Greig City Academy

Safeguarding and Child Protection Policy

October 2023 - updated for KCSIE September 2023

"Show by a good life that your works are done by gentleness born of wisdom."
James 3:13

Key Contacts in the Academy

Designated Safeguarding Lead (DSL): Sophia Simpson, Assistant Vice Principal
020 8609 0167   ssimpson@greigcityacademy.co.uk

Deputy Designated Safeguarding Lead (DDSL): Jermaine Coleman, Assistant Vice Principal
020 8609 0141   jcoleman@greigcityacademy.co.uk

Child Protection Co-ordinator and Designated Member of Staff for Looked After Children: Tracy Adams
020 8609 0115   tadams@greigcityacademy.co.uk

Nominated Governor for Safeguarding: Joye Manyan

The policy was approved by the Governing Body on October 17, 2023. It is reviewed at least annually and may be updated at any time following any changes in national guidance or local policies/processes.
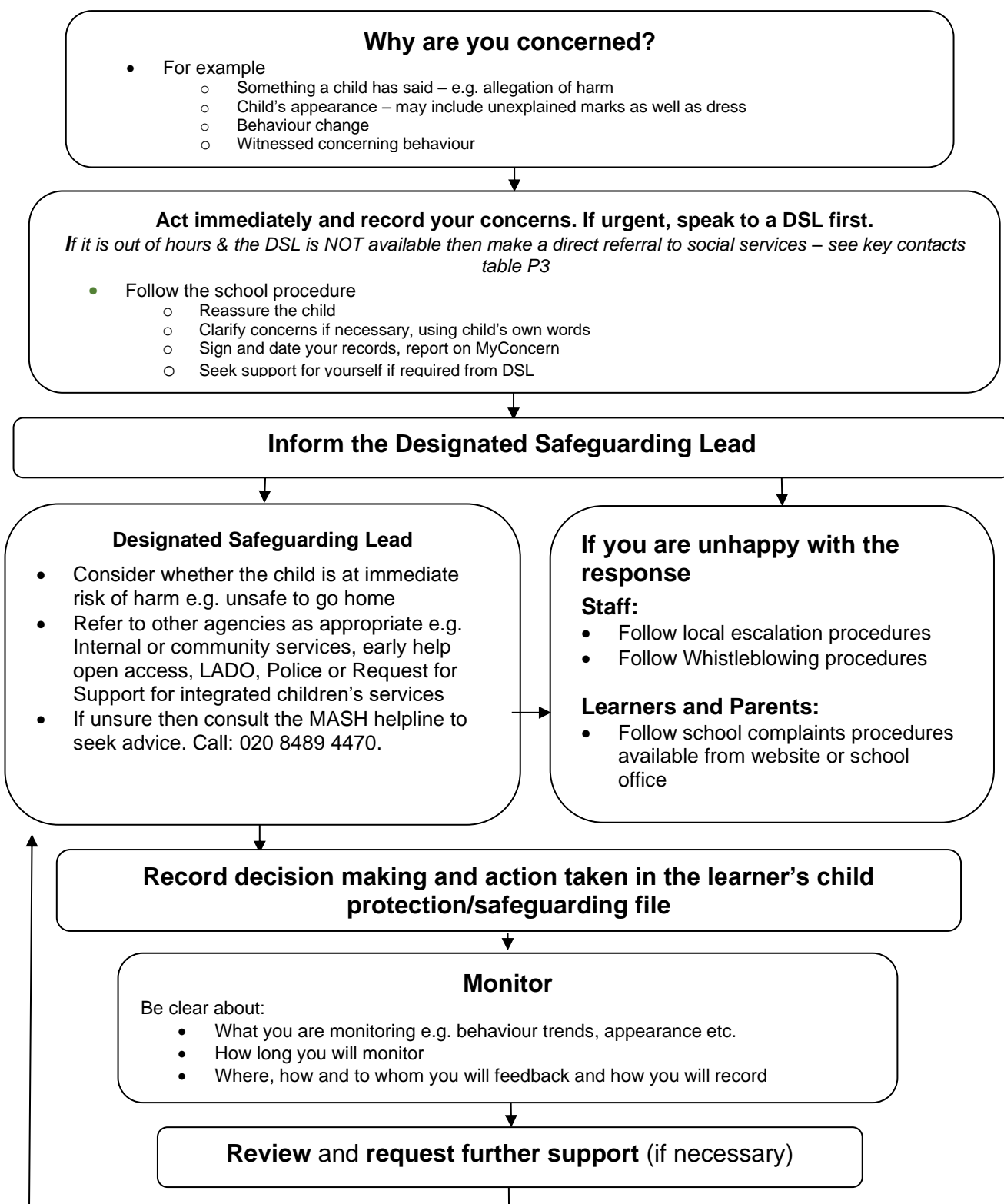
CONTENTS

1. **Key Contacts**

Post	Postholder	Contact details
Principal	Paul Sutton	020 8609 0175 psutton@greigcityacademy.co.uk
Designated Safeguarding Lead (DSL)	Sophia Simpson	020 8609 0167 ssimpson@greigcityacademy.co.uk
Deputy on-site Safeguarding Lead (DDSL)	Jermaine Coleman	020 8609 0141 jcoleman@greigcityacademy.co.uk
1. Chair of Governors **2. Link Governor for Safeguarding**	1. Hugh Reynolds 2. Joye Manyan	c/o voxley@greigcityacademy.co.uk
Child Protection Coordinator and Designated Member of Staff for LAC and PLAC	Tracy Adams	020 8609 0115 tadams@greigcityacademy.co.uk
Social Worker in School (SWIS)	Myrna Tomlinson	07773060214 mtomlinson@greigcityacademy.co.uk
Local Authority Designated Officer (LADO)	Sharon Ackbersingh	Sharon Ackbersingh LADO LADO@haringey.gov.uk 020 8489 2968/1186
Channel Helpline		020 7340 7264
Haringey Safeguarding Children Board		8th floor, River Park House, 225, High Road, London N22 8HQ https://haringeyscp.org.uk/ 020 8489 3145
Multi-agency Safeguarding Hub (MASH) Only use the out of hours number if you are calling outside of normal working hours. Your call will be logged, and the operator will take brief details. An out of hours social worker will ring you back.		Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm **020 8489 4470** Out of office hours, including weekends: **020 8489 0000** **Do not use this number if a child needs immediate assistance from Police or Ambulance Services. Call 999**
Making a MASH referral		During your phone call (above) if you are a professional working with children, you may be asked to complete a **MASH referral form** within 24 hours. This should be emailed securely to mashreferral@Haringey.gov.uk

2.   What to do if you have a welfare concern in Greig City Academy

Why are you concerned?
- For example
  - Something a child has said – e.g. allegation of harm
  - Child's appearance – may include unexplained marks as well as dress
  - Behaviour change
  - Witnessed concerning behaviour

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Act immediately and record your concerns. If urgent, speak to a DSL first.
If it is out of hours & the DSL is NOT available then make a direct referral to social services – see key contacts table P3
- Follow the school procedure
  - Reassure the child
  - Clarify concerns if necessary, using child's own words
  - Sign and date your records, report on MyConcern
  - Seek support for yourself if required from DSL

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Inform the Designated Safeguarding Lead

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Designated Safeguarding Lead
- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult the MASH helpline to seek advice. Call: 020 8489 4470.

If you are unhappy with the response
Staff:
- Follow local escalation procedures
- Follow Whistleblowing procedures

Learners and Parents:
- Follow school complaints procedures available from website or school office

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Record decision making and action taken in the learner's child protection/safeguarding file

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Monitor
Be clear about:
- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

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Review and request further support (if necessary)

At all stages, the child's circumstances will be kept under review
The DSL/Staff will request further support if required to ensure the **child's safety** is **paramount.**

3. Introduction and Ethos

- **The purpose of this policy is:**
  - To protect the safety, welfare and well-being of the pupils on roll at our school
  - To set out the school's overarching principles, approaches and systems to child protection and safeguarding across all aspects of school life.
  - To ensure staff are aware of their statutory safeguarding duties and responsibilities
  - To ensure staff are well-equipped and confident to recognise and report child protection concerns
  - To promote an open and listening culture where everyone can voice concerns in the knowledge they will believe, helped and supported.

- **Our core safeguarding principles are:**

  Promotion: making sure students, parents, staff, and all adults who come into contact with children know the systems and the support in place to keep children safe and that a culture of vigilance permeates across the school
  Prevention: positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures
  Protection: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
  Support: for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.
  Working with parents and other agencies: to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

- The Academy recognises its statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children with an essential role to play in making the school community safe and secure.

- Staff and other adults working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

- The best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings considered and all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

- Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. Children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.

- The Academy expects that if any member of our community has a safeguarding concern about any child or adult, they should act immediately. This includes out of hours when the DSL may not be available to speak to, in which case a direct referral should be made to the Haringey Multi-agency Safeguarding Hub (MASH) – see P2 above for contact details.

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2023 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.

