



Safeguarding and Child Protection Policy

**Policy ratified by the Teaching & Learning Committee
Autumn Term 2025**

Review Date: Autumn Term 2026 (or as required)

Policy Owner: Rachel Davies, Headteacher

EXTERNAL POLICY

If you have any questions about this policy please contact info@grovepark.hounslow.sch.uk

Safeguarding & Child Protection Policy

1. Aims, Purpose and Application of the Policy

At Grove Park Primary School, we fully recognise our responsibility for safeguarding. We aim to ensure that children are effectively safeguarded from the potential risk of harm and that the safety and well-being of the children is of the highest priority in all aspects of the school's work. In addition, we aim to maintain an ethos whereby staff, pupils, parents and governors feel able to share concerns including low level, comfortably and safe in the knowledge that effective and appropriate action will be taken.

This Safeguarding & Child Protection Policy applies to all adults, including supply staff, contractors, and volunteers, working in or on behalf of the school and it is expected that everyone working in, or for our school, shares the responsibility to keep children safe from harm, abuse, neglect and/or exploitation.

We aim to:

- Ensure that all stakeholders are aware of, and take seriously, their responsibility to promote and safeguard the welfare of the children;
- Protect children from maltreatment – whether that is within or outside the home, including on-line;
- Prevent the impairment of children's mental and physical health or development;
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care;
- Ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge;
- Have in place clear procedures for identifying and reporting cases, or suspected cases, of abuse and for supporting pupils where a child protection need has been identified;
- Take action to enable all children to have the best outcomes;
- Ensure that all adults who have contact with children in school have been trained to undertake their safeguarding responsibilities effectively including around filtering and monitoring systems;
- Ensure that children within our school are safe at all times including on-line.

These aims will be met through:

- **Safe Working Practice** and clearly identified **Roles and Responsibilities**.
- Adherence to **Safer Recruitment and Selection** practices.
- Rigorous **Safeguarding Procedures**.
- Effective **Induction and Training**.
- The **Design of the School Curriculum** to equip children with the skills needed to keep themselves safe.
- The **Security of the School Site**

Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education 2025](#) and [Working Together to Safeguard Children 2023](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which sets out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- This policy also meets the requirements of Hounslow’s safeguarding partnership: <https://hscb.org.uk/wp-content/uploads/2019/06/HSCP-June-Report-v6-final.pdf>
- [Meeting digital and technology standards in schools and colleges](#) – these standards are used as guidelines to support schools to use the right digital infrastructure and technology

The Headteacher will make sure the school’s policies and procedures, particularly those concerning referrals of cases of suspected abuse, neglect and/or exploitation, are understood and followed by all staff. The Board of Governors should ensure they facilitate a whole school approach by ensuring safeguarding and child protection are at the forefront of and underpin all relevant aspects of process and policy.

The use of the terms: ‘victim’, ‘alleged perpetrator’ and ‘perpetrator’

The terms ‘victim’, ‘alleged perpetrator’ and ‘perpetrator’ are used within this policy as they are widely understood and recognised. However, we recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. At Grove Park, staff use any term the child feels most comfortable with when managing an incident. Staff decide what terminology should be used in (especially in front of young children) on a case-by-case basis using a child-centred approach.

1.1 Equality and Vulnerable Groups

Some children are at greater risk of harm and/or abuse both off and on-line. Additional barriers can exist for some children with respect to recognising or disclosing harm, abuse, neglect and/or exploitation. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (whether or not they have a statutory Education Health Care Plan);
- Are disabled, have certain health conditions and/or have specific additional needs;

- Have experienced multiple suspensions and/or is at risk of being permanently excluded;
- Have additional needs which impact cognitive understanding (e.g. being unable to understand the difference between fact and fiction in online content);
- Are young carers;
- May experience discrimination due to their protected characteristics e.g. gender identification;
- Have English as an additional language (EAL);
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic abuse and/or violence;
- Have a parent or carer in custody, or affected by parental offending;
- Are at risk of Female Genital Mutilation (FGM), sexual exploitation, forced marriage, or radicalisation;
- Are showing signs of being drawn into anti-social behaviour or criminal behaviour;
- Are asylum seekers;
- Are at risk due to either their own or a family member's mental health needs;
- Are looked after, previously looked after or privately fostered;
- Are frequently missing/go missing from education, home or care;
- Have unexplainable and/or persistent absence from education, including persistent absence for part of the school day and/or on repeat occasions.

Where necessary, teaching about safeguarding (e.g. PSHE and RHE lessons), including online safety, will be adapted for vulnerable children, victims of abuse and some children with SEND.

1.1 Partnership with parents

The school shares a purpose with parents (including those with parental responsibility) to educate, keep children safe from harm and have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so to protect a child. Grove Park Primary School will share with parents any concerns we may have about their child unless to do so may place the child at risk of harm. Schools are legally required to report safeguarding allegations to the local authority, and this has not changed with the introduction of the General Data Protection Regulation (GDPR)

We encourage parents to discuss any concerns they may have with the school, and make parents aware of our Safeguarding and Child Protection Policy, which is available on the school website or in hard copy on request.

2. Safer Working Practice, Roles and Responsibilities

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse, neglect and exploitation.

