral, social & cultural) SMSC and (relationships & sex education) RSE curriculums. Resources and activities are created and developed to meet the learning ranges of our pupils for example the use of Communication in print to help with understanding or the use of mind maps to help them visualise connections.

In our approach to safeguarding, it is important that we remember our belief that the ability to communicate is central to a person's sense of self and their connection to the world around them. At The Grove, we follow a Total Communication Approach, which means that we recognise, and value all forms of communication equally. These may include a combination of the following:

- Non-Verbal Communication
- Facial expressions
- Eye contact
- Gestures and pointing
- Body Language (proximity, positioning etc)
- Signing (Makaton)
- Vocalisations
- Visual Forms of Communication
- Use of objects
- Objects of Reference
- Use of photographs
- Drawings/diagrams/pictures
- Use of symbols
- Use of PECS (Picture Exchange Communication System)
- Written Language
- Verbal Communication
- Use of high-tech voice output communication aids (VOCAs)
- Spoken Language

It is of vital importance that our pupils are given the opportunity to “communicate to others and be communicated to” effectively and this may include any or all of the above formats. Staff MUST give time and allowance for a pupil's communication ability and should refer to the personalised learning plan (PLP) for information around their particular communication needs. Methods of communication around safeguarding concerns will be recorded in any safeguarding records.

- **Local roles and responsibilities**

Safeguarding and child protection is everyone's responsibility. This LSSA should be used by all staff (including volunteers and governors) who work in The Grove School. This LSSA also applies to extended school and off-site activities.

- **All staff**

All staff will follow all safeguarding guidelines set out in the child protection and safeguarding policy. Ensure they have read and understood part 1 of the Department for Education's statutory safeguarding

guidance, Keeping Children Safe in Education 2022 and refer back to this document if they are unsure of any of the day-to-day practices related to safeguarding.

All staff will have a responsibility to:

- Be aware of our systems which support safeguarding, including:
  - Child Protection & Safeguarding Policy
  - Behaviour Policy
  - Children Missing in Education
  - Staff handbook including Staff Code of Conduct
  - Anti-Bullying Policy
1. Understand the early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early
  2. Identification and assessment
  3. Know the process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
  4. Know what to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, sexual harassment and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
  5. Know the signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
  6. Be aware that it can happen here, and safeguarding is everyone's responsibility.
    - **The designated safeguarding lead (DSL)**

The DSL is a member of the senior leadership team. The DSL at The Grove is **Nadine Huseyin**, who will take lead responsibility for child protection and wider safeguarding of pupils in that school.

All concerns are reported using [My concern](#). All urgent concerns should be marked as such. During term time, for emergency referrals or advice the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies – **Lucia Santi, Helen Georgiades or Bronja Elton** will act as cover. If The DSL and deputies are not available, the Headteacher will act as cover. The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel Programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Understand the views of the children and encourage a culture of listening to children and taking account of their wishes.

The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description. Whilst the activities of the DSL may be delegated to deputies the ultimate lead responsibility for safeguarding and child protection remains with the DSL and will not be delegated.

#### o **The Governing body**

The Governing body of The Grove school will approve the child protection and safeguarding policy annually, ensure it complies with the law and hold the Headteacher to account for its implementation.

The Governing body will ensure the school's systems enable pupils to report what is happening to them and have a nominated governor for safeguarding.

The nominated governor will support the Designated Safeguarding Leads in the school and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

The governing body will take an active role in monitoring safeguarding arrangements and providing support to the Designated Safeguarding Lead in line with Part 2 KCSIE 2022. This will include visits to school, regular contact with the Designated Safeguarding Lead and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.

The CEO, Anthony Billings will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate.

#### o **The Headteacher**

The Headteacher is responsible for the implementation of the Trust policy and the LSSA policy which accompanies it. They will also ensure:

- that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicate both the child protection policy and LSSA to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

#### ● **Recognising abuse and taking action**

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding



concern.