- The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers and are consistent with those outlined within KCSIE 2023.

4. **Legislation and guidance**

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

    DfE Keeping Children Safe in Education 2023 (KCSIE)

    Working Together to Safeguard Children 2018 (last updated 1 July 2022) (WTSC)

    Ofsted: Education Inspection Framework' 2019 (revised June 2021)

    Framework for the Assessment of Children in Need and their Families 2000)

    Multi-agency statutory guidance on female genital mutilation (July 2020)

    The General Data Protection Regulation 2018 and The Data Protection Act 2018

- Section 175 of the Education Act 2002 requires school governing bodies to make arrangements to safeguard and promote the welfare of all children who are pupils at a school. Such arrangements must have regard to any guidance issued by the Secretary of State.

- Other legislation this policy is based on:

Legislation	What it covers
School Staffing (England) Regulations 2009	Lists what must be recorded on the single central record. The requirement for at least one person conducting an interview to be trained in safer recruitment techniques.
Children's Act 1989 (and 2004 amendment),	Provides the framework for the care and protection of children.
Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015 (Section 5B(11))	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.
The Marriage and Civil Partnership (Minimum Age) Act 2022	- Officially came into force on 27 February - This Act prohibits 16 and 17-year-olds from marrying or entering into a civil partnership, regardless of whether or not they have parental consent. - An offence to cause a child to marry before 18th birthday, also applies to non-binding unofficial marriage.
Rehabilitation of Offenders Act 1974	Sets out when people with criminal convictions can work with children.
Schedule 4 of the Safeguarding Vulnerable Groups Act 2006	Defines what 'regulated activity' is in relation to children

5. **Human Rights, Equalities and Public Sector Equality Duty**

- The Academy is aware of its obligations under the Human Rights Act 1998 (HRA), Equality Act 2010, including its Public Sector Equality Duty, and the local multi-agency safeguarding arrangements in Haringey and other local authorities in which its students may reside.

- The Governing Body and senior leaders recognise that, under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention. The specific convention rights applying to schools are:

Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

Article 14: requires that all the rights and freedoms set out in the Act must be protected and applied without discrimination

Protocol 1, Article 2: protects the right to education.

- The Governing Body and senior leaders recognise being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all these rights, depending on the nature of the conduct and the circumstances.

- The Governing Body and senior leaders will adhere to the Equality Act and will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

- The Governing Body and senior leaders will pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant policies/provision are being developed, the Governing Body and senior leaders will give specific consideration to the equality implications of their decisions.

6. Related Safeguarding Policies

- This policy is one of a number, which reflect the whole school approach to safeguarding. It should be read and actioned in conjunction with the policies listed below:

Attendance and punctuality
Special educational needs
Behaviour management, including searching, screening and confiscation, use of physical restraint
Curriculum
Relationships and Sex Education (RSE)
Online Safety, including social media and mobile technology, image use, Acceptable Use of Technology (AUP), filtering and monitoring, teaching online safety
Child on-child abuse policy, including sexual violence and sexual harassment and the school's anti-bullying strategy – included here as Appendix 2
First aid and managing medical needs
Health and safety, including use of the premises by other organisations
Risk assessments (e.g., school trips, use of technology)
Safer recruitment
Staff Code of Conduct
Dealing with allegations against staff – statement in separate document
Staff disciplinary procedures
Whistleblowing
Data protection and Information sharing

7. Definitions of safeguarding

- In line with KCSIE 2023, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

  - protecting children from maltreatment;

  - preventing impairment of children's mental and physical health or development;

  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

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

- Safeguarding is what we do to prevent children suffering or coming to harm.

- Child protection refers to activities undertaken by the school to protect children suffering from harm or likely to suffer from harm. A child includes anyone under the age of 18.

- The safeguarding partners with which the school works to safeguard its students are the local authority; the local clinical commissioning group; and the chief officer of Police for the local authority area (Haringey Safeguarding Children Partnership).

- Abuse is a form of maltreatment of a child that covers inflicting harm or failing to prevent the infliction of harm. Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and psychological needs. (See Appendix 1 for a more detailed explanation.)

- KCSIE 2023 notes the use of widely recognised and understood terms 'victim' and 'alleged perpetrator(s)' and where appropriate 'perpetrator(s)'. Not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. We think carefully about the use of the term **'alleged perpetrator(s)'** and '**perpetrator(s)**', especially when speaking in front of children, because in some cases the abusive behaviour will have been harmful to the perpetrator as well. In managing any incident, we will use any term with which the individual child is most comfortable.

8. **Informing staff and others of safeguarding policy**

- All staff (including temporary staff and volunteers) will be provided with, and will retain, a copy of this policy, confirming in writing that they have read and understood its contents, are familiar with the school systems and will adhere to them. Copies will be posted on the school's website and intranet.

- Visitors to the school will be given a leaflet detailing our safeguarding arrangements, which also cover fire safety, first aid and health and safety. Visitors will be asked to sign to say they have read, understood and will adhere to the arrangements.

- Parents/carers can obtain a copy of this policy downloaded from the school website together with other related policies: www.greigcityacademy.co.uk

- Additionally, these and other policies are available in hard copy from the school office on request.

- Pupils will be made aware of the school's systems in age-appropriate ways through displays around the school site, verbally and via the school website. The DSL will ensure pupils are aware that they can raise concerns at any time, they will be listened to, taken seriously and their wishes respected (where possible), given the necessary support, and kept informed of actions being taken.

9. **Roles and Responsibilities**

    The Governing Body

- The Governing Body takes responsibility for strategic leadership, recognises that it is a 'whole school approach' for the school's safeguarding arrangements and that these arrangements will comply with their duties under legislation and have full regard to KCSIE 2023. This includes ensuring the school's policies, procedures and training are effective and always comply with the law.

- The Governing Body will ensure the school's systems enable pupils to report what is happening to them.

- The Governing Body will ensure the appointed DSL is a senior member of staff. The role of the DSL (and deputies) is set out in KCSIE Annex C, is summarised in the section below, and will be made explicit in the postholder's job description.

- The Academy has a nominated governor for safeguarding. This governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

- All governors will undertake safeguarding training and additional training on specific issues, such as online safety and Prevent. This will be part of ongoing and regular programme of training to build knowledge and understanding of safeguarding across all members of the Governing Body.

- The Governing Body will take an active role in monitoring the effectiveness of safeguarding arrangements and providing support to the DSL in line with Part 2 KCSIE 2023. This will include visits to school, regular contact with the DSL and other staff working to protect children and reviewing information provided to them concerning pupils' welfare and safety, including for online safety. Governors will also seek the views of pupils and parents/carers as part of their monitoring arrangements to check on the effectiveness of safeguarding arrangements.

- The Governing Body and senior leadership team recognise the significant level of responsibility of the DSL role. They will ensure the postholder and any deputies are given the additional time, funding, training, resources, and support needed to carry out the role effectively. They will also ensure there is adequate cover if the DSL is absent.

Principal

- The Principal will ensure that the policies and procedures relating to safeguarding and child protection adopted by the school's Governing Body are understood and followed by all staff.

Designated Safeguarding Lead (DSL)

- The Academy has appointed Sophia Simpson, Assistant Vice Principal (Pastoral) as DSL (covering Jade Coleman, Vice Principal, on maternity leave) and Jermaine Coleman, Assistant Vice Principal (Pastoral) as Deputy DSL (DDSL).

- The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems. Whilst the activities of the DSL may be delegated to the deputy, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated. Job descriptions that align to KCSIE 2023 Annex C are in place for the DSL and deputy DSL, and the DSL job description is summarised below.

- The DSL and DDSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. This training is updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

- The DSL will be given the additional time, funding, training, resources and support they need to carry out the role effectively. This may include handling of referrals to integrated social care and working with other agencies where appropriate.

- The DSL will provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

- The Principal will be kept informed of any significant issues by the DSL.

- During term time the DSL or DDSL will always be available during school/office hours for staff in the school to discuss any safeguarding concerns. This will be in person, but, in very exceptional circumstances, this may be by telephone. The school will inform parents of out-of-hours reporting arrangements and cover arrangements for out-of-hours/out-of-term activities. On weekends and out of school hours, the DSL/ DDSL will generally be contactable via email and can be contacted via telephone.The safeguarding team liaise with Haringey MASH Team to provide them with details regarding staff availability over the holidays.

