

Safeguarding and Child Protection Policy



September 2025

This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 11 – Every child has the right to be protected from kidnapping or being taken out of their country illegally.

Article 17 – Children have the right to information from books, newspapers, computers and other sources, as long as it isn't harmful.

Article 19 – Children have the right to be protected from being hurt or mistreated by anyone.

Article 27 – Every child has the right to have their basic needs met (food, clothing and a safe place to sleep)

Article 34 – Every child must be protected against sexual abuse.

Article 36 – Every child must be protected against any form of bad treatment.

Date written: September 2025

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Please read this in conjunction with Keeping Children Safe in Education, 2025

Safeguarding and Child Protection Policy

Our Safeguarding Team Email: safeguarding@graftonprimary.co.uk Telephone: 020 3727 5171
Designated Safeguarding Lead (DSL)
Mrs C Robinson (Assistant Headteacher) crobinson@graftonprimary.co.uk also Designated Teacher for children who are Looked After
Deputy Designated Safeguarding Leads (DDSL)
Mrs J Bana (Headteacher) Miss P Winter (Assistant Headteacher) Ms A Carroll (Assistant Headteacher) Ms M Prince (Assistant Headteacher) Mrs M Salunkhe (SENCO) Mrs K Brissett (Assistant Headteacher)
Governor responsible for Safeguarding and Child Protection
Mr N Power Can be contacted via the school office office@graftonprimary.co.uk Chair of Governors - Dr Roza Shirazi
Local Authority Designated Officer (LADO)
Mr M Cullern Lado@LBBD.gov.uk
LBBB MASH Team contact details for referrals
MASH Team for referrals 020 8270 3811 Out of hours telephone number 0208 215 3000 childrenss@lbbd.gov.uk https://www.lbbd.gov.uk/report-a-serious-concern-about-a-child-marf-for-professionals
NSPCC Whistleblowing Advice Helpline - 0800 028 0285 help@NSPCC.org.uk Whistleblowing Helpline - 020 82272541 whistle-blowing@lbbd.gov.uk

Introduction

Grafton Primary School is committed to safeguarding every child in our school. The health, safety and wellbeing of all our children are of paramount importance to all of the adults in our school. The governors and staff of Grafton Primary School, both teaching and non-teaching, fully recognise the contribution they make to safeguarding children. Members of staff, who come into daily contact with children, are well placed to notice signs which may cause them to have concern. We recognise that all staff, including volunteers, have a responsibility to

Author: Carla Robinson, Assistant Headteacher / Designated Safeguarding Lead Convention on the Rights of the Child Articles that this policy links to: 3, 6, 9, 11, 12, 13, 15, 17, 19, 24, 27, 31, 32, 33, 34, 35, 37, 36, 39

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play a full and active part in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, moral and academic development of the individual child. All staff are vigilant and hold the view that 'It can happen here'.

As a school we will ensure that:

- We have a designated member of staff with lead responsibility for child protection matters (DSL). The named person will undertake regular training (a minimum of every 2 years).
- A member of staff who will act in the designated teacher's absence who will also undertake regular training (Deputy DSL).
- All members of staff develop their understanding of the signs and indicators of abuse, through INSET and training.
- All members of staff know how to respond to a pupil who discloses abuse and are clear about the procedures on how to manage and report concerns.
- All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures and the policy is made available to them.
- Our procedures will be regularly reviewed and updated and are monitored by the Governing Body.
- All new members of staff, including supply staff and volunteers, will be given a copy of our safeguarding and child protection procedures as part of their induction and all staff will be provided with regular safeguarding training.

Definitions

Safeguarding and promoting the welfare of children is the process of:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether inside or outside the home (including online)
- Preventing impairment of children's health or development (mental and physical)
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Acting to enable children to have the best life chances

Child protection is the process of protecting individual children identified as suffering or at risk of suffering significant harm as a result of abuse, neglect or exploitation.

The aims of this policy are to:

- Support the child's development in ways that foster security, confidence and independence.
- Raise the awareness of Governors, teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting safeguarding concerns and possible cases of abuse.
- Provide a systematic way of monitoring children known or thought to be at risk of harm.
- Emphasise the need for good communication between all members of staff.
- Develop a structured procedure within the school that will be followed by all members of the school community in cases of any concerns around suspected child abuse or potential need.
- Develop and promote effective and positive working relationships with parents and other agencies, including, Children's Services, the Police and School Nurse.