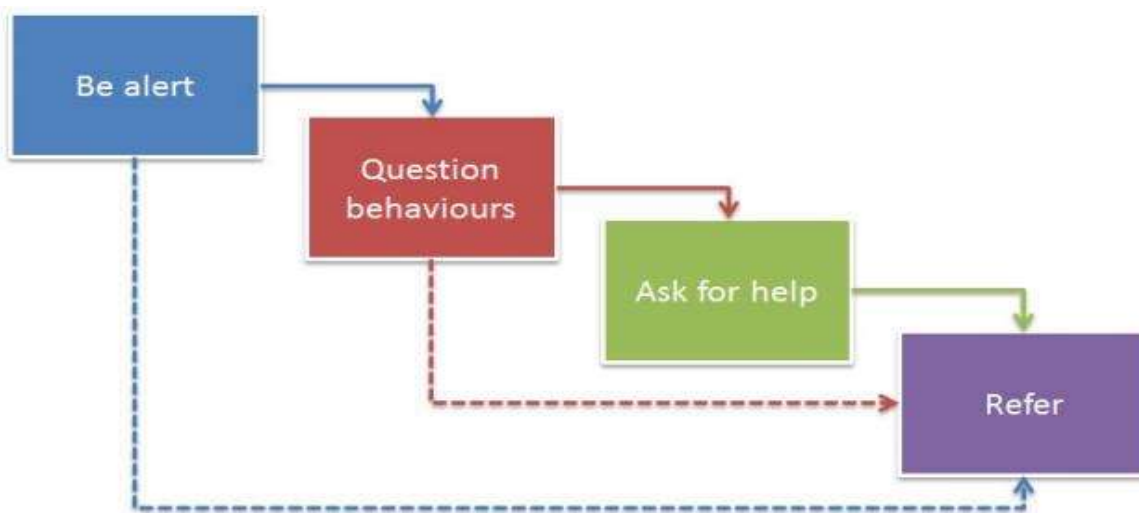
Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

The Grove School recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:

- o Physical abuse
- o Sexual abuse
- o Emotional abuse
- o Neglect

For further information see Appendix 1 of this policy and Appendix 6 for links to advice and support.

All members of staff are expected to be aware of and follow this approach if they are concerned about a child (taken from ‘What to do if you are worried a child is being abused’ DfE 2015)



All staff in The Grove School are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018 updated December 2020) and Keeping Children Safe in Education (KCSIE) 2022.

The Grove School acknowledges that safeguarding includes a wider range of specific issues including those in POINT 31 - KCSIE 2022:

- Child-on-child abuse
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Domestic abuse
- Female Genital Mutilation (FGM)

- Mental Health
- Serious Violence

As well as those in Annexe B of the KCSIE 2022:

- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Children and the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent duty Channel
- Sexual violence and sexual harassment between children in schools and colleges
- Serious Violence So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- FGM mandatory reporting duty for teachers
- Forced marriage

*Additional information on these specific issues is given in Keeping Children Safe in Education (2022) Section 31 - Safeguarding Issues and Annex B*

Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.

It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused; however, all concerns should be taken seriously and explored by the DSL on a case-by-case basis.

Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

Safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and

serious youth violence.

By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

○ **If a child is suffering or likely to suffer harm, or in immediate danger**

Make a referral to the DSL marking this as 'Urgent' on MyConcern and follow up with a face-to-face discussion with the DSL as soon as possible if necessary. If the child is in school this must be prior to the child going home.

Staff can also make a referral to children's social care and/or the police themselves immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral using the contact details in the key contact's section.**

Staff should inform the DSL as soon as possible if they make a referral directly. Any referral form submitted should be attached to the child's MyConcern profile. The referral form can be accessed via the website <https://www.haringey.gov.uk/children-and-families/childrens-social-care/child-protection> or advice can be given by MASH by using the details in the contact section of this document. Details of how to refer any child can be found [here](#).

○ **If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret. If you do not know what will happen next tell them, you will update them when you do.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Write up the concern as soon as you can and refer via MyConcern. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 5.1) and tell the DSL as soon as possible that you have done so.
- Children should not be asked to write an account of a possibly traumatic event. Aside from the ethical implications of doing so, there may be criminal law reasons for not asking a child to commit their account in writing without legal counsel.

○ **If you discover that FGM has taken place, or a pupil is at risk of FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting

harmful consequences.

Whilst all staff should speak to the designated safeguarding lead (or a deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. Staff should not examine pupils.

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, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or a deputy) and involve local authority children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Further FGM guidance for schools (2019) can be found [here](#).

Use [this factsheet](#) to make sure you are confident with the following:

- What FGM is
- About your duty to report it
- What signs to look out for that a girl is at risk of FGM or that it may have happened
- What to do if you have concerns or if they become aware of a case.

**Any other member of staff including governors** who discovers that an act of FGM appears to have been carried out on a pupil **under 18** must speak to the DSL and follow our local safeguarding procedures. Staff should not examine pupils.