- The role of the DSL is to:
    i. Hold overall responsibility for child protection.
    ii. Act as the central contact point for all staff to discuss any safeguarding concerns
    iii. Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
    iv. Understand the views of children and encourage a culture of listening to children and taking account of their wishes.
    v. Take the lead for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement.
    vi. Maintain a confidential recording system for safeguarding and child protection concerns.
    vii. Ensuring child protection files are up-to-date, records are clear and comprehensive and details of the concern, follow up, actions, decisions and outcome.
    viii. Ensuring information is shared as appropriate, including when a child transfers school
    ix. Coordinate safeguarding action for individual children.

x.   When supporting children with a social worker, or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).

xi.   Liaise with other agencies and professionals in line with KCSIE 2023 and WTSC 2018 (updated 2022).

xii.   Ensure that locally established procedures as put in place by the Haringey Safeguarding Children Partnership (HSCP), including referrals, are followed, as necessary.

xiii.   Represent, or ensure the school is appropriately represented, at multi-agency safeguarding meetings (including Child Protection conferences).

xiv.   Manage and monitor the school role in any multi-agency plan for a child.

xv.   Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.

xvi.   Ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.

xvii.   Work with all staff (for example: teachers, support staff, pastoral leaders, SENCo, mental health leads) on matters of safeguarding and welfare (including mental health and online/digital safety).

xviii. Raise awareness of safeguarding and child protection systems with staff, pupils and parents.

xix.   Have an understanding of the school's IT filtering and monitoring systems and processes and know how to escalate concerns when identified. The DSL has lead responsibility over this area.

xx.   Ensure all staff access appropriate safeguarding training, including in online safety and other relevant specific issues and regular updates in line with the recommendations within KCSIE 2023.

xxi.   Provide support to staff as required.

xxii.   Manage referrals of suspected abuse to the Channel programme, disclosure & barring service and where a crime has been committed to the Police.

xxiii. Support/liaise with the 'case manager' for child protection issues which concern a member of staff.

xxiv.   Liaise with the Principal to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes the requirement for children to have an Appropriate Adult.

- **The Academy has appointed Tracy Adams as Child Protection Co-ordinator/Designated Member of Staff for Looked After and Previously Looked After Children** with responsibility for:
    i.   Referring cases of suspected abuse to the local authority MASH and other relevant agencies; and immediately providing the DSL with details of the referral.
    ii. Attending regular meetings with relevant external agencies both at school and off-site.
    iii. Acting as a secondary initial point of contact for all external child protection related enquiries.
    iv. Providing guidance to staff on procedures for supporting the needs of looked after children.
    v.   Liaising with Haringey's Virtual School Head for looked after and previously looked after children.

- **All members of staff** have a responsibility to:
    i.   Provide a safe environment in which children can learn.
    ii. Be aware that abuse or neglect can happen here, and that safeguarding is everyone's responsibility.
    iii. Build trusted relationships with children and young people that facilitate communication.
    iv. Actively promote welfare and safeguarding, including online safety, of pupils.
    v.   Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
    vi. Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

vii. Be aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home and online.

viii. Exercise professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may need help or protection.

ix. Reassure a child that they are being taken seriously and that they will be supported and kept safe; never give the child the impression that they are creating a problem by reporting any form of abuse and/or neglect; and never make a child feel ashamed for making a report.

x. Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may feel embarrassed, humiliated, or be threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

xi. Understand the early help process and their role in it.

xii. Understand the school's safeguarding policies and systems.

xiii. Undertake appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and ongoing regular updates as required, and at least annually, so that they have the relevant skills and knowledge to safeguard children effectively.

xiv. Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.

xv. Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.

xvi. Know how to maintain an appropriate level of confidentiality and the importance of recording and information sharing.

xvii. Understand the wider definitions of child-on-child abuse and be aware of specific issues such as cyberbullying, sexual violence, sexual harassment and exploitation as set out in KCSIE 2023 - Part 1 and Annex A.

xviii. Be aware of the school's child-on-child abuse policy, anti-bullying strategy and the role they play in preventing and responding to child-on-child abuse.

- **Children and young people** have a right to:
    i. Feel safe, be listened to, know their concerns will be taken seriously, and have their wishes and feelings considered.
    ii. Contribute to the development of school safeguarding policies.
    iii. Receive help from a trusted adult.
    iv. Learn how to keep themselves safe, including online.

- **Parents/carers** have a responsibility to:
    i. Understand and adhere to the relevant school policies and procedures.
    ii. Talk to their children about safeguarding issues and support the school in its safeguarding approaches.
    iii. Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.
    iv. Speak to school staff if they have any concerns about the welfare, well-being and safety of their children.

10. **Recognising Indicators of abuse and neglect**

- All staff are made aware of the definitions and indicators of abuse and neglect, as identified by Working Together to Safeguard Children (2018; updated 2022) and KCSIE 2023.

- All staff understand that children can be at risk of harm inside and outside of the school, inside and outside of home, online and offline.

- Harm can also include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

- The Academy recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse: physical abuse, sexual abuse, emotional abuse, and neglect.

- Abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. (For further information see Appendix 1.)

- **All** staff should have an awareness of specific safeguarding issues that can put children at risk of harm, including online. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. A wider range of specific issues includes but is not limited to:

Child abduction and community safety incidents Children with family members in prison Children Missing Education (CME) Child missing from home or care Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE) County Lines Cybercrime Domestic abuse Faith based abuse	Female Genital Mutilation (FGM) Forced marriage Gangs and youth violence Gender based abuse and violence against women and girls Homelessness Honour based abuse (so called) Mental health Modern slavery & the National Referral Mechanism Online safety (including awareness of the school's systems for filtering and monitoring)	Child-on-child abuse (including cyberbullying, racial, prejudicial and discriminatory bullying) Preventing radicalisation and extremism Relationship abuse Serious Violence Sexual Violence and Sexual Harassment Upskirting Youth produced sexual imagery, nudes/semi-nudes ("Sexting")

- Additional information on these and other issues are included in KCSIE Part 1, which staff are required to read, and also in Annex B of the full KCSIE.

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

- **All** staff, but especially the DSL and DDSL should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harm takes a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

- **All** staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

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

- In all cases, if staff are unsure, they should always speak to the DSL or DDSL.

11. Child protection procedures – taking action

- The Academy adheres to Haringey Safeguarding Children Partnership (HSCP) procedures, which can be found on their website: https://haringeyscp.org.uk/ .

- Staff (volunteers, governors, contractors, agency and supply staff and visitors) must follow the school procedures set out in this and the following sections should they identity or have a worry about a child protection issue. These procedures will be covered in staff training, including new staff induction. Visitors will be provided with an information sheet on arrival, summarising the school systems and how they should pass on any child protection concerns. If anyone is unsure about reporting concerns, they must speak to the DSL.

- All staff are made aware of the process for making requests for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.

Action if a child is in immediate danger, or suffering harm or likely to suffer harm

- As soon as a member of staff becomes aware that a child is suffering or likely to suffer harm, they must inform the DSL/DDSL and make a report on MyConcern. Any handwritten notes should be scanned and added to the electronic record. If the child is deemed to be in immediate danger or risk, the DSL/DDSL must be alerted immediately. If not via MyConcern, they can send an email to the Safeguarding Team or ask Duty to temporarily cover their lesson so they can speak to the DSL.

- The DSL will review the case and decide on the next steps. If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to the Haringey Multi-agency Safeguarding Hub (MASH) and/or the police.

- If the DSL or deputy DSL is not available, for example out of school hours, then any staff member or other adults can make a referral. The contact numbers for the MASH team are listed on Page 2 of this policy. During this call staff should seek the advice about notifying parents, remembering that in some situations this could be unsafe or cause the child more harm. During the phone call if you are a professional working with children, you may be asked to complete a **MASH referral form** within 24 hours. This should be emailed securely to mashreferral@Haringey.gov.uk.

- Any member of staff/adult making a **direct** referral to the MASH team must inform the DSL as soon as possible verbally and provide a written record of the concerns and actions taken.

Action regarding concerns about a child where the child is not in immediate danger or risk,

- Staff must be vigilant at all times; they may well notice safeguarding concerns that do not place a child at immediate risk of harm. Staff must be mindful that no concern is too small not to share and that they are vital in helping the DSL to build a picture of the child's well-being, welfare, mental health and safety and take the necessary action. Examples of concerns could be a child looking unkempt, saying or making a comment that arouses your suspicions or a change in character/behaviour.

- Staff must follow school procedures and record the concern on MyConcern. The DSL will ensure that there is continuous monitoring of the MyConcern so no concerns are missed and any necessary actions are taken. The member of staff should not hesitate in also discussing their concern with the DSL/DDSL. The DSL will review this information, with any other safeguarding concerns they have on record, and take any necessary actions.

Guidance on receiving a disclosure from a child

- Listen to what the child has to say. Allow them time to talk freely and do not ask leading questions. Reassure them that they are doing the right thing in telling you. Let them know they are being taken seriously and that nothing they say is or will cause a problem. Do not tell them they should have told you sooner.

- Stay calm and do not show that you are shocked or upset. Do not in any circumstance promise to keep what they have told you a secret. Explain you will have to pass this information on and what will happen next.

- If possible, make a handwritten record as the child speaks. If this is not possible, make a handwritten record as soon as possible afterwards. Make a report on MyConcern.

- Speak to a DSL or DDSL immediately if the child is in **immediate risk** or **has been harmed** as noted above.

- Under no circumstances should the staff member undertake any investigation into the concern.