It is the responsibility of all adults working in school to:

- Read and understand at least Part 1 of the statutory guidance: 'Keeping Children Safe in Education';

- Know the role and identity of the Designated Safeguarding Lead (DSL) and deputies;
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or concerned;
- Have a 'professional curiosity' at all times and always report any low-level concerns to the DSL;
- Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
- Challenge physical/harmful sexual behaviours e.g. grabbing bottoms/upskirting;
- Be vigilant as multiple safeguarding issues may overlap with one another;
- Be aware of the risk factors that increase the likelihood of involvement in serious violence;
- Read, understand and follow our Staff Code of Conduct;
- Read, understand and follow our Behaviour Policy;
- Know the school's safeguarding response to children missing education (see Attendance Policy);
- Act immediately if they have any concerns about a child's welfare;
- Speak to the DSL and follow this policy if they have concerns about a child;
- Understand their role and responsibility around filtering and monitoring systems;
- Raise any female genital mutilation (FGM)-related concerns with the DSL or deputy and police if necessary.

In addition, adults must comply with the working practices set out in 'Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings.' to ensure that safeguarding is **proactive and preventative** i.e. to:

- Be responsible for their own actions and behaviour and avoid any conduct that would lead any reasonable person to question their motivation and intentions;
- Work in an open and transparent way;
- Work with other colleagues where possible in situations open to question;
- Discuss and / or take advice from school management over any incident that may give rise to concern;
- Record any incident or decisions made;
- Apply the same professional standards, regardless of gender, race, disability or sexuality.
- Be aware of the school's confidentiality policy and GDPR regulations;
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- Routinely undertake risk assessment and risk management relating to activities planned for the children, the learning environment, and people who will have access to the children.

Those working in the school should refer to the full document for further guidance.

Designated Safeguarding Lead (DSL) for child protection

The **Designated Safeguarding Lead (DSL)** for safeguarding and child protection at Grove Park is **the Headteacher: Miss Rachel Davies, who can be contacted at the school on: 020 8994 7405. If Rachel Davies is not available and there is a safeguarding or child protection concern it must be reported to one of the Deputy Safeguarding Leads (Assistant Headteachers: Mr Jonny Hibbert, Mrs Michelle McGregor and Mrs Kavita Varma).**

The role and responsibility of the DSL is to:

- Ensure that all adults read and understand at least Part 1 of the statutory guidance: 'Keeping Children Safe in Education';
- Ensure that proper procedures and policies are in place and are followed with regard to child protection and safeguarding;

- Ensure that all members of staff, volunteers and other adults who have contact with children in school and members of the governing body know the name of the DSL and deputies and her / his role;
- Ensure all staff and volunteers understand their responsibility to be alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection;
- Advise on the response to safeguarding concerns;
- Take the lead on early help cases, to ensure support for children that improves a family's resilience and outcomes or reduces the chance of a problem getting worse;
- Take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- Act as a source of advice and coordinate action within the school over child protection cases;
- Refer cases of suspected abuse or allegations to the relevant investigating agencies in line with the statutory guidance: 'Keeping Children safe in Education', 'Working together to safeguard children', and departmental advice 'What to do if you are worried a child is being abused - Advice for practitioners'.
- Notify Children's Social Care if there is an unexplained absence of a pupil who is subject to a child protection plan;
- Develop effective links with relevant agencies and co-operate with them on their enquiries regarding child protection matters, including attendance at case conferences;
- Keep detailed accurate secure written records of referrals / concerns, and ensure that these are held in a secure place;
- Ensure that written records include the rationale for decisions made;
- Follow procedures where an allegation is made against a member of staff or volunteer. The school has a Whistleblowing Policy which is on the school website;
- Attend any relevant or refresher training courses and ensure other staff receive induction, training and refresher training (training should be provided at least annually);
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, seek advice and support from the Local Authority Designated Officer (LADO) lado@hounslow.gov.uk
- Ensure that any child being questioned by police has an Appropriate Adult;
- Ensure that this policy is monitored and reviewed annually and work with the designated governor (Martin Davies) for child protection regarding this;
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations and publishing its policy on the school website;
- When children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, but certainly within 5 days for an in-year transfer or within the first 5 days of a new term, separately from the main file, and addressed to the designated person for child protection;
- When a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils. The school has a protocol for reporting Children Missing from Education (CME) and this is included in our Attendance Policy, which is available on the school website;
- Ensure relevant staffing ratios are met.

Designated governor for child protection

The designated governor for child protection is Martin Davies. This Governor's role is to:

- Ensure that a safeguarding audit is undertaken at least annually, including review of this policy and practice and actions prioritised, addressed and reviewed as a rolling programme;
- Meet with the Designated Safeguarding Lead (DSL) termly to monitor the policy and safeguarding in the school.
- Ensure child protection is integrated into induction procedures for all new members of staff and volunteers;
- Oversee that the DSL for child protection is given sufficient time to carry out their duties, including accessing to training;

- Receive training where appropriate;
- Ensure safe recruitment practices are always followed, so that only persons suitable to work with children are employed in the school, or work at the school in a voluntary capacity.
- Where safeguarding concerns about a member of staff are raised, take appropriate action in line with the 'Hounslow Council Child Protection Procedures for Dealing with Allegations against Teaching and Other Staff'. (The Chair of Governors, Charlotte Pendred, should be contacted directly where there are allegations / complaints against the Headteacher).

The Deputy Designated Governor for Safeguarding and Child Protection is Sharmila Metcalf.