- **If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Log the concern on MyConcern and discuss the concern with DSL if necessary.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a deputy DSL and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible and log all on MyConcern

### **Early help**

If early help is appropriate, the DSL 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.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authorities are committed to make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

The [LSCB escalation policy](#) will be followed in cases where the DSL believes the child to need more support than is being offered. If you cannot access this a copy of the policy can be requested from the DSL.

- **If you have concerns about radicalisation**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action. Record all concerns of this nature on MyConcern with an online referral.

Children and young people are vulnerable to extremist ideology and radicalisation.

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

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

**Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a deputy DSL and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

#### ○ **If you have a concern for the mental health of a child**

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or at risk of developing one. If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 5.1

If staff have a mental health concern that is not also a safeguarding concern, they should speak to the DSL to agree a course of action. The Mental Health Lead for pupils is **Nadine Huseyin**. Links with

CAMHS enable the school to discuss concerns or make referrals if deemed appropriate. CAMHS referrals are made following conversations with families and pupils if applicable. The school works with external agencies to refer pupils when and where necessary.

The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying which can be read in more detail in our anti-bullying policy.

#### ○ **Concerns about a staff member or volunteer**

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Headteacher, Lucia Santi. If the concerns/allegations are about the Headteacher, speak to the chair of governors, Patrick Donovan or the CEO of The SEARCH Educational Trust, Anthony Billings. The Headteacher/chair of governors will then follow the correct procedures, set out in the safeguarding policy.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail). The headteacher will always inform the LADO of the concern and also inform them of the outcome.

#### ○ **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We also recognise the gendered nature of child-on-child abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators). However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation on MyConcern and tell the DSL, but do not investigate it. The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place if necessary for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if

needed

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by putting posters in all rooms, delivering assemblies, and informing parents
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Minimising hidden spaces and having duty staff located in specific areas of the school site at specific times.
- Ban mobile phone use for the pupils on school grounds.

More detailed information on sexual violence and sexual harassment between children in schools has been added to appendix 5.

## Sexting

### Staff responsibilities when responding to an incident

If you are made aware of an incident involving sexting (consensual and non-consensual sharing of nudes and semi-nude images and or videos, also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

What to do if an incident comes to your attention:

- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help



from the DSL (or equivalent).

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

The DfE provides [Searching Screening and Confiscation Advice](#) for schools, which may be referred to.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment - If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. In most cases we will refer to the MASH.

### **Further review by the DSL**

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess

the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage, where appropriate, and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this must be done via appropriate channels: 101 for non-emergency and 999 for emergencies.

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 7 of this policy also apply to recording incidents of sexting.

### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes at THE GROVE

Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

#### **o Pupils with a social worker**

Pupils may need a social worker due to safeguarding welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to

ensure any decisions are made in the best interest of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks.
- The provision of pastoral and/ or academic support

○ **Looked after and previously looked after children.**

- We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:
  - Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
  - The DSL has details of children's social workers and relevant virtual school heads

The appointed designated teacher for The Grove is the Deputy Headteacher, Helen Georgiades. Nadine Husyein is also responsible for promoting the achievements of looked-after children and previously looked-after children in line with Statutory guidance for local-authority-maintained schools carrying out duties for looked-after and previously looked-after children, details of this can be found [here](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

○ **Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers We offer extra pastoral support for pupils with SEN and disabilities.

In THE GROVE we offer extra pastoral support for pupils with SEN and disabilities. This includes:

- Access to a familiar member of staff (a safe and familiar adults who knows the pupil well)
- Access to a safe place for emotional and behavioural support
- Access to specialist staff who are trained in supporting pupils with social, emotional, mental health needs and communication difficulties (social stories, visual supports etc.)
- Access to social groups to develop communication skills to better develop how they can express themselves

- **Mobile phones and camera usage**

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

However, staff may use their mobile phones to support teaching and learning evidence gathering via apps approved by the Senior Leadership Team. Photos will be TAKEN VIA APPROVED APPS ONLY.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

- **Record keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing using our online referral system MyConcern. If you are in any doubt about whether to record something, do it anyway.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional who needs to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school. Records are archived and kept in storage in each of the schools and an electronic copy is kept of all safeguarding files, available through MyConcern.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

In addition:

- Our child protection and safeguarding policy sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks.
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## **7. Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **9 Training**

### **9.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins, and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable

### **9.2 The DSL and deputies**

The DSL and deputies will undertake level 3 child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### **9.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

All governors and trustees must undergo regular governor specific awareness training (at least every two years); they will also read at least part 2 of the KCSIE.