- Any allegations about staff must be reported directly to the Principal or in their absence, the DSL/DDSL unless the allegation is against the Principal in which case the chair of governors should be informed.

Early Help Assessments

- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. Staff are trained to be alert to the potential for early help, identify children that may benefit from early help and raise their concerns with the DSL. Examples of children who may benefit from extra help include a child who:
    - is disabled or has certain health conditions or has specific additional needs
    - has special educational needs
    - has a mental health need
    - is a young carer
    - has returned home to their family from care; is frequently missing from care or from home
    - shows signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines
    - is at risk of modern slavery, trafficking, sexual or criminal exploitation
    - is at risk of being radicalised or exploited
    - has a family member in prison or is affected by parental offending
    - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
    - is misusing alcohol and other drugs themselves
    - is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or forced marriage
    - is a privately foster child
    - is persistently absent from education, including persistent absence in a part of the school day

- If the DSL views that an early help assessment is appropriate, they or the DDSL will lead on liaising with other agencies and in setting up inter-agency assessment, as required. Staff may be required to contribute and/or provide support in the early help assessment.

- The DSL will keep all early help cases under constant review and consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. If, after the request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will take further actions. This may include a request for advice and support to Haringey MASH.

12. Notifying parents and carers of child protection concerns

- Parents/carers will be informed of child protection concerns unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation. Such discussions will be undertaken by the DSL or DDSL, although this may be delegated to another member of staff who is part of the safeguarding team and may already be working in with the family.

- The DSL will liaise with MASH, before making a decision not to inform parents/carers of a child protection concern.

- In the event of a request for support to MASH being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by the HSCP.
- Parents/carers will normally be notified in the case of allegations of abuse made against other students unless it is unsafe to do so. The same applies to the person(s) the allegation is made against if they are a child.

13. **Confidentiality information sharing and record keeping**

Confidentiality and information sharing

- The only purpose of confidentiality in relation to safeguarding and child protection is to benefit the child. The safety of the child is always paramount, any concerns about sharing information must not be allowed to stand in the way of ensuring the welfare and safety of students.
- A member of staff must never guarantee confidentiality to a student nor should they agree to keep a secret since, where there is a child protection concern, this must be reported to the DSL and may require further investigation by appropriate authorities.
- However, the child should be reassured that:
  - their disclosure will be taken seriously, and it is not creating a problem
  - their disclosure will be shared only with relevant staff
  - staff will be sensitive to their feelings and concerns
  - their wishes will be heard and they will be informed of actions and support
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know' basis only. Any information shared with a member of staff must be held in confidence.
- Governors will not be given details relating to individual child protection cases or situations to ensure confidentiality is not breached.
- The Academy recognises its duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2023.
- The Data Protection Act 2018 and the General Data Protection Regulations (GDPR) do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. The school may legitimately share information without consent where: a) it is not possible to gain consent; b) it cannot be reasonably expected that a practitioner gains consent; and c) if to gain consent would place a child at risk.
- The Academy has an appropriately trained Data Protection Officer (DPO), Paul Letford, Assistant Vice Principal, as required by the GDPR to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements.
- If staff are in any doubt about sharing information, they should speak to the DSL/DDSL.

Record keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing (this may be used as evidence if the disclosure becomes a Police matter) and on MyConcern. This should include speaking to the DSL. A body map will be completed if injuries have been observed.
- Records must be completed at the time using the child's words and shared as soon as possible after the incident/event. The record must be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.

- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

- Records will also be kept of any telephone calls, meetings or other communications for each child to build a full and detailed chronology. This may include other school records, such as first aid, medical treatment if the child is unwell, attendance, punctuality, and behaviour.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

14. Multi-Agency Working

- The Academy recognises and is committed to its responsibility to work within the Haringey Safeguarding Children Partnership (HSCP) arrangements. The senior leadership team and DSL and DDSL will work to establish strong and co-operative local relationships with professional safeguarding partners and other agencies, in line with statutory guidance. This includes contributing to HSCP processes, such as, participation in relevant safeguarding multi-agency plans and meetings, including child protection conferences, strategy meetings, child in need meetings or other early help multi-agency meetings.

15. Staff Induction, Awareness and Training

- The school aims to keep the profile and importance of safeguarding high with staff, pupils, parents, governors/trustees, visitors and other adults who are associated or work with the school.

- All staff are expected to be understand systems within the school that support safeguarding. This will be explained to them as part of staff induction and information will be updated on a regular basis to ensure they are fully aware of current practice. This includes:
  - safeguarding and child protection policy, including the policy and procedures to deal with child-on-child abuse
  - behaviour policy, including measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying
  - the school's safeguarding response to children who go missing from education or are absent from education, particularly on repeat occasions and/or prolonged periods
  - the staff code of conduct including low level concerns, allegations against staff and whistleblowing
  - the role and identity of the DSL/DDSL

- On the first day of the autumn term, all staff attend safeguarding and child protection training run by the DSL. This covers: key changes in KCSIE, categories of abuse, reminders about responsibilities, referral and reporting procedures, online safety, filtering and monitoring, and sources of support/information. All staff receive copies of the presentation and are provided with a copy of Part 1 of KCSIE 2023 and Annexes A and B.
  - School leaders, including the DSL, will read the entire KCSIE document.
  - All other members of staff must read KCSIE Part 1 and Annex B.
  - Once the school's safeguarding and child protection policy has been approved by the Governing Body, all members of staff receive a safeguarding pack comprising: a copy of KCSIE, the safeguarding and child protection policy, the behaviour, whistleblowing and online safety policies, the statement of procedures for dealing with allegations against staff, and the staff code of conduct.

- All members of staff must sign to confirm that they have read and understood KCSIE Part 1 and Annex B, in addition to this policy (once approved by the Governing Body). A register is kept on the single central record.

- All staff members (including agency and third-party staff) receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. Comprehensive child protection training will take place every two years, including online safety training, which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

- All staff will receive regular safeguarding and child protection updates (staff meetings, e-bulletins and staff briefing sessions), to provide them with relevant skills and knowledge to safeguard children effectively.

- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training including in online safety, behaviour management and the staff code of conduct to ensure they are aware of the school internal safeguarding processes as part of their induction.

- All staff members (including volunteers, agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).

- The DSL and Principal will provide regular reports to the Governing Body detailing safeguarding training undertaken by all staff and will maintain an up-to-date register of who has been trained.

- Although the school has a nominated lead for the Governing Body, all governors will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

16. Safer Working Practice

- All members of staff are required to work within clear guidelines on safer working practice as outlined in the staff code of conduct.

- Staff will be made aware of the school behaviour management and physical intervention policies*,* and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication. Staff will adhere to relevant policies including Acceptable Use and online safety policies.

17. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

- The Academy will provide appropriate supervision and support for all members of staff to ensure that:
  - staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children.
  - staff are supported by the DSL in their safeguarding role.
  - staff have regular reviews of their own practice to ensure they improve over time.

- The DSL will also put staff in touch with outside agencies for professional supervision and support if they so wish. Staff may also approach organisations such as their Union, NSPCC helpline, HEP, or other similar organisations directly.

18. Online Safety

- The Academy recognises that the use of technology presents challenges and risks to children and adults both in and out of school. We will empower, protect and educate students and staff in their use of technology and

establish processes to identify, intervene in, and escalate any incident where appropriate. Our approach to online safety is set out in detail in:

- – The online safety policy: including mobile technology, social media and use of images policies
- – Remote learning policy
- – Role and responsibilities of the DSL

- Our approach is also integrated with other policies and plans, for example, curriculum plans, behaviour, child-on-child abuse and RSE/PSHE policies.

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

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

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

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

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

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

- The Academy uses a wide range of technology: computers, laptops, digital devices, the internet, intranet and email systems, our learning platform – Microsoft Teams, and other online platforms used from time to time that are continuously risk assessed. All school-owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

- The Academy recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. Our policies/processes are shared and understood by all members of the school and are set out in our Online Safety Policy, available from the staff drive, on the intranet and school website.

- The Academy will do all we reasonably can to limit children's exposure to online risks and will ensure that appropriate filtering and monitoring systems are in place and that these meet the DfE standards for filtering and monitoring (March 2023). These are:

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  - – Identify and assign roles and responsibilities to manage filtering and monitoring systems.
  - – Review filtering and monitoring provision at least annually.
  - – Block harmful and inappropriate content without unreasonably impacting teaching and learning.
  - – Have effective monitoring strategies in place that meet their safeguarding needs

- To ensure we meet the standards for filtering and monitoring, we will:
  - – consider the age range of students, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks
  - – ensure the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively, and know how to escalate concerns when identified
  - – inform all users that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation

- require students staff and visitors if they discover unsuitable sites or material to follow the school procedures: turn off monitor/screen, report the concern immediately to a member of staff, and report the URL of the site to the Network Manager

- record and report to the DSL and appropriate technical staff, any filtering breaches or concerns identified through our monitoring approaches

- immediately report any access to material believed to be illegal to the appropriate agencies, such as the [Internet Watch Foundation](#) and the Police.