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- Ensure that we practise safe recruitment in checking the suitability of all adults within our school who have access to children. This includes any outside agencies who may work with children in after school activities.
- Raise awareness and equip children with the skills needed to keep themselves safe.

Responsibilities

All staff

- All staff must have regular training on safeguarding, receive updates regularly and also read and confirm that they have read the most recent Part 1 of Keeping Children Safe in Education.
- It is the responsibility of **ALL** staff to be vigilant and alert to the signs and symptoms of abuse. They must report any safeguarding concerns regarding to the DSL, or in their absence, the DDSL, including concerns in school, outside of school and online.
- Clear and concise records of events or concerns in consultation with the DSL should be recorded on 'Safeguard' our online safeguarding system or on a cause for concern sheet and signed and dated by the member of staff who is making the report. These records should then be passed to the DSL.
- Staff need to be aware of children with additional needs or disabilities as they can be more vulnerable to abuse. Staff must adhere to the Staff Code of Conduct and ensure that their behaviour and actions do not place pupils or themselves at risk of allegations of harm to a pupil.
- Any member of staff can make a referral about a safeguarding matter, but they must inform the DSL that they have done so. This is known as a MARF (Multi Agency Referral Form). Referrals can be made online on the link below.

<https://www.lbbd.gov.uk/report-a-serious-concern-about-a-child-marf-for-professionals>

MASH Team telephone number - 020 8270 3811

The Governing Body

The Governing Body will ensure that:

- There is an identified designated governor for Safeguarding who receives appropriate training. This governor will liaise with the DSL and provide the Governing Body with appropriate information about Safeguarding.
- Review the schools safeguarding and child protection policy and other relevant policies regularly to ensure that it complies with national and local safeguarding procedures.
- The school operates safe recruitment processes, including references and checks on new staff and volunteers, adhering to Part 3 of KCSIE.
- Procedures are in place for dealing with allegations against members of staff.
- All staff, volunteers and governors who have regular contact with pupils, receive appropriate training which is updated by refresher training annually.
- That the DSL is provided with the time, resources and training to effectively carry out their role.
- That filtering and monitoring is in place.

The Designated Safeguarding Leads

- Adhering to London, LA and school procedures with regard to referring a child if there

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are any concerns about possible neglect or abuse or if Early Help is required, working with safeguarding partners.

- Keeping written records of concerns about a child even if there is no need to make an immediate referral. The actions taken will also be recorded. All records are kept confidently and securely and passed on to any new school that the child attends within five days of starting at the new school.
- Advising and supporting colleagues where appropriate, ensuring that they are informed about specific issues on a need to know basis.
- Ensuring that all staff have access to appropriate training, including online safety, and updates with regard to safeguarding.
- Liaising with appropriate agencies and understanding their role (e.g. Children's Services, School Nurse, Looked After Children Services, Police etc).
- Sharing information with relevant staff and agencies, ensuring that the Headteacher is aware of any safeguarding issues.
- Ensuring that they, as Safeguarding Lead, undertake self-directed Safeguarding CPD and that relevant information is disseminated to staff.
- Ensuring appropriate school based Early Support is offered through an Early Help Assessment.
- Understanding the filtering and monitoring systems and processes within the school and overseeing this in line with new guidance in KCSIE 25.

Implementation, monitoring and review process

The governing body will review this policy annually. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the DSL and senior leadership team.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance;

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Safeguarding and Safer Recruitment in education (DfE 2011)
- Keeping Children Safe in education September 2025
- Working Together to Safeguard Children July 2023
- Dealing with Allegations of abuse against Teachers and Other Staff (DfE 2012)
- Statutory guidance on Prevent duty (2023)
- Statutory guidance on FGM (2020)
- Equality Act 2010
- What to do if you're worried a child is being abused (2015)
- London safeguarding procedures (September 2024)
- Information sharing advice to practitioners (May 2024)

Categories of abuse

Child abuse can cause strong emotions in those facing such a situation. It is important to understand these feelings and not allow them to interfere with any judgement about the appropriate action to take or the response to the child disclosing information. It is not the responsibility of anyone working within the school, in a paid or unpaid capacity, to decide whether or not child abuse has taken place. However, there is a responsibility to act by reporting concerns to the DSL.