The nominated governor for safeguarding will undergo training prior to or soon after appointment to the role; this training will be updated at least every three years.

The Nominated Safeguarding Governor and the Chair of Trustees should also receive additional appropriate training to enable them to fulfil their safeguarding responsibilities, and as part of that training, they will read the entirety of KCSIE.

Governing bodies and proprietors should ensure that 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 should be regularly updated.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010 22, (including the Public Sector Equality Duty 23), and their local multi-agency safeguarding arrangements.

As the chair of governors and CEO may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

#### **9.4 Recruitment – interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training within the last 3 years. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

### **10. Staff support and supervisions**

All staff who have contact with children and families will have access to supervision, which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

### **11. Use of reasonable force**

The Grove School has in place a policy for the use of reasonable force which enables and supports staff to make appropriate physical contact.

Staff who may be required to de-escalate volatile situations on a regular basis, where any degree of restraint may be required, should be suitably Team Teach or similarly trained.

Inappropriate (unnecessary, disproportionate and undue) use of force may result in a referral to LADO. This follows DfE guidance in the set of reasonable force, and includes the school's:

- response to risks presented by incidents involving children with additional vulnerability
  - SEND, mental health or with medical conditions,

- duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
- positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

### **Appendix 1: types of abuse**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**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.
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- 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** is 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 caregivers) Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **Appendix 2: Safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

The Trust (and The Grove) will follow the Safer Recruitment guidance in Keeping Children Safe in Education 2022 (Section 3 'Safer Recruitment') and statutory guidance from The Disclosure and Barring Service (DBS).

### **New staff**

When appointing new staff, we will:

Verify their identity

- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed



by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

- Check that candidate taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Consider carrying out an online search as part of our due diligence on the shortlisted candidates

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek 2 references on all short-listed candidates, including internal candidates, before the interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Staff must disclose any concerns arising in their personal life that may have bearing on **professional suitability** and **potential transferable risk** in their work with children. This must be disclosed to the Headteacher without delay in order to enable the school to undertake a risk assessment and to notify the LADO. Examples of the types of concerns in personal life that must be disclosed include but are not limited to:

- Accusations of domestic abuse, coercion or control.
- Accusations of sexual or physical assault of an adult.
- Any safeguarding concerns related to the care of the professional's own children.
- Causing harm to children and young people, including any engagement in organised crime.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

**Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in relevant conduct; or

- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009.

or

- The 'harm test' is satisfied in respect of the individual (i.e., they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks,

we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/pupil teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

The chair of the board will have their DBS check countersigned by the secretary of state. All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK

- Other checks deemed necessary if they have lived or worked outside the UK

### **Staff working in alternative provision settings**

The school sometimes places pupils in alternative provision either on a full or part time basis. The school recognises the additional vulnerabilities of these pupils and that the responsibility for their safeguarding remains with the school. The school has put in place checks to ensure the provider meets the needs of each pupil and there is regular communication on their welfare, well-being and safety.

This also applies to children who cannot attend school for health reasons and will be considered on a case-by-case basis.

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit

### **Checking the identity and suitability of visitors**

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using InVentry system.

For visitors who are there in a professional capacity we will check ID and be assured that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks. Schools and colleges should not ask to see the certificate in these circumstances).

These visitors will wear the appropriate lanyard.

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff. These visitors will wear an orange lanyard.

### **Appendix 3: allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### **Suspension**

In many cases, an inquiry can be resolved quickly and without the need for suspension. The employer will decide on whether the individual should continue to work at the school, based on consultation with the LADO who will provide relevant information received from the police or local authority children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school in the SEARCH Education Trust.

### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Headteacher (or chair of governors where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary).
- Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies. Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named

contact at the school and their contact details

- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
  
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
  
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Staff have access to trade union representatives as appropriate and a staff support helpline
  
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any family who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
  
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
  
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Headteacher or Chair of Governors (where the allegation is against the Headteacher) will ask the police at the start of the investigation to obtain

consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Additional considerations for supply staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.



If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual. Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation

if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

## **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

## **Learning lessons**

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures to help prevent similar events in the future.