- ensure that in implementing appropriate filtering and monitoring "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding

- review the standards and discuss with IT staff and service providers what more needs to be done to support the school in meeting the DfE standards

- The DNS filtering and monitoring system used by the Academy provides consistent filtering across a variety of devices, including mobile devices which are increasingly in use for learning.

- Governors and senior leaders will check regularly on the effectiveness of the filtering and monitoring systems.

- Whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety:

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

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

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

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

- The Academy will support parents/carers to become aware and alert of online safety issues by:

  - providing information on our school website and through emails/letters
  - highlighting online safety at parent events

- The Academy will ensure that online safety training for all staff is aligned with and considered as part of our overarching safeguarding approach.

- The DSL will respond to online safety concerns in line with the child protection and other associated policies such as child-on-child abuse and behaviour, and systems for searching a mobile phone.

- Internal sanctions and/or support will be implemented as appropriate.

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

19. Remote Learning

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

- All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or Microsoft Teams. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our behaviour policy, staff code of conduct and Acceptable Use/E-Safety policies.

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

- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents/carers will be informed who from the school (if anyone) their child is going to be interacting with online and who they contact in case they need help and/or support.

- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.

20. **Safeguarding Children with Special Educational Needs and Disabilities or Health Issues**

- Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. These children may have an impaired capacity to resist or avoid abuse both offline and online and face additional barriers in recognising abuse and neglect. These can include:
    - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
    - These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
    - The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs, and
    - Communication barriers and difficulties in managing or reporting these challenges.
    - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school.

- Children with communication difficulties will be supported to ensure that their voice is heard and acted upon.

- All members of staff will be encouraged not to assume that possible indicators of abuse such as behaviour/mood change or injuries are related to a child's special educational needs of disability; and to be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, the school will always consider extra pastoral support for children with SEN and disabilities. Details of support and provision can be found in the school's SEND policy and SEND Information Report.

- The DSL/DDSL will work closely with the SENDCo, Gesine Carter, to share information, plan support, and monitor as required.

21. **Mental health and children requiring mental health support**

- All staff will be made 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. Staff are made aware of how children's experiences, can impact on their mental health, behaviour, attendance and progress in school. Staff will be given regular training in mental health issues and how to recognise when child's mental health may be at risk.

- The school has appointed a lead for mental health, Yvonne Brown, who has been trained to have the knowledge and skills to promote and lead on wellbeing and mental health across the school.

- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are expected to be vigilant at all times and if they have a mental health concern about a child that is also a safeguarding concern, they should speak to the DSL or DDSL.

- The school is proactive in promoting the mental health and well-being of pupils. This includes links to the school's approach for preventing and tackling bullying.

- The school has in place a range of ways to support children's mental health both within and beyond the school. Within school, this includes support from schools counsellors, mental health first aiders, the Social Worker in School (SWIS), and provision of safe spaces.
- The school also seeks support and advice from specialist agencies where required and makes use of a range of resources produced by Public Health England to promote positive health, wellbeing and resilience.

22. Children in need of a social worker (Child in Need and Child Protection Plans)

- The school recognises that pupils may need a social worker due to safeguarding or welfare needs and that children may need help due to abuse. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child' safety, well-being, welfare and educational outcomes.

23. Looked after children, previously looked after children (LAC and PLAC) and care leavers

- The Academy will ensure that our staff have the skills, knowledge and understanding to keep looked-after and previously looked-after children safe.
- The DSL has details of a child's social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child's legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The school has appointed a designated member of staff, Tracy Adams the LAC and PLAC Lead, who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance (see P10 above). The postholder:
    - works closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
    - works with virtual school heads to promote the educational achievement of looked-after and previously looked-after children. This includes a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker.
- The DSL and LAC/PLAC lead work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appointed Personal Adviser, and liaise with them should any issues occur.

24. Persistent absence/children missing education (CME)

- Children absent from education are registered on a school roll. Children categorised as missing education are either not registered at a school or else not receiving suitable education in place of a school setting. A child's persistent absence can act as a vital warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or student criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.
- It is important that our response to persistently absent pupils supports the identification of any abuse and helps prevent the risk of them missing education in the future.
- The school has in place robust systems for recording and monitoring daily attendance and punctuality of pupils. This includes 'first day' calls, follow up calls, letters home and home visits.
- The school recognises the importance of keeping in touch with parents and carers to promote and ensure the welfare, well-being and safety of pupils. The school will hold more than one emergency number for each child to ensure that a parent/carer can be contacted urgently or for the DSL to check on the well-being of a pupil.
- The school understands its duty to report any missing children to the local authority, including the information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points. Full details of these systems for monitoring and supporting

children with poor attendance and how the school follows statutory advice in removing pupils from the school roll can be found in the school's attendance policy.

25. **Child-on-Child Abuse**

- All members of staff recognise that children can abuse other children and that this can happen both in and out of school and online. No form of abuse will be tolerated; all victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff must be mindful that their response could impact on another child coming forward in future.

- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:
    - that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. It is important, if staff have any concerns regarding child-on-child abuse, that they speak to the DSL/DDSL.
    - the importance of challenging inappropriate behaviour between children that is abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
    - that some child-on-child abuse issues may be affected by the gender, age, ability and culture of those involved.
    - that children may not find it easy to tell staff and a reminder that children can show signs in ways they hope adults will notice and react.

- In line with KCSIE 2023, the school recognises that child-on-child abuse is likely to include, but may not be limited to:
    - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
    - sexual violence
    - sexual harassment
    - upskirting
    - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)

- Fuller details of the types and forms that child-on-child abuse can take are detailed in our child-on-child abuse policy (Appendix 2), which sets out the procedures the school will follow when responding to concerns relating both to child-on-child nonsexual abuse/bullying and to abuse of a sexual nature.

- The Academy recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue; all concerns must be reported to and dealt with by the DSL (or deputy) (cf. Appendix 2 for details).

26. **Children who are lesbian, gay, bi, or trans (LGBT)**

- Although being LGBT in itself is not an inherent risk factor for harm, the school recognises that children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

- Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

- LGBT inclusion is part of the school's Relationship and Sex Education and Health Education curriculum.

27. Gangs, County Lines, Serious violence, Crime and Exploitation

- The Academy recognises the impact of gangs, county lines, serious violence, crime and sexual exploitation. The initial response to child victims is important and staff must take any allegation seriously and work in ways that support children and keep them safe.

- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:

    – unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.

    – children who go missing for periods of time or regularly come home late

    – children who regularly miss school or education or do not take part in education

    – change in friendships/relationships with others/groups

    – children who associate with other young people involved in exploitation

    – children who suffer from changes in emotional well-being

    – significant decline in performance

    – signs of self-harm/significant change in wellbeing

    – signs of assault/unexplained injuries.

28. Female genital mutilation (FGM) and forced marriage

- All staff are made aware of the issues around FGM, so-called 'honour'-based abuse and forced marriage, as well as the signs and symptoms, the actions they must take and the mandatory duty to report any concerns to the Police under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)

    - Whilst all staff should speak to the DSL/DDSL about any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of18, they **must personally** report this to the Police. Those failing to report such cases may face disciplinary sanctions. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve local authority children's social care as appropriate.

    - Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk.

    - Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, **even if violence, threats or another form of coercion are not used.** As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

    - If any member of staff has concerns that a such conduct is being or may be carried out, they should log their concern on MyConcern and speak to the DSL, who will take appropriate action.

29. Preventing radicalisation: the Prevent duty

- Children are vulnerable to extremist ideology and radicalisation Schools have a duty to prevent pupils from being drawn into terrorism. (See Annex B, KCSIE 2023 for sources of advice for staff on preventing radicalisation.)

- The DSL will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.

- The DSL and DDSL are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school's wider safeguarding obligations. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. An individual will be required to provide their consent before any support delivered through the programme is provided.

30. Use of reasonable force/restraint

- The Academy's behaviour policy explains our procedures on the use of restraint/reasonable force, which enable and support staff to make appropriate physical contact to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

- The school's policy follows DfE guidance Use of reasonable force in schools, and includes:
  - response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions
  - duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
  - positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force

31. Curriculum – Opportunities to Teach Safeguarding

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is safe; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. This is a crucial part of preventative education.

- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age-appropriate contacts and strategies to ensure their own protection and that of others.

- The school's approach to teaching pupils about safeguarding, including online safety, is part of providing a broad and balanced curriculum. The detail of this is set out in detail in policies for the curriculum/RSE/PHE and online safety. The school makes use of published guidance to develop and deliver this provision, which aims to prepare pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, and sexual violence/harassment.

- The school recognises that one size does not fit all and takes a personalised and contextualised approach for more vulnerable children, victims of abuse and some SEND children, so they know how to assess risk and adopt safe practices.