All staff and volunteers should be aware that the 4 categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

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Other specific areas of concern which may fall into these categories of abuse include;

- Female Genital Mutilation (FGM)
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Sexting/ Cyberbullying
- Forced marriage
- Extremism and/or Radicalisation
- Mental health
- Domestic abuse (including physical, emotional, sexual, coercion and control)
- Substance misuse
- Belief in witchcraft and/ or magic
- Fabricated/ induced illness
- Children missing from education
- Gangs/ county lines
- Private fostering
- Trafficking
- Honour based abuse
- Up-skirting (taking images under a person's clothing without them knowing)
- Searching for or being exposed to inappropriate materials online
- Serious youth violence
- Harmful sexual behaviour, Sexual harassment, Sexual violence

This list is not exhaustive and guidance can be found on the GOV.UK website and the NSPCC website

Procedures when dealing with a disclosure or concern

1. If a concern arises regarding a child, the member of staff involved must report the matter immediately to the DSL, or in their absence, one of the DDSs. They will gather information to determine if the MASH team needs to be contacted or if Early Help is required. They may need to speak to the parents where this is deemed safe to do so and a referral may need to be made to other agencies.
2. Where deemed necessary, The DSL will contact the MASH team (0208 227 3811) and a decision will be made as to whether the concerns should be referred in the form of a MARF (Multi-Agency Referral Form). This will be discussed with the parents/ carers, unless by doing so, the child will be put at further risk of harm.
3. The member of staff who raised the concern should complete a 'Concern' on the Safeguard system, containing factual information in as much detail as possible and as soon as possible after the incident/disclosure. If the person reporting the concern does not have access to the Safeguard system online, a paper copy of the cause for concern sheet can be found on the staff shared drive in the CP folder or paper copies are in the Inclusion office. This needs to be signed and dated by the person recording the concern.
4. The concern should be passed to the designated person who is responsible for following-up the incident, in conjunction with the Headteacher and relevant staff members as appropriate, using Local Authority procedures which are in line with 'London Child Protection Procedures', 'Keeping children safe in education' and 'Working Together'.
5. After discussion, if it is deemed that a referral needs to be made. This will usually be undertaken by the designated person/ Deputy designated person, but a referral can be made by any member of staff by contacting the [MASH team \(020 8227 3811\)](tel:02082273811) or by completing a MARF online (LBBD MARF). If a member of staff makes a referral, they should inform the DSL as soon as possible who is then responsible for following it up if necessary.
6. Staff raising concerns should also speak to the DSL after the concern has been raised to receive feedback. 6. Staff raising concerns should also speak to the DSL after the concern has been raised to receive feedback.

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7. Throughout this process, the child's wishes and feelings are taken into account, but are advised that we may have to share any information that they share with us with their parents or outside agencies.
8. If a referral is made or a decision by the MASH team is made that a MARF is not required or it does not meet threshold, the DSL will escalate following the procedures of raising a concern in line with the complaints procedures of the agency that is involved.

Working with Parents/ carers

- The school is committed to working with parents and carers and their rights to privacy and confidentiality should be respected. However, the priority is the needs of the child and not the different approaches to parenting. These differences should be acknowledged and the wellbeing of the child and the effective action and liaison is crucial to this.
- It is recognised that families from different backgrounds and cultures will have to be respected, but must not place the child at risk of harm.
- Where possible, school staff should work with and share information with parents/ carers. Permission should be sought unless this places the child at risk.
- DSLs will be transparent with parents/ carers if a child makes a disclosure wherever possible. They may take advice from MASH (Multi-Agency Safeguarding Hub within Children's Services) before a parent is informed if a child is deemed to be at risk of significant harm.
- If parents/ carers wish to make a complaint, this can be done by following the schools complaints policy and procedures.

Record Keeping

Record keeping is taken very seriously and records of all safeguarding concerns are kept securely on our Safeguard system. They are only accessible to the DSL and DDSs. Chronologies are updated regularly along with any decisions or actions that have been taken and the reason why this decision was made. Records are kept until a pupil transfers to another school and at this point, they are transferred to the new school securely. If a pupil does not transfer to another school, records are kept until the pupil is 25 years old.

Confidentiality

We recognise that all matters relating to safeguarding are confidential. The DSL and DDSL will only disclose any information about a pupil to other members of staff on a need to know basis. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. We endeavour to keep the child and parent/ carer informed about who is involved and the information that we have given them, where appropriate. All staff must be aware that they cannot promise a child to keep secrets. Any disclosures are logged on our Safeguard system alongside any decisions made regarding the sharing of information.