This should include:

- issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.
- Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated.
- The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

## **Appendix 4: specific safeguarding issues**

### **Elective home education**

If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of additional needs of child with SEND and/or social workers, transition support, and informing the LA (*requirement to notify LA on removal from roll*).

### **Children missing from education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include:

- sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines.
- indication of mental health problems,
- risk of substance abuse,
- risk of travelling to conflict zones,
- risk of female genital mutilation,

- 'honour'-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

The Grove school has a Missing from Education Policy which will be followed regarding any concerns.

### **Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve

physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- The particular vulnerabilities of certain children (those who have experienced prior childhood trauma / abuse, children with disabilities and additional needs, children excluded from school, children in care)
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or
- becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or
- not taking part in education

### **Domestic abuse**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) through the operation encompass programme before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **So-called 'honour-based' violence (including FGM and forced marriage)**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 4.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems

- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

The above indicators and risk factors are not intended to be exhaustive.

The mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police on 101. The FGM duty came into force on 31 October 2015.

### **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule,

i.e., we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer. Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour. The government website [Educate Against Hate](#) and charity [NSPCC](#) says that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities, they used to enjoy Converting to a new religion
- Isolating themselves from family and friends Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others; any increased levels of anger anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including online.

### **Child-on-child abuse**

All members of staff at The Grove school, should recognise that children are capable of abusing other children (including online). All staff should be clear about our school policy and procedures with regard to child-on-child abuse. We aim to ensure that:

- procedures are in place to minimise the risk of child-on-child abuse
- there are systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously
- allegations of child-on-child abuse will be recorded, investigated, and dealt with
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported
- arecognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported
- making it clear that we have a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
- recognition that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously, and

The different forms child-on-child abuse can take, such as:



- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm or sexual violence and sexual harassment. Part five of the KCSIE 2022 guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery): as referred to on page 16 including how to respond to an incident of nude and/or seminude images and/or videos being shared
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (which is a criminal offence), 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, and
- initiation/hazing type violence and rituals.

The Grove School recognises consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy). The school will follow DfE Searching Screening and Confiscation Advice and UKCIS Education Group Sharing nudes and semi-nude advice for education settings.

- Where child-on-child abuse is disclosed, the school will provide pastoral support, working with families, and in cases of sexual assault, informing the police and/or Haringey's Safeguarding Team.

### **Appendix 5: Sexual violence and sexual harassment between children in school**

When responding to concerns relating to child on child sexual violence or harassment, The Grove will follow guidance outlined in KCSIE 2022, Part 5.

Statutory guidance states that schools should respond to all signs, reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of the school premises, and/or online (what to look out for and indicators of abuse are set out in Part one of the KCSIE guidance). As set out in Part one of the guidance, all staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment 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) attends the same school or college. 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.

It is essential that **all** victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### **What is sexual violence and sexual harassment? Sexual violence**

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003/135 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe

that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

- the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

### **Sexual harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos, or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - o consensual and non-consensual sharing of nudes and semi-nude images and/or videos. UKCIS Sharing nudes and semi-nudes: As set out in advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
  - o sharing of unwanted explicit content;
  - o upskirting (is a criminal offence);
  - o sexualised online bullying
  - o unwanted sexual comments and messages, including, on social media;

- o sexual exploitation; coercion and threats.

### **Upskirting**

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) 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 sex, can be a victim.

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

### **Appendix 6 Online safety**

It is recognised by The Grove School that the use of technology presents challenges and risks to children and adults both inside and outside of school. As a school we will empower, protect, and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate. The school sees technology and its use permeating all aspects of school. Our integrated approach to online safety is set out in detail in:

- The online safety policy
- Mobile phone and social media policy (both pupils & staff/volunteers)
- Use of images policy
- Remote learning policy and
- Threaded through other policies, including policies for the curriculum, subject teaching, behaviour, child-on-child abuse and RSE/PSHE.
- Role and responsibilities of the DSL

The school identifies that the breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk as set out in KCSIE:

**content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;

**contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and

**conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.

**commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, pupils or staff are at risk, please report it to the Anti-Phishing Working Group.

The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.

THE GROVE uses a wide range of technology. This includes computers, chrome books, the internet, our learning platform, intranet, and email systems. All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

THE GROVE recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2022 has appropriate policies in place that are shared and understood by all members of the community. Further information regarding the specific approaches relating to this can be found in our online safety, mobile technology, social media, acceptable use and image use policies which can be found on the school website.