- Our school systems support children to talk to about their concerns and worries with confidence in the knowledge they will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

32. Alternative provision

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

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

33. **Elective home education**

- If a parent/carer wishes to educate their child at home the school will provide advice and support to aid them in their decision making to help parents make the right decision in the best interests of their child. This will include discussion with parents (and other professionals), awareness of any additional needs of a child with SEND and/or social worker, transition support, and informing the local authority. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.

34. **Private fostering and host families**

- Private fostering is defined as when someone who is not a parent or a 'close relative' (e.g., great aunt, cousin, mum's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home. A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent. The school is aware of its duty to report to the local authority any such arrangements the school learns about.

35. **Safer Recruitment**

- The Academy is committed to ensuring that we develop a safe culture and that all steps are taken to recruit staff and volunteers, this includes agency staff, contractors and third-party staff) who are safe to work with our learners and staff.

- The Academy will follow the guidance in Keeping Children Safe in Education 2023 (Part Three 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).

- The Governing Body and Senior Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.

- The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.

- The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

- The Academy is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.

- We expect all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Any staff member failing to make accurate declarations or misrepresenting themselves in any way will be subject to the school's disciplinary policy.

- We will carry out an online search as part of our due diligence process on shortlisted candidates and will inform candidates of this fact.

- We will ensure that all staff and volunteers have read the staff code of conduct and understand that their behaviour and practice must be in line with it.

- Our safer recruitment policy can be found in the staff drive on the school's network and available in hard copy from the HR Manager.

36. **Concerns and allegations against members of staff and adults in the school**

- The Academy recognises that it is possible for any member of staff or adult working on behalf of the school, including volunteers, governors, contractors, agency and third-party staff (including supply teachers), visitors and contractors, to behave in a way that:
    - indicates they have harmed a child, or may have harmed a child
    - means they have committed a criminal offence against or related to a child
    - indicates they may pose a risk of harm to children

- – indicates they may not be suitable to work with children (including behaviour outside school)

- Behaviour as described above is considered to meet the 'harm threshold'.

- We have processes in place for continuous vigilance, so we can maintain an environment that deters and prevents abuse and challenges inappropriate behaviour. We aim to create the right culture and environment so that staff feel comfortable to discuss matters both within and, where it is appropriate, outside the workplace (including online) which may have implications for the safeguarding of children. All staff and volunteers should feel able to raise concerns about poor or unsafe practice (including online) and potential failures in the school safeguarding systems. The leadership team takes all concerns or allegations received seriously. If a member of staff, volunteer or other adult is concerned at the lack of response or feels their concerns will not be taken seriously then they should consider whistle blowing - see section 37 below.

- If staff have a safeguarding concern or if an allegation is made about another member of staff (including supply staff, contractors and volunteers) harming or posing a risk of harm to children, the matter should be referred immediately to the Principal, who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.

- In the event of allegations of abuse being made against the Principal, staff are advised that they should report to the chair of governors who will contact the LADO.

- If the allegation is against a supply teacher or contracted staff member employed by an agency, a discussion will be held with the individual's employer to decide whether it is appropriate to suspend or deploy them whilst finding out the facts and liaising with the LADO regarding an appropriate outcome. The agency will be involved fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required.

- Where there is concern that a member of staff has acted in a way inconsistent with the staff code of conduct (including inappropriate conduct outside of work), and which does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO, the concern should be referred to the Principal who will decide on action to be taken.

- **Our full procedures for dealing with allegations against staff are set out in a separate document: 'Statement of procedures for dealing with allegations against staff'.** These procedures cover both the behaviours that meet the harm threshold and those defined as 'low-level' concerns. All members of staff receive an updated copy of the procedures in their safeguarding pack at the beginning of the autumn term. The packs are given to new staff starting mid-year and to all potential applicants for a position in the school. The statement of procedures is also available to staff on the school network.

Duty to refer to the Disclosure and Barring Service

- The Academy has a legal requirement to refer to the Disclosure and Barring Service (DBS) where it removed an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:

  - – engaged in relevant conduct in relation to children and/or adults,

  - – satisfied the harm test in relation to children and/or vulnerable adults; or

  - – been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.

- Referrals will be made as soon as possible, when an individual has been removed from regulated activity. This could include when an individual is suspended, redeployed into work in an activity that is not regulated, dismissed or resigned. The school will provide the DBS with full information.

- When an allegation is made, an investigation will be carried out to gather evidence to establish if it has foundation, and the school will ensure they have sufficient information to meet the referral duty criteria in the DBS referral guidance.

- The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or LDBS Personnel Officer.

Duty to consider referral to the Teaching Regulation Agency

- If the school or teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given to referring the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

- The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

37. Whistle blowing

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice or other wrong-doing and be secure that such concerns will always be taken seriously by the leadership team. Wrongdoing covered by this 'public interest disclosure' includes:

    - someone's health and safety are in danger

    - damage to the environment

    - a criminal offence (e.g., fraud)

    - not obeying the law

    - covering up wrongdoing

    - misusing public funds

    - actions that negatively affect the welfare of children

All members of staff are made aware of the school's whistleblowing policy, which staff must sign to confirm they have read at the beginning of each school year. It is also posted on the school's website and available in the staff drive on the network. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. If an allegation is shown to be deliberately invented or malicious, the Academy will consider whether any disciplinary action is appropriate against the individual who made it as per our disciplinary policy.

- Staff should raise concerns with a line manager, the Principal or DSL or a union or professional association.

- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.

38. The use of premises by other organisations

- The Academy gives careful consideration to the suitability of any external organisations who may provide information, resources & speakers to pupils. The arrangements for the individuals providing these services on the school's premises may include an assessment of their education value, the age appropriateness of what is going to be delivered and whether relevant checks will be required.

- The Central Register of organisations working with or in the school is maintained by Ms Oxley, PA, HR and Administration Manager. A record will be kept on the Central Register of all organisations regularly working in the school, with the names of staff delivering programmes and the name and contact details of the manager of the organisation.

- Before any organisation or individual works with, or in, the school (e.g., on a lettings basis), the first question asked is whether they will be working accompanied or unaccompanied with Academy students, children and young people from outside the Academy, or vulnerable adults.

- If individuals are to work with Academy students whilst being accompanied at all times by a member of Academy staff, a risk assessment will be completed and based on this, a decision taken as to whether they/their organisation must provide the Academy with a copy of their safeguarding policy and procedures

and confirm that they have been vetted by the DBS. If it is decided this information must be provided, it will be held by Ms Oxley.

- If individuals/organisations are to work unaccompanied with Academy students during or outside the school day or with children and young people from outside the Academy, or with vulnerable adults outside the school day (e.g., on a lettings basis), we will:

    - seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers

    - put in place arrangements for the organisation to liaise with the school on safeguarding matters

    - include safeguarding requirements in any lease or hire agreement, as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. If this assurance is not achieved, an application to use the premises will be refused.

- in the case of organisations/individuals working with Academy students it is the responsibility of the teacher who has commissioned the programme/activity to ask for the information, prior to the programme, to check the evidence provided, to pass on evidence, and a risk assessment if deemed necessary, to Ms Oxley and to report any concerns to the DSL.

- In the case of organisations/individuals working with other children and young people or with vulnerable adults outside the school day it is the responsibility of the Lettings Officer to ask for the information, prior to the programme, to check the evidence provided, to pass on evidence, and a risk assessment if deemed necessary, to Ms Oxley and to report any concerns to the DSL.

- The Academy will follow its own safeguarding policies and procedures, including informing the LADO, relating to any incident(s) that happen when an individual or organisation uses the school premises for the purpose of running activities for children.

39. Site security and arrangements for visitors

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined in KCSIE 2023, for example DBS checks. Visitors and volunteers will be expected to sign in and out via the office Inventry System and to display a visitor's badge whilst on site. Visitors and volunteers will be provided with a leaflet outlining the school's safeguarding and child protection arrangements. All visitors are expected to follow these school arrangements.

- Contractors use their own signing in and out systems. The Premises Manager retains information on contractors' safeguarding policies and DBS checks.

- The Principal or his delegate will use their professional judgement to decide on access arrangements and if a visitor should be supervised and/or escorted.

- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

- Reception/premises staff are on front-of-house duty at the visitor entrance from 7am to 4.30pm. From 4.30pm to 9pm, a security guard is on duty for evening lettings and extra-curricular activities taking place after 4.30pm. The student entrance opens at 7.30am and closes at 5pm. Any students arriving before 7.30am or leaving after 5pm use the visitor entrance.

- From 6pm onwards, any student in Years 7 to 11 still on site must be taking part in an activity, run or supervised by a member of staff or by an external organisation commissioned by a member of staff. Sixth formers must be either in their common room or working with a member of staff.

40. Complaints

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the school website, in the staff drive on the network and in the reception area.

- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy.

41. Policy Monitoring and Review

- This policy will be reviewed at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures. Staff will be informed of any changes made.