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children

Supporting children and staff

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We recognise that child protection issues can be very upsetting, stressful and difficult for the children involved. A child who has suffered abuse or witnessed violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated and may also feel self-blame and guilt. We also understand that this may also be the case for the members of staff who have identified concerns. As a school, we recognise that we have a responsibility to support children and staff involved in such cases and be sympathetic to their needs.

Our school will support all pupils by:

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Providing early help if required.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Children's Services as soon as there is a significant concern.
- Providing continuing support to a pupil, who leaves the school, about whom there have been concerns, by ensuring that appropriate information is forwarded in a secure and confidential manner to relevant agencies. These should be sent separately to other records.

Our school will support staff by:

- Providing an opportunity to talk through their anxieties or concerns with the DSL and to seek further support as appropriate
- Referrals to outside agencies if required (e.g. therapeutic talk, counselling, Employee Assistance Programme)

Allegations against staff, volunteers, individuals or organisations using the school premises

We understand that at times, children may make an allegation about a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer for Child Protection (LADO). If the allegation made to a member of staff concerns the Headteacher, the member of staff must inform the Chair of Governors who will consult the Local Authority's Designated Officer for Child Protection.

The school will follow the Local Authority procedures and Part 4 of KCSIE for managing allegations against staff, including supply staff. All staff have a duty to report any concerns that they have regarding the conduct of another member of staff or adult (including volunteers, supply staff, contractors and visitors), to the Headteacher, whether this is in school or outside of school. Allegations made against any individual or organisation using the school premises should be reported to the DSL. They will then make contact with the LADO to discuss the required actions.

If a child is at immediate risk of harm, the police are informed.

Any concerns about staff, volunteers, individuals or organisations using the school are raised with the headteacher. Low level concerns are logged on a form (see Low Levels concern policy) and given to the headteacher who will follow up on the concerns and keep a record. We maintain confidentiality where possible. Serious concerns resulting in a member of staff being dismissed, must be referred to DBS.

[Chair of Governors - Roza Shirazi](#)

[LADO support - Safeguarding Lead for Education – Mike Cullern \(020 8227 3934\)](#)

Allegations against another child (child-on-child abuse)

It is important to recognise that sometimes the abuser can be another child, this can include physical abuse, bullying including cyber bullying, initiation or hazing type violence or rituals to recruit children, sexual violence or sexual harassment, upskirting and consensual and non-consensual sharing of nude images or videos. If there are no reports of sexual

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harassment or violence, this does not mean that it is not taking place, it may just be unreported. Staff are trained to have the view that 'It could happen here'. In this situation it is important to take the concerns as seriously and follow the same referral procedures, whilst also recognising that a referral to Children's Services for the perpetrator may also be necessary. In such circumstances Grafton Primary must work with children's services to put an appropriate risk assessment and management plan into place. If this is not the case, we would support the child at school level, which may involve liaising with the child's parents, referral to a counsellor or CAMHS, or referral to nurture groups or Learning Mentor support. We take a zero tolerance approach to any child-on-child abuse.

Prevention and Helping children to keep themselves safe

We recognise the importance of taking a proactive approach to minimising child-on-child, and of creating a supportive environment where victims feel confident in reporting any concerns. We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. As well as the adults ensuring that children are safe from harm, we recognise the importance of equipping children with the knowledge and skills required to keep themselves safe.

To achieve this we will;

- Challenge any form of derogatory or sexualised language or inappropriate behaviours between peers. Staff will not brush off any inappropriate comments as 'banter'.
- Provide training for staff to recognise indicators of child-on-child abuse
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know that there is an adult in the school whom they can approach if they are worried or in difficulty.
- Take all steps possible to ensure that early intervention is taken by careful monitoring of all children.
- Inform any visitors to the school who are working with the children, who DSL / DDSLs are and the procedures that are in place at the school.
- Have an awareness of e-safety and report any incidents, which may cause harm or distress to a child, to the designated person who will follow it up.
- Ensuring that cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.
- Provide teaching and learning opportunities, through personal, social and health education (PSHE), spiritual, moral, social and cultural development (SMSC) and through relationship and sex education (RSE). Including opportunities for children to develop the skills they need to recognise and stay safe from abuse and to know who to turn to for help. This will include teaching children about inappropriate behaviours and consent and is covered through our Jigsaw PSHE programme and provides all children with opportunities for discussion.
- Provide assemblies and workshops on safeguarding matters for children and parents/ carers
- Highlighting the availability of local and online advice.
- Develop an awareness of healthy relationships and an awareness of domestic violence, exploitation, radicalisation abuse and bullying.
- Develop knowledge and understanding of people from a variety of backgrounds and religions.