THE GROVE will do all we reasonably can to limit children's exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place.

If learners or staff discover unsuitable sites or material, they are required to report the concern immediately to a member of staff, and report the URL of the site to the IT department

Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate and followed up daily in line with our safeguarding policy.

Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.

When implementing appropriate filtering and monitoring, THE GROVE will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

THE GROVE acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety.

Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.

Learners' internet use will be supervised by staff according to their age and ability.

Learners will be directed to use age-appropriate online resources and tools by staff.

THE GROVE will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

THE GROVE will build a partnership approach to online safety and will support families to become aware and alert by sharing online safety information with families through newsletters, emails, and phone calls.

Online safety workshops for parents and carers will be held:

THE GROVE will ensure that online safety training for all staff is integrated, aligned, and considered as part of our overarching safeguarding approach.

The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour. Internal sanctions and/or support will be implemented as appropriate.

Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.

Staff should understand the implications of private social media accounts being accessed by pupils, parents, and the wider community, and that these may have an impact on their professional standing and could result in a referral to LADO if they indicate suitability issues or transferable risk

### **Where children are asked to learn online at home in response to a full or partial closure:**

THE GROVE will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.

All communication with learners and families will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g., Google Classroom and the DPR. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school staff behaviour policy/code of conduct and Acceptable Use/online safety policies. When delivering remote learning, staff will follow our policy and guidance for remote learning.

Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.

Families will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the The Grove School their child is going to be interacting with online and who they contact in case they need help and/or support e.g., tutor, family worker, SENCo, member of the year team. Families will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

### **Appendix 7: Sources of support and advice**

The following links are sources of further advice and support for school staff, volunteers, governors, and families. Additional links can be found throughout KCSIE 2022, and in Annexes B (specific issues) and D (online safety).

#### **Support for staff**

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

- DfE: [Whistleblowing for employees - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- DfE: The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number: [Report child abuse to a local council - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- NSPCC: [Safeguarding children and child protection | NSPCC Learning](https://www.nspcc.org.uk)

### **Support for Learners**

- ChildLine: [www.childline.org.uk](https://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](https://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](https://www.themix.org.uk)
- Shout: [www.giveusashout.org](https://www.giveusashout.org)
- Fearless: [www.fearless.org](https://www.fearless.org)

### **Support for adults**

- Family Lives: [www.familylives.org.uk](https://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](https://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](https://www.victimsupport.org.uk)
- The Samaritans: [www.samaritans.org](https://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](https://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](https://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](https://www.actionfraud.police.uk)
- Shout: [www.giveusashout.org](https://www.giveusashout.org)

### **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](https://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](https://www.mencap.org.uk)

### **Personal, social and health education and Relationships and sex education**

- DfE: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- DfE: [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- DfE: [Engaging parents with relationships education policy - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- PSHE Association: [Home | www.pshe-association.org.uk](https://www.pshe-association.org.uk)

### **Covid and remote learning**

- DfE safeguarding and remote learning is available: [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
- The Education People: [Safer Remote Learning during COVID-19: Information for School Leaders and DSLs | The Education People](https://www.educationpeople.org.uk)
- DfE: [Education recovery support - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### **Domestic Abuse**

- Domestic abuse services: [www.domesticabuseservices.org.uk](https://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](https://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](https://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](https://www.mensadviceline.org.uk)

- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phonenumber: <https://respectphonenumber.org.uk>

### **Honour Based Abuse and FGM**

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information:  
[www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

### **Contextual Safeguarding, child-on-child abuse, Sexual Exploitation and Criminal Exploitation:**

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)

### **Serious violence, gangs, county lines child exploitation**

- Home Office: [Advice to schools and colleges on gangs and youth violence - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- DfE: [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Home Office: [Serious Violence Strategy - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Substance Misuse**

- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Talk to Frank: [www.talktofrank.com](http://www.talktofrank.com)

### **Mental Health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- PHSE Rise above resources and lesson plans: [Mental wellbeing | Overview | PHE School Zone](#)
- DfE: [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Online Safety**

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC: [Social media and online safety | NSPCC Learning](#)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' [Education for a Connected World - GOV.UK \(www.gov.uk\)](#)
- DfE '*Teaching online safety in school*' guidance. [Teaching online safety in schools - GOV.UK \(www.gov.uk\)](#)
- UK Council for Internet Safety (UKCIS): [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

#### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)