- The DSL and DDSL/safeguarding team/SENDCo meet weekly to review all safeguarding cases and check on the actions taken and what further actions are needed. This includes pupils with early help and child protection plans. Pastoral teams meet fortnightly to check and review any emerging patterns which may suggest a safeguarding concern, issues may include attendance, behaviour, peer relationships and concerns raised by tutors/staff.

- The DSL and Principal will provide regular reporting on safeguarding activity and systems to the Governing Body. The Governing Body will not receive details of individual children's situations or identifying features of families as part of their oversight responsibility.

- The Governing Body understands its responsibilities and duties as set out in KCSIE 2023 to ensure the effectiveness of the school's safeguarding arrangements, including those for online safety. In addition to the regular reports on safeguarding provided by the DSL, governors will take a proactive varied approach to checking the school's safeguarding arrangements. This will include meetings with the DSL, visits to school, ascertaining the views of staff, pupils and parents through discussions and/or surveys, use of an audit tool, asking all governors to ask a safeguarding question during meetings with leaders/staff on other aspects of school life (such as subject meetings or SENDCo meeting), termly checks of the SCR, and review of school data.

Appendix 1: Categories & Indicators of Abuse and Neglect

Cf KCSIE 2023 paragraphs 21-30.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Signs that MAY INDICATE physical abuse
- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse
- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression

- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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

Signs that MAY INDICATE Sexual Abuse
- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g., anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.
- Constant hunger/loss of weight or being constantly underweight
- Poor personal hygiene/ inadequate clothing
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Low self esteem

Appendix 2: Child-on-Child Abuse Policy

Section One: Introduction

- All members of staff at the Academy recognise that children can abuse other children and that this can happen both in and out of school and online. We will not tolerate any form of abuse and will respond to all reports of abuse, including online abuse and incidents that happen outside the school.

- All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem.

- All staff should understand the following aspects of child-on-child abuse and be clear about the school's approach:

  - that even if there are no reports in the school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse that they report to the DSL/DDSL.

  - the importance of challenging inappropriate behaviour between children that is abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

  - that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved. Girls are more likely to be a victim of sexual violence or sexual harassment and there is an increased risk for children with special educational needs or a disability, and for children who have additional vulnerabilities due to protected characteristics. However, all child-on-child abuse is unacceptable and will be taken seriously.

  - that children may not find it easy to tell staff but may show signs in ways they hope adults will notice and react to.

  - staff should not assume a colleague, or another professional, will act and thereby fail to respond to a concern/disclosure.

- In line with KCSIE 2023 the school recognises that child-on-child abuse is likely to include, but may not be limited to:

  - bullying (including cyberbullying, prejudice-based and discriminatory bullying);

  - abuse in intimate personal relationships between peers

  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

  - sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)

  - sexual harassment, such as sexual comments, remarks, jokes and online sexual 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

  - 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 obtaining 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)

- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) are also a safeguarding issue

Section Two: Responding to non-sexual child-on-child abuse

- This section covers non-sexualised abusive behaviour such as:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying) e.g., name calling, taunting, offensive comments, excluding people from groups, spreading untrue/hurtful rumours
  - the same unacceptable behaviours expressed online (cyberbullying), for example: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos
  - abuse in intimate personal relationships between peers
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the incident.
- The school will provide appropriate immediate support for the person being bullied – making sure they are not at risk of immediate harm – and will involve them in any decision-making, as appropriate.
- The Head or Assistant Head of Year will interview all parties involved or delegate such action to another appropriate member of the pastoral staff.
- The DSL will be informed of all bullying issues where there are safeguarding concerns or additional needs or issues.
- The school will inform other staff members and parents/carers, where appropriate.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed); or other local services including early help or children's social care.
- Where the bullying takes place off school site or outside normal school hours, the school will ensure that the concern is fully investigated and appropriate action taken, including providing support and implementing sanctions in school in accordance with the behaviour policy.

Cyberbullying

- Whilst most incidents of cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat cyberbullying the same way as any other form of bullying.
- In addition to the steps taken above, we will take all steps possible to identify the person responsible. This may include looking at use of school systems; identifying and interviewing possible witnesses; contacting the service provider and police if necessary.
- We will work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include reports to a service provider to remove content; searching and confiscating students' electronic devices in accordance with the law and school policy; requesting deletion of locally held content and content online if they contravene the school's behaviour policy.
- The DSL will inform the police if a criminal offence has been committed and will liaise with children's social care to explore if a referral to the MASH is necessary ??????.
- Relevant members of staff will provide information to students regarding steps they can take to protect themselves online. This may include advising those targeted not to retaliate or reply; providing advice on

blocking or removing people from contact lists; helping those involved to think carefully about what private information they place in the public domain.

- A clear and precise account of all incidents of bullying will be recorded by the school on Bromcom in line with procedures. This will include recording appropriate details regarding decisions and action taken.

Support for students who have been bullied
- Support will include:
  - reassuring the student
  - helping to restore self-esteem and confidence.
  - ongoing support, which may include counselling, peer mentor/buddy support, restorative justice, mediation, engaging with parents and carers
  - where necessary, working with safeguarding partners to provide further or specialist advice and guidance

Actions in respect of students who have perpetrated the bullying:
- Actions will include:
  - discussing what happened, establishing the concern and the need to change.
  - informing parents/carers to help change the attitude and behaviour of the child.
  - appropriate education and support regarding their behaviour or actions, including mediation and restorative justice.
  - if online, requesting that content be removed and, if appropriate, reporting accounts/content to service provider and/or the police.
  - sanctioning, in line with the school's behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
  - where necessary, working with safeguarding partners to provide further or specialist advice and guidance

Section Three: Child-on-child sexual violence and sexual harassment

- This section covers sexualised abusive behaviour: sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, upskirting, initiation/hazing type violence and rituals, and consensual and non-consensual sharing of nudes and semi nudes images and or videos.

- Reports of sexualised abusive behaviour are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce additional complex factors for example widespread abuse or harm across social media platforms that leads to repeat victimisation.

- The DSL will lead the school response with support, where appropriate, from partner agencies such as children's social care and the police. In the case of online concerns, support may be sought from organisations such as the UK Safer Internet Centre.

- All members of staff are expected to follow the school's usual child protection procedures if they have any concerns relating to child-on-child abuse of a sexual nature or if a child discloses an incident/s of such abuse.

Staff should act immediately rather than wait for someone else to act. They should speak to the DSL/DDSL without delay and make a record of concerns or disclosure on MyConcern (see below).

<u>Disclosure</u>

- We recognise that a child is most likely to disclose to someone they trust: this could be anyone on the school staff. It is important that this person recognises that the child has placed them in a position of trust.

- The member of staff should be supportive and respectful of the child. They should reassure the child that they will be taken seriously, regardless of how long it has taken them to come forward. They should never give the impression that the child is creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

- The member of staff should listen carefully to the child, reflecting back, using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. Whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was.

- At the end of the report, the member of staff should immediately write up a summary, only recording the facts as the child presents them. Staff should be aware that notes of such reports could become part of a statutory assessment by local authority children's social care and/or part of a criminal investigation.

- The notes should be recorded on MyConcern as per usual procedures and the DSL (or deputy) informed as soon as possible, if the DSL or DDSL have not been involved in the initial report.

- Where a report includes an online element, staff must report this to the DSL immediately. If an incident of nude or semi-nude imagery comes to the attention of a member of staff, they must not view, copy, print, store or share the imagery or ask the child to chare or download – this is illegal. The member of staff should not delete the imagery or ask the child to do so, nor should they as the child involved to disclose information about it. This is the responsibility of the DSL who will follow the advice in: DfE Searching Screening and Confiscation Advice (updated July 2022) and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings.

- It is important that the child is not blamed or shamed but staff should explain that they will be reporting to the DSL and that the child will receive support and help.

- Staff must not share information on such online content with colleagues or parents/carers.

- When there has been a report of sexual violence, the DSL/DDSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment for a report of sexual violence should consider:
    - the victim, especially their protection and support
    - whether there may have been other victims
    - the alleged perpetrator(s)
    - all the other children, (and, if appropriate, staff), especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms

- the time and location of the incident, and any action required to make the location safer

- Risk assessments should be recorded and kept under review. The DSL will engage with local authority children's social care and specialist services as required. Any professional assessments made will be used to inform the school's approach to supporting students.

- In deciding on follow-up actions, the DSL, with multi-agency partners if appropriate, will consider:

    - the wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will need to be balanced with the school's duty and responsibilities to protect other children
    - the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed
    - the ages and developmental stages of the children involved
    - any power imbalance between the children
    - the potential vulnerabilities of the victim/s, for example, children with special educational needs, or disabilities and children who have additional vulnerabilities due to protected characteristics e.g., sexuality, gender reassignment
    - if the alleged incident is a one-off or a sustained pattern of abuse
    - the potential for any necessary support for siblings following incidents
    - the possibility of ongoing risks to the victim, other children, or school staff
    - related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

Management options

- All reports will be considered on a case-by-case basis, the four most likely management options being:

Manage internally, for example through pastoral support and behaviour policy processes.