Online safety and the use of technology (*see online safety and e-safety policies*)

We recognise the importance of safeguarding children from inappropriate and potentially harmful material online, this can include misinformation, disinformation and conspiracy theories. AI is playing a greater role in online safety and we follow the guidance in the DfE document 'Generative AI: Product safety expectations, January 2025' to support us with this. We understand that technology is a significant component in many safeguarding and wellbeing concerns. There are 4 areas that need to be considered with online use;

- Content - exposure to inappropriate materials
- Contact - subject to harmful online interactions with other users
- Conduct - personal online behaviour that increases the risk of harm
- Commerce - risks such as online gambling, inappropriate adverts etc

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To ensure online safety, our school aims to;

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in the safe and responsible use of technology, including phones.
- Set clear guidelines on the use of mobile phones/ devices in school (acceptable use policy). Children do not have access to smart technology (including phones and watches) in school and must hand in any mobile phones at the start of each day, which are then locked away and are not available until the end of the day.
- Have robust monitoring and filtering systems in place to minimise the risk of the exposure to inappropriate materials.
- Ensure cyber safety measures are put into place to develop cyber resilience against any cyber attacks.
- The DSLs will monitor online use and the filtering systems within school and on school devices being used at outside of school and follow up any concerns wherever required. Our filtering and monitoring system highlights any concerns and immediately sends a message to the DSL/ DDSLs indicating the severity of the concern and a screenshot of the concern, this allows the DSL/ DDSL to follow up.

Reasonable force/ Positive Handling *(See Positive Handling Policy/ Behaviour Policy)*

The use of positive handling is always a last resort and de-escalation strategies are used initially to help pupils regulate if they become dysregulated. However, if there is a risk of injury to that pupil, another pupil or staff, positive handling techniques may be used. Key staff are trained in positive handling techniques, using Team Teach. Parents are notified of any positive handling incidents and a record is kept in a bound and numbered book.

Children in Alternative Provisions

The school has a duty to ensure that any child who is being educated off-site or in an Alternative Provision is safeguarded in the same way that children in school are. The DSLs will liaise with any Alternative Provision to ensure that procedures are being followed and any concerns are being reported and followed up in an appropriate manner, including any absences. (DfE Alternative Provisions Statutory Guidance updated February 2025)

Radicalisation and the Prevent duty

Grafton Primary School will work with the Local Authority and local police to safeguard vulnerable children from radicalisation. The Counter-Terrorism and Security Act 2015 places a duty on school staff to have due regard to the need to prevent people from being drawn into terrorism. This is known as the Prevent Duty. School staff should use their professional judgement in identifying children who might be at risk of radicalisation or extremism and report any concerns to the DSL.

'Channel' is a government funded programme which aims to safeguard children and adults from being drawn into terrorist activity. If there are any concerns regarding radicalisation, we will take advice by following the LA Channel process which has a panel which meets to address concerns about any individuals who have been identified as being at risk of radicalisation. Anyone can make a referral to Channel. For more information on Channel, visit <https://www.gov.uk/government/publications/channel-guidance> or call 101 to discuss any concerns.

Channel Helpline - 020 7340 7264

Child Criminal Exploitation (CCE)

CCE is a form of child abuse which occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child/ young person

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into any criminal activity. Staff are also vigilant about the risks of child criminal exploitation. Some of the indicators of CCE include:

- Appearing with unexplained gifts or new possessions
- Going missing for periods of time or regularly coming home late
- Children who associate with other young people involved in exploitation
- Changes in emotional wellbeing
- Children who misuse drugs or alcohol
- Regularly miss school or education or do not take part in education

Child Sexual Exploitation (CSE)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. We are vigilant about risks of child sexual exploitation and refer to the guidance: "What to do if you suspect a child is being sexually exploited". (DFE, 2015)

Some of the indicators of CSE may include all of the above associated with CCE, as well as:

- Having older boyfriends or girlfriends
- Displaying inappropriate sexualised behaviour

Staff are aware of the links with County Lines and gangs with the above areas of safeguarding. We report any concerns using the schools safeguarding procedures. Pupils are provided with support as required, this may include therapeutic support from a trained counsellor or sessions with our mentors. We may also refer the pupil to external agencies (e.g. CAMHS, medical professionals etc) for support if needed

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. We are vigilant about the risk and potential likelihood of female genital mutilation (FGM). We refer to the statutory guidance on FGM (2020).

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy.

FGM happens to British girls in the UK as well as overseas.

Indications that FGM may have already taken place

It is important that professionals look out for signs that FGM has taken place so that:

- The girl or woman affected can be supported to deal with the consequences of FGM
- Enquiries can be made about other female family members who may need to be

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safeguarded from harm.

- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has been subjected to FGM:

- A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

If a member of staff becomes aware of a pupil who is at risk of experiencing, or already has experienced FGM, they MUST report it immediately and directly to the police. This is a mandatory and statutory duty. They should also inform the Safeguarding Lead unless specifically advised not to disclose by the police.

Domestic Abuse

Children's development and social and emotional resilience can be affected by many factors including exposure to domestic abuse within the family situation and this is a safeguarding issue. The school is notified of domestic incidents by the police through Operation Encompass. Children are offered support in school through mentors or counselling services and families are also offered support by providing a safe space for them to talk or through Early Help.

Special Educational Needs and Disabilities

Within safeguarding, children with Special Educational Needs are identified as one of the more vulnerable groups of children and staff are responsible for being aware of this and monitoring children closely. We have a high percentage of children identified within school who have an additional need as well as an Additionally Resourced Provision (ARP) and two internal intervention classrooms within the school for children with Autism. Some children within our school are non-verbal or pre-verbal, meaning that they are not always able to communicate how they feel or that they are unable to tell us if something is wrong. Staff are trained to be observant and identify behaviours outside of the norm for that child and to report any concerns immediately to the DSL, following the school safeguarding procedures.

Children missing or absent from education

All children, regardless of circumstances, are entitled to a full time education which is suitable for their age, ability, aptitude and any special educational needs they may have. Poor attendance can be a safeguarding concern and may indicate that there are further safeguarding issues which may need to be investigated further or it may be an area that parents may need support with. A child going missing from education is a potential indicator of abuse or neglect. Any child who goes missing should be reported to the DSL and

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Attendance Officer (Miss P Winter) to take appropriate action. The school will inform the local authority when any pupil is removed from the admission register due to and will share any safeguarding concerns with social care:

- Being home educated (Elective Home Education)
- Having moved away from school and no longer attending
- Medically certified as not in a fit state to attend school
- Excluded from school

Early Help

Grafton Primary School is committed to supporting children and families that require Early Help services. Our Safeguarding and Inclusion Team can provide support and advice to families to help them thrive. This includes:

- Behaviour support
- Learning Mentors
- Social, emotional and nurture groups
- School counsellor
- CAF assessments
- Health and wellbeing support
- Referral to outside agencies

Vulnerable pupils

Staff should be alert to the potential need for early help for vulnerable pupils such as pupils who:

- are disabled and have specific additional needs
- have special educational needs
- are a Looked After Child
- are a young carer
- have mental health needs
- are showing signs of engaging in anti social behaviour
- are in a family circumstance presenting challenges for the child (e.g. substance misuse, adult mental health needs, domestic abuse, homelessness etc)
- have been returned home to their family from care (previously looked after)
- are showing early signs of abuse, neglect or exploitation
- are privately fostered
- have previously had a social worker
- are LGBTQ+

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation (KCSIE 2024). Children with mental health needs are supported in school in a variety of ways. They may have allocated time with our mentors and are able to speak with them in a safe space. Children may have access to our school counsellor and be provided with 1:1 sessions on a weekly basis for as long as is needed. We also make referrals to external agencies, including CAMHS, where required. If staff have a mental health concern about a pupil, that is also a safeguarding concern, they should report this to the DSL and follow the schools policy and procedures.

LGBTQ+/ Gender Questioning

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are. When supporting a gender questioning child, we take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying..

Safeguarding and Child Protection Policy

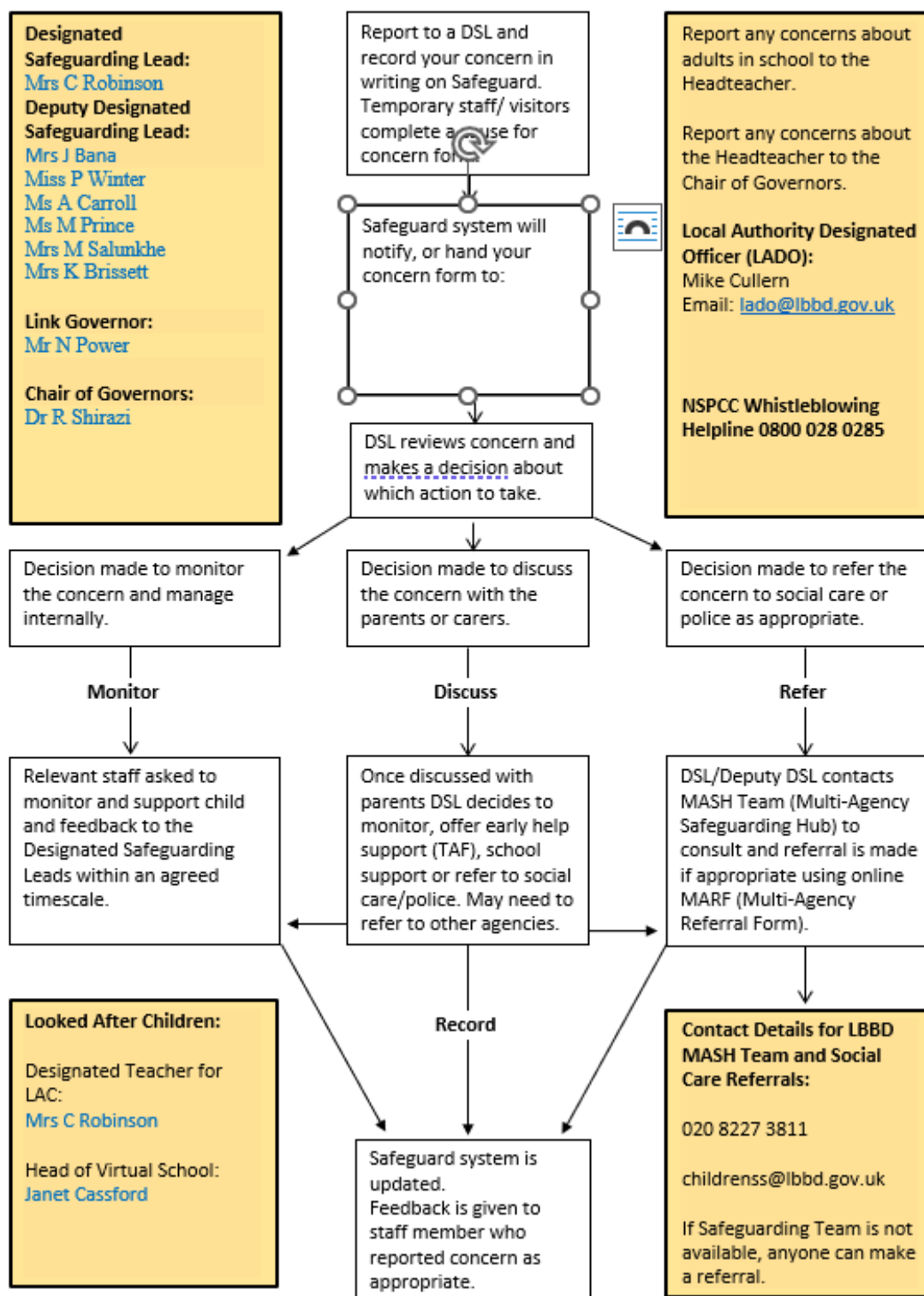
Appointment of staff/ Safer recruitment

Our safer recruitment policy, set out in a separate document, acknowledges our responsibility for protecting children from unsuitable people through safe recruitment practices. Designated staff have received training on safer recruitment. Checks are carried out on all staff members (including volunteers and governors) working in an unsupervised or regulated activity including DBS, photographic ID, employment history and references. The school is also able to carry out online checks on potential new staff, including use of and presence on social media. We obtain written confirmation that the above checks have been carried out for agency/contracting staff by the employing agency. We keep a Single Central Record (SCR) of all employees, agency staff, visitors and contractors, as per KCSIE part 3, which contains information about each person and a record of their DBS checks. This is monitored by the DSL half termly.

This policy was written in line with procedures and guidance identified in the documents discussed above, copies of which are available in school. Please also refer to the other school policies which are linked to this policy which are also available in school.

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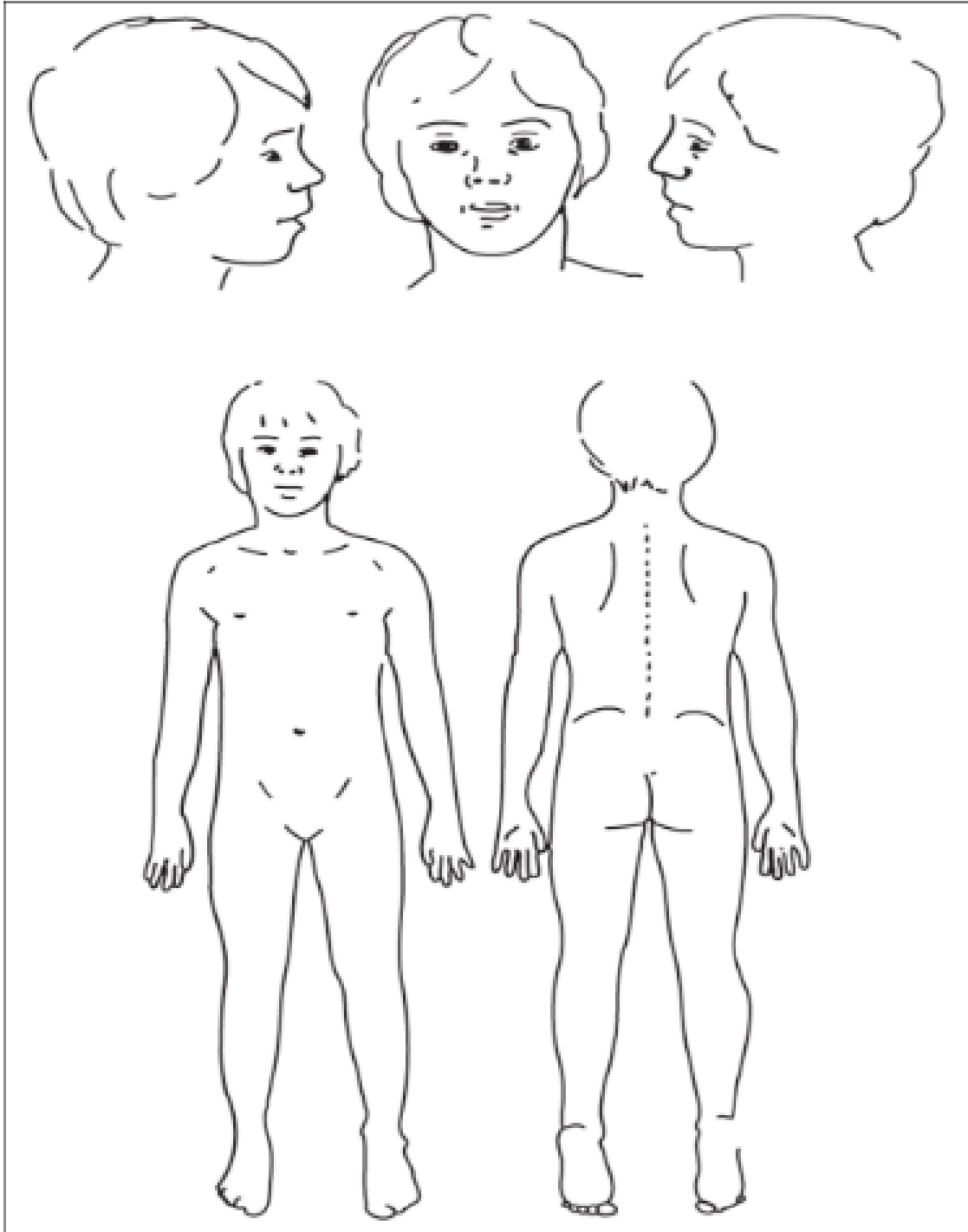
Flowchart for Raising Safeguarding Concerns



Safeguarding and Child Protection Policy

Body Map

Please indicate on the map below, where on the body the mark or injury has been seen.





Grafton Primary School

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