Employees of the school who have contact with children

It is the responsibility of all employees of the school to:

- Safeguard and promoting the welfare of children and remember that it is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child;
- Attend training in child protection as required and at least annually.
- Be alert to signs of abuse and report concerns immediately to the designated person in line with procedures (section 4) or, if the concern relates to the Headteacher, to the Chair of Governors, Charlotte Pendred
- Make accurate, dated notes of first-hand information received and give them to the designated person when reporting an incident on the **Safeguarding Incident / Concern Form** (Appendix 1).
- Take further action, e.g. conversation with child or parent, **with advice from** the DSL if necessary.
- The NSPCC has supportive advice about conversations with children:
<https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children>
- Raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime using the school's Whistleblowing Policy.
- Be aware of the 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.
- Be aware that safeguarding incidents and/or behaviours can be associated with factors outside school and/or can occur between children outside of this environment, including on-line.
- Consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, serious youth violence).

Volunteers and other visitors who have contact with children

Volunteers and visitors are expected to:

- Provide documentation on request to confirm their identity;
- Agree to, or provide evidence of, suitable checks (DBS: Disclosure & Barring Service check), as appropriate before commencing work in the school;
- Comply with safe working practice (see above);
- Have only **supervised** access to the children unless full DBS checks are in place;
- Report any concerns immediately to a member of staff, who will direct them to the Designated Safeguarding Lead (Rachel Davies) or one of the the Deputy Safeguarding Leads.

3. Safer Recruitment and Selection

The school pays full regard to Part 3 of 'Keeping Children Safe in Education'. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Our recruitment practice therefore includes: scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and where appropriate, undertaking ISA Barred List (formerly List 99) or Criminal Records Bureau checks and providing honest and accurate references when individuals move on.

In particular:

- An Enhanced Disclosure from the Disclosure and Barring Service will be obtained for all new appointments to our school workplace (including contractors and volunteers, where appropriate).
- An up-to-date single, central record detailing a range is maintained of checks carried out on our staff, volunteers and governors.
- All new appointments to the school's workforce from overseas or those who have lived outside the UK, will be subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and are made aware of this policy.
- Identity checks will be carried out on all appointments to our school workforce before the appointment is made, in partnership with the local authority.
- We will inform shortlisted candidates that we will consider carrying out an online search of shortlisted candidates to help identify any issues which are publicly available online (KCSiE paragraph 225)
- If we place a pupil with an alternative provision provider, Grove Park continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e., those checks that a school would otherwise perform in respect of their own staff

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures. Rachel Davies and Hayley O'Brien (School Business Manager) have completed Safer Recruitment Training regularly, most recently:

Rachel Davies – August 2024

Hayley O'Brien – June 2023

Visitors to the school with a professional role

Visitors with a professional role, such as peripatetic music teachers, agency supply teachers and support staff, student teachers, a school nurse or members of the Early Intervention Service should have been vetted to work with children through their own organisation. When there are planned or regular visits to the school, the Headteacher will ensure that written confirmation is received from the employing organisation that the individual has been vetted through the Disclosure and Barring Service (DBS), and cleared to work with children. A record of these checks for peripatetic music teachers, supply staff and governors is kept on the school's Single Central Record, along with details for permanent members of staff.

When individuals make ad hoc or unplanned visits to the school, they will be accompanied by a staff member at all times and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been confirmed. No examination / medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit. It is recognised that in emergency situations e.g. when a member of the Emergency Services is called, it may not be possible to confirm their identity before access to the school site is allowed. The Headteacher will use her professional judgement to effectively manage these situations.

Visitors to the school in a voluntary capacity

We welcome volunteers, such as parents, into school, but ensure that such volunteers are suitable to work with children. Those who volunteer on a regular basis with the children are required to undergo checks before they do so. In line with SCSRE sections 4.56/4.57, the level of check depends upon the frequency of the volunteering activity, the contact the volunteers have with children and the school's risk assessment of the activity. For new volunteers where the volunteering is regular (e.g. once a week or three or more times in a 30 day period) and involves contact with children, an enhanced DBS disclosure will be obtained. Volunteers are not able to have unsupervised access to a child unless a full DBS disclosure has been obtained.

Work Experience Students

Students of school age are not expected to undergo a formal check before undertaking work experience in the school. However, all such students have an informal interview and induction meeting before beginning their work experience. At this meeting, safer working practice is discussed, including matters such as suitable dress, use of mobile telephone and appropriate and inappropriate physical contact. The school also seeks to ascertain any needs, e.g. special educational or medical, that the student may have, so that suitable support can be given. Grove Park Primary School seeks to safeguard these students alongside its own pupils. Should there be a safeguarding concern about such a student, the Headteacher will liaise directly with the designated person for child protection at the student's own school.

Please note that currently Grove Park does not accommodate Work Experience students

4. Child Protection Procedures

The school has adopted the London Child Protection Procedures (November 2015), and 'Safeguarding and Promoting the Welfare of Children and Young People in Schools and Education Settings' (Hounslow Child Protection Guidance and Procedures for Schools and Education Settings). Members of staff are expected to refer to the guidance and follow the procedures set out within it. This has been further updated by the Keeping Children Safe in Education statutory guidance (September 2025).

The school works closely with, and is guided by, The Hounslow Safeguarding Children Partnership (HSCP). The HSCP is made up of statutory and voluntary partners, representatives from Health, Children's Services, Police, Probation, the Community and Voluntary Sector as well as Lay Members. The main role of the HSCP is to coordinate what is done locally to protect and promote the welfare of children and young people and to monitor the effectiveness of those arrangements to ensure better outcomes for children and young people: <https://www.hscb.org.uk/>

Reporting safeguarding or child protection concerns

Children may not feel ready or know how to tell someone they are being abused, exploited, or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL).

Specific safeguarding issues to recognise include: child missing from education, child missing from home or care, child sexual exploitation, bullying (including cyberbullying), domestic abuse/violence, drugs, fabricated or induced illness, faith abuse, FGM, forced marriage, gang violence, mental health, radicalisation, gender and trafficking.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others.

The main types of abuse can be categorised as: physical abuse, emotional abuse, sexual abuse and neglect.

Any concerns (i.e., action, observation or discussion that makes a member of staff or volunteer feel concerned or worried about the well-being or safety of a child so that they believe that a child may be suffering, or may be at risk of suffering significant harm) should be referred *immediately* to the school's **Designated Safeguarding Lead, Miss Rachel Davies**. If she is unavailable, the referral should be made to one of the Deputy Safeguarding Leads (Mr Jonny Hibbert, Mrs Michelle McGregor and Mrs Kavita Varma). If none of these is available, a middle leader or the Parent Support Adviser should be informed (Miss Yasemin Heard, Miss Naomi Kalbfus, Mrs Jo Lovatt). If the concern is against the Headteacher, the Chair of Governors (Charlotte Pendred) or the Local Authority Designated Officer (LADO) (Grace Murphy or Sarah Paltenghi) should be contacted.

Following verbal referrals/disclosures, a **Safeguarding Incident / Concern Form** (Appendix 1) should be completed and returned as soon as possible. The Designated Lead for Safeguarding (or person acting in her absence) will decide on the appropriate course of action and inform the person making the referral of the action taken and outcomes. Please refer to Appendix 2 – 'A Flow Chart for Referral'.

If a child or young person might be at risk or in danger call 999 before doing anything further.

If a decision is taken to make a referral to Early Help or Children's Social Care, this is done via the Hounslow Portal: <https://earlyhelp.hounslow.gov.uk/web/portal/pages/professional>

In most cases and always for an Early Help referral, the school will inform parents if a referral is to be made, and endeavour to seek their agreement for this to happen. The school will not inform parents if they believe such a discussion would place the child at risk of significant harm.

Even if a decision is made not to make a referral, a record will be kept of the incident in Safeguarding records. This will include the Safeguarding Incident / Concern Form and basic information about the child and their family, including any siblings. Other staff are made aware that a vulnerable pupil has been identified as appropriate. Any further discussions, telephone calls or meetings in relation to the child must then be recorded on the pupil's chronology record sheet.

The DSL meets on a termly basis with the safeguarding governor to discuss and review all children on the vulnerable pupils' record. This provides the opportunity for designated lead to monitor and evaluate the impact of any actions that have taken place and explain the next steps for individual cases.

Safeguarding Concerns

As part of the Government's and Hounslow's Safeguarding Board Priorities the following areas have been incorporated within Grove Park's Safeguarding & Child Protection Policy.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Through training and working with outside agencies and professionals, staff will be made aware of how these children's experiences can impact their mental health, behaviour, attendance and attainment and progress at school.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and speaking to the Designated Safeguarding Lead or a Deputy.

The DfE has produced guidance on [Mental Health and Behaviour in Schools](#) and Promoting Children's Emotional Health & Well-Being

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation FGM

Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse with long lasting consequences. Section 5B of the Female Genital Mutilation Act means such instances need to be reported immediately by the member of staff to the Safeguarding Lead and Police. Evidence can be gained either through disclosure or visual evidence. Examinations cannot be carried out by members of staff. Instead the child will be referred for medical examination.

Hounslow Safeguarding Children Partnership FGM Information: <https://www.hscb.org.uk/children-young-people/female-genital-mutilation-fgm/>

Radicalisation & Prevent

Under section 26 of the Counter Terrorism and Security Act the school takes "due regard" to the need to prevent children being drawn into terrorism. This is known as the **Prevent Duty**. The Designated Safeguarding Lead undertakes Prevent Awareness Training and is required to keep staff informed of key information. Children identified as being susceptible to extremist ideology and radicalisation need to be referred to the **Channel Programme** – aimed at those at risk of being drawn into terrorism.

Hounslow Safeguarding Children Partnership Radicalisation Information
<https://www.hscb.org.uk/professionals/vulnerable-adolescents/radicalisation/>

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

- CCE and CSE are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity;

- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources;
- In some cases, the abuse may involve an exchange for something the victim needs or wants and will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator;
- It can be perpetrated by individuals or groups, males or females, and children or adults;
- It can be a one-off occurrence or be a series of incidents over time and range from opportunistic to complex organised abuse;
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence;
- Victims can be exploited even when activity appears to be consensual;
- CCE and CSE can happen online as well as in person;
- Child sexual exploitation (CSE) is a form of child abuse. It occurs where anyone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status. Consent is irrelevant, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and may occur online.

Recognition of either of these circumstances, occurring through disclosure or indicators, needs immediate referral to the Designated Safeguarding Lead.

Hounslow Safeguarding Children Partnership CSE Information:

<https://www.hscb.org.uk/children-young-people/child-sexual-exploitation-cse/>

Self-harm

Self-harm is defined by the National Institute of Clinical Excellence Guidelines (2013) as “any act of self-poisoning or self-injury carried out by a person, irrespective of their motivation”

As most self-harm is privately or secretly carried out it can be hard to notice that a young person is self-harming but some signs to look out for are:

- Changes in clothing to cover parts of the body, e.g., wearing long sleeved tops
- Reluctance to participate in previously enjoyed physical activities, particularly those that involve wearing shorts or swimsuits;
- Changes in eating and/or sleeping habits;
- Consumption of drugs/alcohol;
- Changes in levels of activity or mood;
- Increasing isolation from friends/family.

All suspicions relating to self-harm need to be referred to the Designated Safeguarding Lead who will need to determine if medical intervention is required and consult with parents/carers, medical staff and CAHMS according to the severity of the condition. Referral to an appropriate form of therapy/counselling also needs to be determined therein by parties concerned as follow-up.

Hounslow Safeguarding Children Partnership Self-Harm Information:

<https://www.hscb.org.uk/professionals/vulnerable-adolescents/self-harm-and-suicide/>

Forced marriage

Forced Marriage concerns are contained in the Multi Agency Practice Guidelines 'Handling Cases of Forced Marriage'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

<https://www.gov.uk/stop-forced-marriage>.

A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.

Information about a forced marriage may come from the child, from the child's peer group, a relative or member of the child's local community or from another professional. Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway.

Forced marriage may involve the child being taken out of the country for the ceremony and is likely to involve non-consensual/underage sex. Refusal to go through with a forced marriage has sometimes been linked to 'honour killing'. Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family.

It is rooted in domestic abuse/violence and is often a conspiracy of family members and associates meaning victims are at risk from their parents and families. School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to the Designated Safeguarding Lead who will then determine contact with Children's Social Care and if the risk is acute, to the Police Child Abuse Investigation Team by calling 999.

School staff should not treat any allegations of forced marriage or honour-based violence as a domestic issue and send the child back to the family home. For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.

Allegations of abuse made against other pupils (child-on-child abuse)

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- 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;
- abuse in intimate relationships between children is sometimes known as 'teenage relationship abuse';

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Most cases of pupils bullying or 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 or sexual abuse including online, such as indecent exposure, sexual assault, upskirting (taking a picture under a person's clothing without their permission) or sexually inappropriate pictures or videos (including sexting);

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

- The person informed must tell the Designated Safeguarding Lead and record the allegation, but must 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 for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a trusted adult/named person they can talk to if needed;
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate;
- The DfE has produced guidance on [Preventing Bullying](#).
- Incidents of Child on Child Abuse and actions taken are also reported to the Designated Safeguarding Governor during termly meetings.

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

- Challenging any form of derogatory or sexualised language or behaviour;
- Being vigilant to issues that particularly affect different genders;
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;
- Ensuring pupils know they can talk to staff confidentially by using the Bubble Boxes in each classroom or the Worry Box in The Retreat (for those pupils who work with the Well-Being Learning Mentor);

- Ensuring vulnerable children (as appropriate) can identify a trusted adult in school;
- Ensuring staff are trained to understand that a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy;
- Recognising the gendered nature of child-on-child abuse, but that all child-on-child abuse is unacceptable;
- Taking all child-on-child abuse seriously.

At Grove Park Primary School, all staff will:

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Be aware that children can abuse one another online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Recognise the indicators of child-on-child abuse, know how to identify it and respond to reports
- Recognise that child-on-child abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it when they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between children. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse.

Child-on-child sexual violence and sexual harassment.

Through training, staff will be made aware of Part 5 of 'Keeping Children Safe in Education'

The DfE has published detailed advice to support schools and colleges. The advice is available here: [Sexual Violence and Sexual Harassment Between Children in Schools](#)

There is a zero-tolerance approach to sexual violence and sexual harassment at Grove Park Primary School.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Children who are displaying harmful sexual behaviours have often experienced their own abuse or trauma, and it's important they are given the right support. Ultimately, any decisions are for the school to make on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Where the report includes an online element, the key consideration is for staff not to view or forward illegal images of a child. The above DfE advice provides more details on what to do when viewing an image is unavoidable.

Immediately after a report of child-on-child sexual violence and/or sexual harassment. The school will decide whether to:

- Manage the case internally;
- Seek early help with a multi-agency approach;
- Refer to children's social care;
- Report the case to the police.

Confidentiality and anonymity – child-on-child sexual violence and harassment

Staff shouldn't promise confidentiality as it might be in the victim's best interest to seek advice and guidance. The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, schools should:

- Be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system;
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved.

Neglect

The impact of neglect on children is significant. As well as being potentially fatal, neglect causes great distress and leads to poor health, educational and social outcomes in the short and long-term (NSPCC, 2014). Consequences of neglect can include health and mental health problems, difficulties in forming attachment and relationships, lower educational achievements, increased risk of substance misuse, higher risk of experiencing abuse as well as difficulties in assuming parenting responsibilities later on in life.

Neglect is the most prevalent child safeguarding issue in Hounslow and tackling neglect is a key priority for the Hounslow Safeguarding Children Partnership (HSCP) because of the serious impact it has on long-term outcomes for children.

Neglect is defined in Keeping Children Safe in Education 2025 as: "the persistent failure to meet a child's basic physical, emotional 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. When the child is born, neglect may involve the parents or carers failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect the child from physical and emotional harm or danger;

- Ensure adequate supervision (including the use of inadequate care-givers);
- Ensure access to appropriate medical care or treatment.

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

Grove Park School acknowledges and responds to Hounslow's Neglect Strategy: [Hounslow Safeguarding Board Neglect Strategy](#)

4.2 Management of allegations against members of staff (including supply staff) contractors and volunteers

Grove Park Primary School has adopted Hounslow Safeguarding Children Partnership's (HSCP) 'Procedures for Managing Allegations Against Professionals': <https://www.hscb.org.uk/professionals/allegations-against-professionals/>

All concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers, and contractors) are dealt with promptly and appropriately – this includes 'low-level' concerns. The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that: is inconsistent with our Staff Code of Conduct, including inappropriate conduct outside of work and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Allegations of suspected abuse by a member of staff (including supply staff) contractors or volunteer must be made to the Headteacher (see Whistleblowing Policy) and Local Authority Designated Officer (LADO). If she is unavailable, the referral should be made to one of the Deputy Designated Safeguarding Leads or the most senior member of staff on site. Allegations of suspected abuse against the Headteacher should be made to the Chair of Governors and LADO.

If the school receives an allegation relating to an incident where an individual or organisation was using our school premises for running an activity for children, we will follow our safeguarding policies and procedures and inform the local authority designated officer (LADO), as we would with any safeguarding allegation (KCSiE paragraph 359 - 371).

Local Authority Designated Officer (LADO) Contact details for Hounslow:

Sarah Paltenghi (Monday – Wednesday)

Tel: 0208 583 3423 sarah.paltenghi@hounslow.gov.uk

Grace Murphy

Tel: 0208 583 4933 grace.murphy@hounslow.gov.uk

Information and the LADO Referral form can be found in the printer room by the Back Office, saved in the STAFF – WHOLE SCHOOL AFFAIRS – SAFEGUARDING and on the HSCP website: <https://www.hscb.org.uk/professionals/allegations-against-professionals/>

When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate local authority children's social care and the police.

Reports by parents

If a parent reports a concern about children other than their own, they are asked to inform Children's Social Care directly; the school does not act on their behalf. However, if the school already has concerns about a child, the Headteacher will decide who needs to be informed when information is obtained in this way.

Safeguarding pupils during off-site activities and on school journey

The duty of care means that any leader of a school journey or off-site activity must act in the same manner that a reasonably careful parent would act. All reasonable steps are taken to ensure that the pupils in the care of staff are safe and protected from unacceptable risks.

A school journey or off-site activity (e.g., swimming lessons) may present opportunities for child protection matters to arise. Before any such activity is undertaken, all staff should familiarise themselves with the local authority guidance on off-site activities and must be aware of how to deal with child protection matters. Any concern should be reported to Miss Rachel Davies or one of the Deputy Safeguarding Leads or if unavailable, directly to Hounslow's Designated Officer (LADO) on 020 8583 4933/3423. Any concern reported about a member of site staff on a residential school journey will be referred immediately to the LADO for advice.

Safeguarding pupils absent or excluded from school

Absences from school are closely monitored in line with London Borough of Hounslow Procedures (see Attendance Policy). Any patterns of absence e.g., absences either or both sides of a school holiday are particularly carefully monitored. Should a child be absent without the parents having notified school of the absence and reason for it, advice will be sought from Hounslow's School Attendance Support Service (SASS) and, if necessary, a safeguarding referral will be made (NB the school always attempts to initiate contact with the parents prior to such referral).

In deciding whether to exclude a child, the Headteacher has regard to Government guidance. If they consider exclusion may put the safety of the child at risk, the Headteacher will seek advice from SASS and Children's Social Care before making a decision.

Where the Headteacher feels it is essential for a pupil who has been excluded to leave the premises immediately, the parent/carer is asked to come and collect the child. The child is not allowed to leave the premises alone. If a parent refuses to co-operate with a formal exclusion by sending the child to school or refusing to collect or arrange collection of them at lunchtime, where lunchtime exclusion is in force, the school must have due regard to the pupil's safety in deciding what action to take.

Information sharing and confidentiality

At Grove Park we recognise that information sharing is vital to good safeguarding.

The school respects the right of all members of its community to confidentiality and follows the GDPR regulations and DfE's data protection guidance. All school records, including verbal information given about children, their families, members of staff or others are treated in strict confidence, and in line with our GDPR Policy, by members of staff and governors who may become party to it. All such information is only shared with other professionals, including colleagues, on a 'need-to-know' basis. However, the school recognises that sharing information to facilitate integrated working across services is important with the aim of delivering more effective intervention at an early stage. It is critical where there is reasonable cause to believe a child **may be suffering or may be at risk of suffering significant harm** and such concerns may justify sharing information without parental

consent. Volunteers and other adults in school are also reminded of the importance of GDPR and confidentiality during their induction.

Schools are legally required to report safeguarding allegations to the local authority, and this has not changed with the introduction of the GDPR.

Sharing information at the right time, with the right people, is key to keeping children and young people safe from harm. All professionals who work with children and families must understand the purpose of information sharing in order to safeguard and promote children's welfare.

The London Safeguarding Children Board has produced practice guidance which Hounslow has signed up to. [Their guidance can be found here.](#)

The aim is to facilitate effective data sharing across Hounslow where this is needed to improve safeguarding or to enable each organisation to respond quickly to safeguarding needs.

<https://www.hscb.org.uk/partnership/gdpr/>

If an adult becomes aware that a child wishes to disclose or has disclosed information of a sensitive nature, they should remind the child that confidentiality will be respected, but that in certain cases information may have to be shared with 'another adult who can help'. It is important that promises are not made 'not to tell anyone' that cannot be kept. Similarly, if personal or sensitive information is given by an adult to a member of staff, the adult should be told that the Headteacher may have to be informed, unless the information constitutes an allegation against the Headteacher, in which case the Chair of Governors will be informed (see 4.1 above)

When writing a report staff will only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker.

Written records which contain sensitive information, such as those referring to child protection or vulnerable pupils are secured in locked filing cabinets and should not be removed from the school premises except for professional purposes, with permission of the Headteacher. If the information needs to be shared within school, safeguarding and child protection records should only be read only in the Headteacher's office.

Photographing and filming

At Grove Park Primary School, we acknowledge the value of photographs and video images as a tool for learning and as a way of recording children's achievements and promoting success. However, the need to safeguard the privacy, dignity, safety and well-being of pupils is paramount. Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for the taking of photographs to raise concerns or lead to misunderstandings. It is not appropriate for adults to take photographs of children for their personal use.

The following safeguards are in place:

- Written permission is sought from parents when their child joins the school for photographs taken of their children to be used e.g., school newsletter, website, school displays, school publicity;
- Children's full names are not attached to photographs in the school newsletter or on the school website;
- Digital images / videos of pupils is only stored in the password protected multi-media folder on the network;
- Specific parental permission is sought if images are taken by other parties and may be used for publicity purposes e.g., in television programmes or brochures.

In particular members of staff must:

- ensure any child photographed understands why the images are being taken;

- take photographs only on equipment provided or authorised by the school and not on personal devices such as mobile telephones;
- download images from the device as soon as possible after the pictures have been taken and then delete them from the camera's memory;
- report immediately any concerns about any inappropriate or intrusive photographs found;
- avoid making images in one-to-one situations or that show a single child with no surrounding context or take images in situations that may be construed as being secretive;
- follow the Staff Code of Conduct, Acceptable Use and GDPR Policy.

We understand that parents like to take photos of their children at school events, and this is acceptable with the understanding that these are for private family use only. The school cannot, however, be held accountable for photographs or video footage taken by parents and family members at school functions.

5. Induction and Training

The school's Designated Safeguarding Lead and any named deputies undertake specific child protection training that includes how to undertake this role. This is in the form of inter-agency child protection training provided by the local authority or another approved organisation e.g., Andrew Hall. Refresher training is undertaken at least annually.

All staff members will receive appropriate safeguarding and child protection training which is regularly updated and part of our whole school approach to safeguarding. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The designated governor and deputy will complete child protection training via a face-to-face course or online as soon as possible after assuming the responsibility.

New members of staff appointed to the school receive induction in this policy and, if without training from a previous post, or due for refresher training, are expected to complete an online training course and / or attend training via the local authority or alternative provider as a matter of priority.

Volunteers are made aware of their responsibilities in relation to this policy (see 2.4 above) through in-house induction and are encouraged to make themselves familiar with this policy.

6. Design of the School Curriculum

Personal, Social and Health Education and Relationships & Health Education

At Grove Park we have a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This is underpinned by our Behaviour & Anti-Bullying Policy and our inclusive and well-planned curriculum.

The value of direct teaching on the subjects of respect, healthy relationships and keeping oneself safe is recognised as a key feature of Grove Park's proactive and preventative approach to safeguarding. In Personal, Social and Health Education (PSHE) and Relationships and Health Education (RHE) teaching linked with related issues take place. Topics include such themes as Drugs, Alcohol and Tobacco Education (DATE), Relationships and Sex Education, how to recognise any unhealthy relationships, respectful relationships, prejudice and inequality, boundaries and consent and on-line safety.

However, the school also recognises that opportunities to help children develop skills to keep themselves safe occur beyond the planned curriculum. Discussions at circle time or after playtimes are often guided by concerns the children raise themselves or any friendship difficulties that arise. Children are supported to find solutions to problems and to develop positive strategies to use in their dealings with others.

The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. We inform pupils whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Risk assessment and educational visits

The curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE, D-STEM, Art and Science. Generic risk assessments are available to staff for these activities and staff are expected to assess and manage risks as part of ongoing practice – see Health and Safety Policy

Appropriate staffing levels will be maintained at all times when the curriculum is being delivered off the school site with pupil / adult ratios as agreed by the local authority and/or Headteacher. The lead adult always assesses visits and trips for risk to ensure children are safeguarded and protected from harm and submits this risk assessment to the Headteacher before the event is finally authorised.

Internet use and e-safety

Children are taught and reminded to use the internet in a safe way. At Grove Park our Computing and PSHE curriculums address online safety and the four main areas of risk: content, contact, conduct and commerce

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

At Grove Park when connected to the School's network, staff can only access generative AI sites with their LGFL USO login. The children use Chromebooks on which Google Gemini has been disabled, so children have no way of accessing AI sites in school.

Grove Park uses LGFL's SchoolProtect filtering service and SENSO's monitoring system. SENSO has the ability to create alerts for any inappropriate activity within Generative AI e.g. ChatGPT.

On entry to the school, parents are required to sign an 'appropriate usage' form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. Members of staff are also required to adhere to appropriate usage at all times. If children or adults become aware of misuse, either by an adult or a child, the issue must be reported to the Headteacher, who has overall responsibility for internet safety with access to all email addresses and passwords provided. Further details are available in the school's e-safety policy in the staff handbook and in our Staff Code of Conduct.

Remote Learning

If children are being asked to learn online at home the Department for Education has provided advice to support schools and colleges do so safely: [Safeguarding & Remote Education](#)

6.4 Inclusion

We are committed to ensuring that children with special educational needs or disability have access to the curriculum at an appropriate level and will make reasonable adjustments to ensure this.

7. Security of the School Site

Grove Park Primary School aims to provide a secure school site but recognises that the site is only as secure as the people who use it. It is recognised that laxity can cause potential problems to safeguarding. Therefore, the school ensures that:

- gates to the playground are locked except at the start and end of each day;
- the boundary is regularly checked to ensure it inhibits easy access / egress;
- visitors and volunteers are expected to enter through the main entrance and must sign in at the office and be given a visitor badge;
- the school community is made aware of the importance of keeping the site secure, i.e., not opening the door for others unless authorised to do so.

Collection of children

It is vital that teachers recognise the parents or named carers of the children in their class and members of staff seek to do this as soon as possible when taking on a new class. Should a supply teacher be with a class, permanent members of staff assist in ensuring that children are collected safely where necessary. Any person arriving to collect a child without authorisation must be referred to the school office. Parents wishing someone else to collect their child must themselves inform the teacher, or the school office, in advance. Any child who has not been collected by 3.30pm is taken by a member of staff to the school office where they wait whilst a member of the office staff contacts parents / carers.

Children in Year 5 & 6 may travel to and from school alone, provided the parent has given written permission. A list of such children is kept in the school office so that immediate action can be taken if a child fails to arrive at school without notification of absence having been received. Children are not allowed to leave the school site alone during school hours and if collected by an adult, must be signed out at the school office.

In the event of a child being unaccounted for, the Headteacher, or the most senior member of staff available, must be informed immediately and members of staff will be organised to search for the missing child. If the child is suspected of leaving the school premises, the Headteacher or senior member of staff will inform parents and the local police of the circumstances, without delay. If the child has not been found by the end of the day by any agencies involved, then the local authority must be informed.

For further information regarding safe travel initiatives and other Health and Safety matters including regular risk assessments of the site, please refer to the Health and Safety Policy

Lettings

We are dedicated to ensuring the safeguarding of our children at all times.

If the school is being hired for an event, it is the responsibility of the hirers to ensure that safeguarding measures are in place while hiring the space.

If there is a possibility that those hiring the premises will come into contact with pupils, for example if the hire occurs during school hours, or when pupils may be present in the school (during after school clubs or extra-

curricular activities), we will ask for confirmation that the hirers have had the appropriate level of DBS check. We will ensure that all hirers will have a copy of this policy and that they are given the name of the Designated Safeguarding Lead: Rachel Davies

When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll or attend the college. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. (KCSiE paragraph 167)

8. Hounslow Safeguarding Children Partnership

The Partnership provides access to versions of national, pan-London and local multi-agency safeguarding children protocols, procedures and practice guidance:

[Protocols, Guidance & Procedures](#)

At Grove Park, we refer to The Partnership's Thresholds Guidance to help us decide what actions we should take as professionals if we have concerns about a child or family. Staff have regular training on the thresholds. [Thresholds Guidance](#).

9. Monitoring and Review of the Policy

- A termly meeting will be held between the designated safeguarding lead and designated governor to monitor safeguarding and this policy
- This policy will be reviewed annually as part of the school's safeguarding audit.
- The Headteacher and/or Designated Governor will report termly on safeguarding and the implementation of this policy to the Chair and Vice Chair of Governors, Teaching & Learning Committee and Full Board

Appendix 1

Grove Park Primary School Please return this document to the Designated/Deputy Safeguarding Lead or a member of SLT Guidelines for completing this form are on the back	
CONFIDENTIAL Safeguarding Report	
Female Genital Mutilation(FGM) Important note for all staff	
The duty to report FGM to the police refers to “known” cases and this means that the member of staff has either visually identified the FGM or it has been verbally disclosed to them. However, this does not apply to when you only suspect that FGM might have taken place or be about to take place. In this case, a referral should be made to the designated safeguarding lead and the school’s safeguarding procedures should be followed as normal. It is mandatory for you personally to report (by calling 101) where the victim directly discloses FGM to you. If it is reported by someone else, the duty does not apply. Instead schools should follow normal reporting procedures	
DATE:	
TIME	
REPORTED BY:	
CONCERNING:	
DATE OF BIRTH:	
SIBLINGS	DATE OF BIRTH
REPORT (see over for guidance)	
SIGNED:	ROLE:
ACTION TAKEN IN RESPONSE TO THIS REPORT and RATIONALE FOR DECISION:	
SUPERVISION REQUIRED OR ACTIONED IN RESPONSE TO THIS REPORT:	

Grove Park School: Guidance on completing concern forms

Safeguarding forms can be handwritten or typed:

Safeguarding Report forms are kept in the following places:

Paper copies: Office reprographics room

Electronic version: staff shared – whole school affairs - safeguarding – safeguarding report forms – safeguarding report

It is important that concern forms are fully completed in a timely way. The details are important. To help the safeguarding team respond appropriately, please follow the guidance below.

Enter all the admin details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)

Include your full name (not initials)

Make sure the concern is given in detail, preferably in the child's own words

Don't report what other people have told you - they must write their own concern form

Only write about one child on each concern form (use a separate form for each child)

Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate.

Make sure you use a Concern Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.

If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.

Do not use email to send your concern, complete a hard copy concern form instead. Emails get missed, go to the wrong person and cannot be signed.

Finally, please sign, date and time the concern form.

Completed concern forms must be handed directly to Rachel Davies or a member of the SLT

Please remember any member of staff can contact Children's Social Care if there is a risk to a child's safety:

- Telephone: 020 8583 6600 option 2
- Email: childrensocialcare@hounslow.gov.uk
- Out of hours: After 5pm weekdays or weekends
- Telephone 020 8583 2222 and ask to speak to the duty social worker

Appendix 2

Actions where there are concerns about a child – from Keeping Children Safe in Education 2025