Seek multi-agency early help support as soon as a problem emerges in line with processes agreed with the school's statutory safeguarding partners.

Referral to children's social care. Where a child has been harmed, is at risk of harm, or is in immediate danger, the DSL will make a referral to the Haringey MASH. At the point of referral, the DSL will inform parents/carers, unless there are compelling reasons not to. Any such decision will be made with the support of local authority children's social care.

If a referral is made, children's social care will make enquiries to determine whether any of the children involved need protection or other services. The DSL will cooperate with the lead social worker to ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, for the alleged perpetrator.

Reports to the police are generally in parallel with a report to children's social care services. The DSL will follow the processes agreed by the Haringey Safeguarding Children Partnership.

Where a report of rape, assault by penetration or sexual assault is made, this should be passed to the police. The DSL will agree with the police what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They will also discuss the best way to protect the victim and their anonymity.

At this stage, the DSL will inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, the DSL will work with children's social care and any appropriate specialist agencies to support the child.

Whichever management option/s are taken, all concerns, discussions, decisions and reasons for decisions should be recorded on MyConcern.

Unsubstantiated, unfounded or false allegations

- If a report is determined to be unsubstantiated, unfounded or false, the designated safeguarding lead will consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it as per the school's behaviour policy.

Safeguarding and supporting the victim on an ongoing basis

- The Academy will adopt the following principles in helping to shape any decisions regarding safeguarding and supporting the victim on an ongoing basis:

    – Along with protecting the child, the needs and wishes of the victim should be paramount. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim if they wish should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that school is a safe space for them.
    – Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. By the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
    – Consider the proportionality of the response. Support will be tailored on a case-by-case basis.
    – Staff will be made aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy.
    – As part of the risk assessment, consideration will be given to identifying any other potentially vulnerable places/activities for a child following any incident or alleged incident, for example use of public transport, spaces outside school where children congregate.
    – All decisions and actions will be regularly reviewed, and relevant policies updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school will decide on a course of action and consider what may need to be put in place to minimise the risk of the same behaviour happening again.

- When support will be required, the DSL will ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or DSL) to talk to about their needs. The choice of any such adult should be the victim's (as far as is reasonably possible) and should be respected.

- Other support may include, but is not limited to:

    – Early help and children's social care.
    – Support from Children and Young People's Independent Sexual Violence Advisors.
    – Child and Young People's mental health services.
    – Therapeutic support for children who have experienced sexual violence.

<u>Actions in relation to the alleged perpetrator</u>
- The Academy will consider on a case-by-case basis whether any disciplinary action should be taken in relation to the alleged perpetrator in situations where other investigations by the police and/or children's social care are ongoing. The DSL will take a lead role, and will consider if, by taking any action, the school would prejudice an investigation and/or any subsequent prosecution.

- Taking disciplinary action and still providing appropriate support can, and should, occur at the same time if necessary. In deciding on a response, consideration will be given to the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations and the proportionality of the response.

- The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour (HSB) in children may be a symptom of either their own abuse or exposure to abusive practices and or materials. The DSL will take advice, as appropriate, from children's social care, specialist sexual violence services and the police in deciding on both support and sanctions.

<u>Engagement with parents/carers</u>
- The Academy will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence although this might not be necessary or proportionate in the case of sexual harassment and should be considered on a case-by-case basis. The exception is if there is a reason to believe informing a parent or carer will put a child at additional risk.
- The DSL or DDSL will attend any meetings arranged with parents/carers (of victim and of perpetrator as appropriate). Consideration to the attendance of other agencies will be considered on a case-by-case basis.
- Parents and carers may struggle to cope with a report that their child has been the victim of a sexual assault or is alleged to have sexually assaulted another child. The DSL will consider providing parents/carers with details of organisations that can offer support parents (See Appendix 3).

<u>Safeguarding other children</u>
- The Academy will provide support for children who have witnessed sexual violence, especially rape and assault by penetration and will endeavour to ensure both victim and alleged perpetrators as well as any witnesses are not being bullied or harassed.
- The Academy recognises that social media may play a role in the fall out from any incident or alleged incident, with the potential for online harassment. The DSL will seek specialist online safety support if required.
- The Academy will keep its policies, processes, and curriculum under constant review to protect all its pupils. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in the school may also be reflective of the wider issues within the local area and the school will share emerging trends with safeguarding partners.

Section Four: The Academy's approach to preventing child-on-child abuse, bullying and teaching about safeguarding

- The Academy seeks to create an inclusive, supportive and safe learning environment in which all students are supported to achieve their potential, academic and social, and are provided with support to overcome any barriers to learning they may face. We expect students to act safely and feel safe in school, to understand issues relating to bullying and want them to feel confident to seek support from school if they feel unsafe. We also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise are dealt with promptly and well.

- We will:
  − promote a culture of mutual respect, consideration and care for others, which will be upheld by all
  − set expectations that bullying, violence and harassment of any kind will not be tolerated
  − maintain an ethos and culture of reporting bullying. This includes assemblies, tutor activities, Personal Development lessons and activities, and promoting the on-line reporting facility on the website
  − openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance-related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
  − challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
  − encourage positive and responsible use of technology, especially mobile phones and social media
  − work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
  − create safe spaces for vulnerable children
  − encourage positive relationship with parents to develop a shared approach which involves them in the implementation of the school's behaviour and anti-bullying policies and procedures
  − celebrate achievements to help promote a positive school ethos

- The Academy's Keeping Safe Programme, a bespoke Mental Health and PHE/RSE curriculum, is a key component of our preventative strategy. Key Stage 3 students have weekly lessons, and one tutor time per week is dedicated to mental health and PHE/RSE. Key Stages 4 and 5 students have weekly tutor-time sessions. In addition, assemblies and drop-down days are held to address specific issues.

- The programme covers at an age-appropriate stage, issues such as:
  − healthy and respectful relationships
  − equality, identity, stereotyping and prejudice
  − body confidence and self-esteem
  − boundaries and consent
  − how to recognise an abusive relationship, including coercive and controlling behaviour
  − what constitutes sexual harassment and sexual violence and why these are unacceptable
  − online behaviour, including grooming, cyberbullying, trolling and gaming
  − the concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
  − social influences and gangs
  − homophobic bullying

- We expect members of staff to pro-actively gather intelligence about issues between students which might provoke conflict. This information should be sent to the Form Tutor, Assistant Head of Year and Head of Year. The form tutor will send an email to all staff advising that certain students be monitored and separated in lessons. Form tutors check behaviour logs weekly and have relevant conversations with tutees regarding behaviour and conduct.

- Other whole school preventative work includes systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem; tutor time resources to support discussion about bullying; National Anti-bullying Week activities; CCTV; staff supervision before and after school, during break and lunch times; and targeted support for vulnerable students and those with additional needs.

- Practice is regularly updated and evaluated to take into account developments in technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

Section Five: Monitoring and Review

- The Academy will ensure that it regularly monitors and evaluates processes and procedures to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The Principal will be informed of bullying concerns, as appropriate.
- The DSL and the named governor will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Appendix 3: Sources of support and advice
Links to sources of further advice and support for school staff, volunteers, governors and parents/carers.
Additional links can be found throughout KCSIE 2023.

Support for staff
- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- DfE: Whistleblowing for employees - GOV.UK (www.gov.uk)
- DfE: The online tool Report child abuse to a local council - GOV.UK (www.gov.uk) Council directs to the relevant local children's social care contact number:
- NSPCC: Safeguarding children and child protection | NSPCC Learning
- What to do if you are worried a child is being abused – DfE advice

Support for Learners
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org

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

Special educational needs, disabilities and mental health issues
- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- SENDIASS: https://markfield.org.uk/sendiass/

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

Domestic Abuse
- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Honour Based Abuse and FGM
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/49641
  5/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information:
  www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-
  information

Contextual Safeguarding, child-on-child abuse, Sexual Exploitation and Criminal Exploitation:
- Contextual Safeguarding Network: https://contextualsafeguarding.org.uk
- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: https://rapecrisis.org.uk
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Brook: www.brook.org.uk
- Victim Support: www.victimsupport.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights

Mental Health
- Mind: www.mind.org.uk
- Moodspark: https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk
- PHSE Rsie above resources and lesson plans: Mental wellbeing | Overview | PHE School Zone
- DfE: Mental health and behaviour in schools - GOV.UK (www.gov.uk)

Online Safety
- CEOP: www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Parents Info: www.parentinfo.org
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: Social media and online safety | NSPCC Learning
- Get safe Online: www.getsafeonline.org
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- UK Council for Internet Safety (UKCIS) '*Education for a Connected World Framework*' Education for a
  Connected World - GOV.UK (www.gov.uk)
- DfE '*Teaching online safety in school'* guidance. Teaching online safety in schools - GOV.UK (www.gov.uk)
- UK Council for Internet Safety (UKCIS): UK Council for Child Internet Safety (UKCCIS)

Radicalisation and hate
- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk