Child Protection and Safeguarding Policy and Procedures

Heathfield House School

Policy Reviewed 13th September 2022 by Caroline Goodsman

Policy to be next reviewed by 12th September 2023

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Designated Safeguarding Lead including the Early Years Foundation Stage Rachel Sowerby (Deputy Head)	Email: rsowerby@heathfieldhouse.co.uk Telephone number: 020 8994 3385
Deputy Designated Safeguarding Lead including the Early Years Foundation Stage Pauline Williamson (Administrator and Proprietor)	Email: pauline.williamson@heathfieldhouse.co.uk Telephone: 020 8994 3385
Deputy Designated Safeguarding Lead including the Early Years Foundation Stage Caroline Goodsman (Headteacher and Proprietor)	Email: caroline.goodsman@heathfieldhouse.co.uk Telephone: 020 8994 3385
Deputy Designated Safeguarding Lead including the Early Years Foundation Stage Camilla Edwards (Early Years Site Leader)	Email: eys@heathfieldhouse.co.uk Telephone number: 020 8987 2952

Contacts

Hounslow Safeguarding Children Partnership

Name of Local Safeguarding Children's Board: Hounslow Safeguarding Children Partnership. The School will operate Safeguarding procedures in line with locally agreed inter-agency procedures.

Mon-Fri - 09.00-17.00	020 8583 6600 (option 2)
Out of hours	020 8583 2222 (ask to speak to the duty social worker)
Address	Hounslow House, 7 Bath Road, Hounslow, London TW3 3EB
Email	childrensocialcare@hounslow.gov.uk

The local police non-emergency contact number for FGM reporting is 101.

The telephone numbers of relevant Prevent partners are as follows:

Local Authority Prevent Team: Joan Conlon	078 1707 9190 joan.conlon@hounslow.gov.uk
Najeeb Ahmed	078 9054 0433 Najeeb.ahmed@hounslow.gov.uk
Karmjit Rekhi	079 7672 1119 Karmjit.rekhi@hounslow.gov.uk
Non-emergency DfE advice:	020 7340 7264 counter-extremism@education.gsi.gov.uk

Local Authority Designated Officer: Grace Murphy

Telephone: 0208 583 4933

Email: LADO@hounslow.gov.uk

The National Society for the Prevention of Cruelty to Children (**NSPCC**) whistleblowing helpline can be contacted on:

NSPCC
Telephone: 0800 028 0285
Email: help@nspcc.org.uk

1   Policy statement

1.1   Every pupil should feel safe and protected from any form of abuse and neglect. The School is committed to safeguarding and promoting the welfare of children and young people and requires everyone who comes into contact with children and their families to share this commitment.

1.2   Keeping children safe in education (September 2022) (**KCSIE**) defines safeguarding and promoting the welfare of children as protecting children from maltreatment; preventing impairment of children's 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.

1.3   The School's Child Protection and Safeguarding Policy and Procedures (**Policy**) has regard to the following guidance and advice:

1.3.1   *Keeping children safe in education* (2022) (**KCSIE**);

1.3.2   *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019)*

1.3.3   *Working together to safeguard children* (2018);

1.3.4   *Disqualification under the Childcare Act 2006* (2018);

1.3.5   *Prevent duty guidance for England and Wales* (2015)

1.3.6   *Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (2019);

1.3.7   *Multi-agency statutory guidance on FGM* (2020);

1.3.8   *What to do if you're worried a child is being abused: advice for practitioners* (2015);

1.3.9   *Information sharing: advice for practitioners providing safeguarding services* (2018);

1.3.10   *Sexting in schools and colleges: responding to incidents and safeguarding young people* (2016) (UKCCIS); and

1.4   The School will:

1.4.1   follow the local inter-agency procedures of the Hounslow Safeguarding Children Partnership;

1.4.2   ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people. See the School's separate Safer Recruitment Policy. At least one person on the interview panel will be trained in safer recruitment.

1.4.3   be alert to signs of abuse both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;

1.4.4   deal appropriately with every suspicion or complaint of abuse and to support children who have been abused in accordance with his / her agreed child protection plan;

1.4.5   design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;

1.4.6   be alert to the needs of children with physical and mental health conditions;

1.4.7   operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse;

1.4.8   assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;

1.4.9   identify children who may be vulnerable to radicalisation, and know what to do when they are identified; and

1.4.10   consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area.

1.4.11   educate pupils to enable themselves to remain safe, including online. This will be done through PSHEE lessons, workshops and computing lessons. Pupil voice is key to this and children have access to Senior members of staff on a regular basis to discuss any worries or concerns.

1.5   **Application and accessibility**

1.5.1   This Policy is a whole-school policy including the Early Years Foundation Stage (**EYFS**) provision and applies wherever staff and volunteers are working with pupils even when this is away from the School, for example an educational visit.

1.5.2   This Policy is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.

1.6   **Related policies**

1.6.1   The following policies, procedures and resource materials are also relevant to the School's safeguarding practices:

(a)   staff code of conduct;

(b)   staff acceptable use and social media policy;

(c)   whistleblowing policy;

(d)   safer recruitment policy;

(e)   online safety policy;

(f)   anti-bullying policy;

(g)   acceptable use policy for pupils;

(h)   missing pupil policy;

(i)   policy on special educational needs and learning difficulties;

(j)   policy on the administration of medicines and supporting pupils with medical conditions;

(k)   prevent policy

(l)   mental health policy

(m)   children missing from education policy

1.6.2   These policies, procedures and resource materials are available to staff on the School's intranet and hard copies are available on request.

2   Designated Safeguarding Lead

2.1   The School's Proprietor has appointed a Designated Safeguarding Lead (**DSL**). The DSL is the Deputy Head and is part of the senior leadership team of the School and has the necessary status and authority to take lead responsibility for safeguarding and child protection.

2.2   The DSL shall be given the time, funding, training, resources and support to enable her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and / or to support other staff to do so - and to contribute to the assessment of children.

2.3   The name and contact details of the DSL are set out in the School contacts list at the front of this Policy. The main responsibilities of the DSL are set out in Appendix 1.

2.4   If the DSL is unavailable the activities of the DSL will be carried out by one of the Deputy DSLs. The Deputy DSLs' details are also set out in the School contacts list at the front of this Policy. In this Policy, reference to the DSL includes the Deputy DSL where the DSL is unavailable.

2.5   The DSL and Deputy DSLs may be contacted via email in relation to any safeguarding concerns out of School hours.

3   Duty of staff and volunteers

3.1   All staff and volunteers of the School are under a general legal duty:

3.1.1   to protect children from abuse;

3.1.2   to be aware of the terms and procedures in this Policy and to follow them;

3.1.3   to know how to access and implement the procedures in this Policy, independently if necessary;

3.1.4   to keep a sufficient record of any concerns, discussions and decisions in accordance with this Policy; and

3.1.5   to report any matters of concern in accordance with this Policy.

3.2   Staff connected to the School are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's safer recruitment policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

3.3   The Proprietor ensures that:

3.3.1   there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;

3.3.2   the School's safeguarding arrangements take into account the procedures and practice of the Hounslow Safeguarding Children Partnership, including understanding and reflecting local protocols for assessment and the referral threshold document; and

3.3.3   the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.

3.4   The Headteacher will ensure that the policies and procedures adopted by the Proprietor, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

4   Training

4.1   All training will be carried out in accordance with Hounslow Safeguarding Children Partnership procedures.

4.2   **Induction**

4.2.1   All staff, including temporary staff and volunteers, will be provided with induction training that includes:

(a)   this Policy;

(b)   the pupil behaviour policy,

(c)   safeguarding response to those children who go missing from education,

(d)   mental health policy,

(e)   online KCSIE training addressing Part 1 (those working directly with children) or Annex A of KCSIE for all staff and Annex B if working directly with children,

(f)   safety/acceptable use of technologies policy;

(g)   the staff code of conduct including the whistleblowing policy, staff social media policy and acceptable use policy;

(h)   the role of the Designated Safeguarding Lead and her identity and contact details together with that of her Deputies;

(i)   child protection training in accordance with Hounslow Safeguarding Children Partnership procedures;

(j)   online training regarding Keeping Children Safe in Education September 2022; and

(k)   appropriate Prevent training.

(l)   the anti-bullying policy.

4.2.2 All staff are trained to manage a report of child-on-child sexual violence and sexual harassment; they must reassure victims that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment and no victim ever be made to feel ashamed for making a report;

4.3 **Child protection training**

4.3.1 All staff will complete online training regarding Keeping Children Safe in Education September 2022 and will have to complete an assessment on this to ensure they understand this document.

4.3.2 All staff members will undertake appropriate child protection training which will be updated every 3 years and following consultation with the Hounslow Safeguarding Children Partnership. In addition, all staff members will receive safeguarding and child protection updates via staff meetings on a regular basis and at least annually.

4.3.3 Staff development training will also include training on online safety and Prevent training assessed as appropriate for them by the School.

4.3.4 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

4.3.5 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including staff meetings and professional development reviews.

4.3.6 The Deputy DSL's will have responsibility for the welfare and progress of looked after children and they will have appropriate training for this role.

4.4 **Designated Safeguarding Lead**

4.4.1 The DSL and Deputy DSLs will undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Appendix 1.

4.4.2 Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

4.5 **Teaching pupils about safeguarding**

4.5.1 The School teaches pupils about safeguarding through the curriculum and PSHEE, including guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, and providing information about who they should turn to for help.

4.5.2   The safe use of technology is a focus in all areas of the curriculum and key Computing safety messages are reinforced as part of assemblies and tutorial activities. The School has appropriate filters and monitoring systems in place (see the School's online safety policy) and is mindful that this should not lead to unnecessary restrictions on learning.

5   Procedures

5.1   The child protection training provided to staff considers the types and signs of abuse and neglect staff must be aware of. The types of abuse and neglect and examples of specific safeguarding issues are set out in Appendix 2.

5.2   All staff who work directly with children have read Part 1 KCSIE and Annex B, and other staff have read Part 1 or Annex A, and completed on line training and assessment to confirm their understanding

5.3   Staff should refer to the guidance in Appendix 3 in the event of receiving a disclosure from a child and for guidance about recording concerns.

5.4   Staff members working with children should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

5.5   **If staff are ever unsure, staff are reminded to always pass on any concern at least for advice by speaking to the DSL.**

5.6   **Early help**

5.6.1   The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

5.6.2   The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

5.6.3   A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Hounslow Safeguarding Children Partnership referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

5.6.4   If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social case if the pupil's situation does not appear to be improving.

5.7   **Concerns about a pupil's welfare**

5.7.1   If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See paragraph 5.11 and Appendix 4 for the procedures for dealing with allegations against staff and volunteers.

5.7.2   On being notified of a concern the DSL will consider the appropriate course of action in accordance with the Hounslow Safeguarding Children Partnership referral threshold document. Such action may include early help or a referral to children's social care.

5.7.3   If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

5.7.4   Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.

5.7.5   In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

5.8   **If a child is in immediate danger or at risk of harm**

5.8.1   If a pupil is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and / or the police immediately. If a crime is committed, this should be reported within one working day.

5.8.2   Anybody can make a referral in these circumstances. See section 5.10 below for details on making a referral.

5.8.3   If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

5.9   **Female Genital Mutilation (FGM)**

5.9.1   Teachers must report to the police known cases of FGM in under 18s. See Appendix 2 for further information about FGM and this reporting duty.

5.10   **Making a referral**

5.10.1   The relevant contact information is set out at the front of this Policy. If the referral is made by telephone, this should be followed up in writing.

5.10.2   Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.

5.10.3   If after a referral the pupil's situation does not appear to be improving, the DSL (or the person that made the referral) should press for reconsideration to ensure their concerns are addressed and that the pupil's situation improves.

5.10.4   Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

5.11   **Dealing with allegations against teachers, the Headteacher, volunteers and other staff**

5.11.1   The School has procedures for dealing with allegations against teachers, the Headteacher, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. Allegations against the Headteacher, please refer to Appendix 4. **Allegations that meet the harm threshold** – staff including **supply staff, contractors** and volunteers to the head or in her absence the other proprietor; in case of serious harm, the police should be informed from the outset; for supply staff and contractors, the agency/employment business must be kept fully informed and involved; These procedures are set out in Appendix 4.

5.11.2   The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (**Designated Officer(s)**). The Designated Officer(s) will be informed immediately and in any event within one working day of all such allegations that come to the School's attention and appear to meet the criteria set out in paragraph 1 of Appendix 4.

5.11.3   Detailed guidance is given to staff and volunteers to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the staff code of conduct which is available on the school intranet and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

5.11.4   Staff and volunteers should also feel able to follow the School's separate whistleblowing policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

5.12   **Section two: Concerns that do not meet the harm threshold ('low-level concerns')**

5.12.1   New to KCSIE in 2022 is the requirement that governing bodies and proprietors should have policies and processes in place to deal with concerns (including allegations) that do not meet the harm threshold for Section one allegations. These may arise from a variety of sources, including suspicion, complaint, a disclosure (by child or adult) or during vetting checks.

5.12.2   KCSIE 2022 describes it as critical that a culture is created in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately. This should enable an open and transparent culture, enable the early identification of concerning, problematic or inappropriate behaviour, minimise the risk of abuse, ensure that adults working in schools are clear about and act within professional boundaries in accordance with the values and ethos of the institution, and protect those working in or on behalf of schools from potential false allegations or misunderstandings.

5.12.3   A low-level concern is 'any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate contact outside of work, and

• does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.'

5.12.4   These behaviours can exist on a wide spectrum, from inadvertent to that which is ultimately intended to enable abuse. They include, for example:

• being over friendly with children;

• having favourites;

• taking photographs of children on their mobile phone;

• engaging with children on a one-to-one basis in a secluded area or behind a closed door;

• using inappropriate sexualised, intimidating or offensive language.

5.12.5   The low-level concerns policy should be set out within both the safeguarding policy and the staff code of conduct. It should make clear what a low-level concern is and the importance of sharing low-level concerns, and it should explain the purpose of the policy (to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour as set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff). It should also set out the procedure for responding to reports of low-level concerns.

5.12.6   Low-level concerns about a member of staff should be reported to the headteacher. Staff should feel confident to self-refer. Low-level concerns about someone employed by a supply agency or contractor should be shared with the head, the concern recorded, and their employer notified so that potential patterns of inappropriate behaviour can be identified.

5.12.7   Where a third party has raised the concern, the headteacher should collect as much evidence as possible by speaking:

• directly to the person who raised the concern (if known);

• to the individual involved and any witnesses.

5.12.8   The head teacher should record all low-level concerns in writing. This should include:

• details of the concern;

• the context in which it arose;

• evidence collected by the DSL where the concern has been raised via a third party;

• the decision categorising the type of behaviour;

• action taken;

• the rationale for decisions and action taken;

• the name of the individual sharing the concerns (respecting any wish to remain anonymous as far as possible).

5.12.9 The records must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK GDPR. They should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where such a pattern is identified, the school should either take action through its disciplinary procedures or, if it meets the harms threshold, refer to the LADO. *KCSIE* specifies that, 'Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.' The school will retain this information at least until the individual leaves their employment.

5.12.10 Detailed guidance is provided in KCSIE as to when a low-level concern should be referred to in a reference.

5.12.11 More detailed guidance and case studies on low-level concerns are available in Developing and implementing a low-level concerns policy (farrer.co.uk).

5.13 Allegations against pupils

The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.

The school has the following procedures for dealing with:

- child-on-child abuse and allegations from within or outside the school **or online** (the DSL/DDSL will be informed and take appropriate action which may include speaking to pupils, teachers and parents of the pupils involved or involve external agencies where appropriate);

- challenging abusive behaviours (importance of all staff – they will **always** challenge abusive behaviours to understand why it is happening and will pass this onto the DSL or the Headteacher who will then seek further external advice from an external agency if and when necessary);

- even if there are no reported cases of peer-on-peer abuse, the school recognises that such abuse may still be taking place and is simply not being reported (staff are aware to pass on any concerns and should be vigilant constantly when around pupils, incident forms track behaviour, it is raised in meetings, small class sizes help monitor any changes in behaviour patterns and pupils are encouraged to share any concerns, the school knows the need to refer such abuse to an external safeguarding agency if appropriate);

- sharing of nude and semi-nude images (if the school was made aware of this, a discussion would take place with the children involved discussing the consequences of their actions, we would ask for the images to be deleted and parents would be informed due to the age of the pupils, DSL would be involved in dealing with this and would contact any external agencies if appropriate);

The School has systems in place for pupils to confidently report abuse (children have a variety of opportunities to share concerns with class teachers due to small classes and building a good relationship that has trust between teachers and pupils, chat club, welfare checks, some classrooms have ask it baskets or worry pots, open door policy to management where children often come and share concerns).

Children know their concerns will be treated seriously. The School has a **zero tolerance** approach, not accepting 'banter', etc, as this could lead to a culture of unacceptable behaviours and unsafe environments (children are taught to respect adults and their peers and any banter etc is addressed and explained to pupils why this is not appropriate so children understand the impact of their actions).

The school understands what abuse is - physical abuse (including hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), bullying (including prejudiced-based and discriminatory bullying), abuse in intimate personal relationships between peers, upskirting (where someone takes a picture under a person's clothing without their permission), sexting (now known as consensual and non-consensual sharing of nude and semi-nude images or videos), 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);

5.13.1 Examples of behaviour by a pupil which may raise safeguarding concerns may include:

(a) violence, including gender based violence;

(b) threatening or intimidating behaviour;

(c) blackmail;

(d) misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;

(e) consensual and non-consensual sharing of nude and semi-nude images or videos;

(f) encouraging others to engage in inappropriate sexual behaviour;

(g) any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;

(h) bullying, including cyberbullying.

5.13.2 The School takes steps to minimise the risk of child on child abuse. The School has robust anti-bullying procedures in place (see the School's anti-bullying policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Pupils are educated in an age appropriate manner about the importance of the safe use of technology, including the responsible use of photographs and images and the issue of youth produced sexual imagery.

5.13.3 Welfare checks/staff meetings are carried out and appropriate action taken to protect pupils identified as being at risk.

5.13.4 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.

5.13.5 Allegations against pupils should be reported in accordance with the procedures set out in this Policy (see sections 5.6, 5.7 and 5.8).

5.13.6 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline

and sanctions will apply. The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

5.13.7   If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

5.13.8   Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

5.14   **Informing parents**

5.14.1   Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Designated Officer(s), children's social care and / or the police before discussing details with parents. In all cases, the DSL will be guided by the Hounslow Safeguarding Children Partnership referral threshold document.

5.14.2   In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent / guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

5.14.3   See also section 3 of Appendix 4 for details about the disclosure of information where an allegation has been made against a member of staff, volunteer or the Headteacher.

6   **Use of mobile phones and cameras**

6.1   The School's policy on the use of mobile phones and cameras in the School, including the EYFS setting, is as follows:

6.1.1   the School's acceptable use policy for pupils sets out the expectations on pupils in relation to the use of mobile phones and cameras;

6.1.2   staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff code of conduct;

6.1.3   staff are aware that personal mobile phones are only to be used in the staff room on the Early Years Site. At no other point when children in the EYFS are in the care of adults (including being off-site) should personal mobile phones be used. Only school mobile phones may be used to take photos or take phone calls of children in the EYFS.

6.1.4   parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

7   **Record keeping, confidentiality and information sharing**

7.1   All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

7.2   Staff must record all concerns about a child on the School's incident record which is available on the school intranet. Guidance on record keeping is set out in Appendix 3.

7.3   The DSL will open a child protection file following a report to him / her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

7.4   The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children.

7.5   The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.

7.6   Where allegations have been made against staff, the School will consult with the Local Authority Designated Officer(s) and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

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

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

9   **Mental Health**

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

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

9.3   Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

9.4   If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

9.5   The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson

10   **County Lines**

10.1   County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated mobile phone lines or other form of "deal line". Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection.

11   **Monitoring and review**

11.1   The DSL will ensure that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed regularly, seeking contributions from staff.

11.2   Any child protection incidents at the School will be followed by a review of these procedures by the Proprietor. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

11.3   The Proprietor will undertake an annual review of this Policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will prepare a written report which should address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

11.4   The Proprietor should also consider independent corroboration, such as inspection of records or feedback from external agencies including the Designated Officer(s). The Proprietor will review the report, this Policy and the implementation of its procedures and consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the Proprietor will be made.

12   **Information for COVID-19 regarding remote learning**

12.1   Remote learning – The safety of pupils and staff is paramount whilst remote learning is happening. The Proprietor will ensure all staff attend training on how to deliver lessons appropriately and how to conduct themselves professionally online. Letters and communication with parents about remote learning will be sent. Proprietors to make parents and staff aware that online

and phone communication is still available during this time. Proprietor/Headteacher to ensure staff and pupils can access Teams safely and securely when using remotely.

12.2   Access to Designated Safeguarding Lead – The Proprietor/Headteacher will make staff aware that they can raise any concerns with DSL when working remotely. All pupils will have 1.1 calls with staff weekly where they can raise any concerns. Parents can communicate as usual with Proprietors using the usual email addresses.

12. 3   Safety of pupils whilst learning online – Proprietors to ensure all staff trained with how to behave/conduct themselves safely online. All staff aware of safeguarding issues that they need to look out for whilst teaching remotely. All pupils will be given opportunity for 1.1 calls with staff weekly where they can raise any concerns. Staff to raise any concerns immediately with DSL.

12.4   Staff contact – Staff to use a variety of platforms to communicate during remote learning including Teams, Itslearning or via phone, email. DSL and DDSL's always available to staff to listen to any concerns that they may have regarding pupils.

12. 5   Staff and pupils attire – All staff and pupils should be properly dressed during online learning. Parents are reminded of what is appropriate for pupils to wear during remote learning. Both staff and pupils advised to be in a suitable space when delivering/ attending remote sessions. Management to contact any pupils who are not seen to be dressed appropriately or not in a suitable environment for online learning.

Appendix 1   Designated Safeguarding Lead (DSL)

1   The names and contact details of the DSL and Deputy DSLs are set out at the front of this Policy.

2   In accordance with Annex C of KCSIE 2022, the main responsibilities of the DSL are:

2.1   **Managing referrals**

2.1.1   The DSL is expected to:

(a)   refer cases of suspected abuse to the local authority children's social care as required;

(b)   support staff who make referrals to the local authority children's social care;

(c)   refer cases to the Channel programme where there is a radicalisation concern as required;

(d)   support staff who make referrals to the Channel programme;

(e)   refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service as required; and

(f)   refer cases where a crime may have been committed to the Police as required.

2.2   **Work with others**

2.2.1   Liaising with the Proprietor of the school to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

2.2.2   As required, liaise with the Case Manager (see Appendix 4 of this policy) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member).

2.2.3   Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

2.3   **Raise awareness**

2.3.1   The DSL should ensure this Policy is known, understood and used appropriately.

2.3.2   Ensure this Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Proprietor regarding this.

2.3.3   Ensure this Policy is available publicly.

2.3.4   Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.

2.3.5   Maintain links with the Hounslow Safeguarding Children Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding.

2.4   **Child protection file**

2.4.1   Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

2.5   **Prevent**

2.5.1   In accordance with the *Prevent duty Guidance for England and Wales* and *Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (2019) the DSL has, in addition, the following responsibilities:

(a)   acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;

(b)   co-ordinating Prevent duty procedures in the School;

(c)   liaising with local prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated;

(d)   undergoing WRAP or other appropriate training;

(e)   maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and

(f)   monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

2.5.2   Prevent requires schools to have clear protocols for ensuring that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. No specific policy or document is prescribed by the Prevent guidance for this. This can be found in the Safer Recruitment Policy.

3   The Deputy DSLs will carry out this role where the DSL is unavailable.

4   The DSL and the Deputy DSLs have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

4.1   understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

4.2   have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

4.3   ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;

4.4   are alert to the specific needs of children in need, those with special educational needs and young carers;

4.5   are able to keep detailed, accurate, secure written records of concerns and referrals;

4.6   understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

4.7   obtain access to resources and attend any relevant or refresher training courses;

4.8   encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

5   Role of the designated safeguarding lead

5.1   Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

5.2   This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing 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 to contributing to the assessment of children.

6   Deputy designated safeguarding leads

6.1   It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

7   Availability

7.1   During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

8   Manage referrals

8.1   The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;

- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;

- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

9   Working with others

9.1   The designated safeguarding lead is expected to:

• act as a source of support, advice and expertise for all staff;

• act as a point of contact with the safeguarding partners;

• liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

• as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;

• liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;

• liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;

• promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

• work with the headteacher and relevant strategic leads, taking lead responsibility 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 at school or college. This includes:

  o ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,

  o support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

10 Information sharing and managing the child protection file

10.1 The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

10.2 Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

10.3 Records should include:

• a clear and comprehensive summary of the concern

• details of how the concern was followed up and resolved;

• a note of any action taken, decisions reached and the outcome.

10.4   They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

10.5   Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

10.6   Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

11   Raising Awareness

11.1   The designated safeguarding lead should:

• ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;

• ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

• ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;

• link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,

• help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

12   Training, knowledge and skills

12.1   The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and

the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

• understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

• have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

• understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;

• understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;

• are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

• understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

• understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

• are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

• can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;

• obtain access to resources and attend any relevant or refresher training courses; and,

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

12.2 In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

13 Providing support to staff

13.1   Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

• ensure that staff are supported during the referrals processes; and

• support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

14   Understanding the views of children

14.1   It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,

• understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

15   Holding and sharing information

15.1   The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

• understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;

• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,

• be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Appendix 2   Types and signs of abuse and specific safeguarding issues

1   **Types of abuse**

1.1   Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

1.2   Part one of KCSIE defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

1.3   **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.

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

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

1.6   **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 as a result of maternal

substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

2   **Signs of abuse**

2.1   Possible signs of abuse include, but are not limited to:

2.1.1   the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference;

2.1.2   there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;

2.1.3   the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour;

2.1.4   the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;

2.1.5   the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general wellbeing;

2.1.6   the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;

2.1.7   the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers; and

2.1.8   inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

2.2   The Hounslow Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice 'What to do if you're worried a child is being abused' (2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

3   **Specific safeguarding issues**

3.1   KCSIE acknowledges the following as specific safeguarding issues. Victims will be given the support they need if any of the below occur:

3.1.1   bullying including cyberbullying;

3.1.2   children missing education (see section 3.2 below);

3.1.3   children missing from home or care;

3.1.4   child sexual exploitation (see section 3.3 below);

3.1.5   domestic violence;

3.1.6   drugs;

3.1.7   fabricated or induced illness;

3.1.8   faith abuse;

3.1.9   female genital mutilation (FGM) (see section 3.4.2 below);

3.1.10   forced marriage (see section 3.4.3 below);

3.1.11   gangs and youth violence;

3.1.12   gender-based violence / violence against women and girls(**VAWG**)/honour based violence

3.1.13   hate;

3.1.14   mental health;

3.1.15   missing children and adults strategy;

3.1.16   private fostering;

3.1.17   preventing radicalisation (see section 3.5 below);

3.1.18   relationship abuse;

3.1.19   peer abuse; sexting/banter/ unacceptable behaviour

3.1.20   up skirting (see section 3.7 below);

3.1.21   domestic abuse (see section 3.6 below);

3.1.22   trafficking.

3.2   **Children missing education**

3.2.1   The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

3.2.2   This will assist the local authority to:

(a)   fulfil its duty to identify children of compulsory school age who are missing from education; and

(b)   follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

3.2.3   The School shall inform the local authority of any pupil who:

(a)   fails to attend School regularly; or

(b)   has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

3.2.4   School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his / her welfare.

3.3   Child sexual exploitation

3.3.1   Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

3.4   Honour- based violence

3.4.1   All forms of so called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Staff should speak to the Designated Safeguarding Lead if they have any doubts.

3.4.2   **Female genital mutilation (FGM)**

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

(b)   There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools).

(c)   All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

(d)   If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See

the Home Office guidance Mandatory reporting of female genital mutilation - procedural information for further details about the duty.

(e)   Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

3.4.3   **Forced marriage**

(a)   Forcing a person into 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 or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

(b)   Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: handling case of forced marriage.

(c)   Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the Multi-agency guidelines: handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced marriage unit can be contacted on 020 7008 0151 or fmu@fco.gov.uk for advice and information.

3.5   **Radicalisation and the Prevent duty**

3.5.1   The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

3.5.2   The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

3.5.3   The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

3.5.4   There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

3.5.5   Channel duty guidance: protecting vulnerable people from being drawn into terrorism (2019) notes the following:

"There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race / hate crime, lack of self-esteem or identity and personal or political grievances.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists

- changing their style of dress or personal appearance to accord with the group

- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause

- loss of interest in other friends and activities not associated with the extremist ideology, group or cause

- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)

- attempts to recruit others to the group/cause/ideology; or

- communications with others that suggest identification with a group / cause / ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills

- using insulting or derogatory names or labels for another group

- speaking about the imminence of harm from the other group and the importance of action now

- expressing attitudes that justify offending on behalf of the group, cause or ideology

- condoning or supporting violence or harm towards others; or

- plotting or conspiring with others."

3.5.6 Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

3.5.7 The DfE's briefing note on the use of social media for on-line radicalisation (2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

3.6 Domestic Abuse

3.6.1 The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

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

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

3.6.4 Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's

provisions, including the new definition, will be commenced over the coming months.

3.6.5   Operation Encompass - Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website.

3.6.6   National Domestic Abuse Helpline - Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

• NSPCC- UK domestic-abuse Signs Symptoms Effects
• Refuge what is domestic violence/effects of domestic violence on children
 • Safelives: young people and domestic abuse.
• Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
• Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

3.7   **Upskirting**

3.7.1   The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

4   **Special educational needs and disabilities**

4.1   The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on special educational needs and learning difficulties and disability policy.

4.2   Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School recognises the additional vulnerability of pupils with SEND, that these children are more prone to peer group isolation and bullying (including prejudice-based bullying) than other children. The School is mindful in particular that:

4.2.1   assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;

4.2.2   pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and

4.2.3   there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

Appendix 3   Guidance for staff and volunteers on suspecting or hearing a complaint of abuse or neglect

1   **Receiving a disclosure**

    1.1   A member of staff or volunteer suspecting or hearing a complaint of abuse or neglect:

        1.1.1   must listen carefully to the child and keep an open mind. The member of staff should not take a decision as to whether or not the abuse has taken place;

        1.1.2   must not ask leading questions, i.e. a question which suggests its own answer;

        1.1.3   must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass on the information in accordance with this Policy so that the correct action can be taken; and

        1.1.4   must keep a sufficient written record of the conversation. The record should include:

            (a)   the date and time;

            (b)   the place of the conversation; and

            (c)   the essence of what was said and done by whom and in whose presence;

        and must be signed by the person making it, using names and not initials.

    1.2   All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record (see below) and passed on when reporting the matter in accordance with this Policy.

2   **Recording the concern**

    2.1   Staff must record all concerns about a child in writing.

    2.2   Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:

        2.2.1   the child's details: name, date of birth, address and family details;

        2.2.2   date and time of the event / concern;

        2.2.3   the action taken and by whom;

        2.2.4   the name and position of the person making the record.

    2.3   The DSL will work with staff to record what should be included and passed on when reporting the matter in accordance with this Policy. The record can be completed after an initial discussion with the DSL and completed with the DSL where appropriate.

Appendix 4   Dealing with allegations against teachers, the Headteacher, proprietor, volunteers and other staff

1   **The School's procedures**

1.1   The School's procedures for dealing with allegations made against staff will be used where the teacher, the Headteacher, proprietor, volunteer or other member of staff has:

1.1.1   behaved in a way that has harmed a child, or may have harmed a child;

1.1.2   possibly committed a criminal offence against or related to a child; or

1.1.3   behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

1.2   Any allegations not meeting this criterion will be dealt with in accordance with the Hounslow Safeguarding Children Partnership procedures. Advice from the Designated Officer will be sought in borderline cases. The school would not investigate allegations before first speaking to the LADO;

1.3   All such allegations must be dealt with as a priority without delay. The Designated Officer(s) will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph 1.1 above.

1.4   Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2   **Reporting an allegation**

2.1   Where an allegation or complaint is made against any member of staff or a volunteer, the matter should be reported immediately to the Headteacher (who is also the DSL). If the Headteacher is unavailable, the matter should be reported immediately to one of the Deputy DSLs. The allegation will be discussed immediately with the Designated Officer(s) before further action is taken.

2.2   Where an allegation or complaint is made against the Headteacher or Proprietor, the matter should be reported immediately to the Designated Officer(s) of the local authority (LADO) before further action is taken and without first notifying the Headteacher or Proprietor.

2.3   The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

3   **Disclosure of information**

3.1   The Case Manager will inform the accused person of the allegation as soon as possible after the Designated Officer(s) has been consulted.

3.2   The Parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are

made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

3.3   Where the Designated Officer(s) advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

3.4   The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4   **Further action to be taken by the School**

4.1   A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.

5   **Ceasing to use staff**

5.1   If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service (DBS) will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the School's safeguarding procedures by the Proprietor.

5.2   If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

5.3   Separate consideration will be given as to whether a referral to the Department for Education and Teaching Regulation Agency should be made where a teacher has been dismissed, or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

6   **Malicious allegations**

6.1   Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

6.2   Where a parent has made a deliberately invented or malicious allegation the Headteacher will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

6.3   Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7   **Record keeping**

7.1   Details of allegations found to be malicious will be removed from personnel records.

7.2   For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

7.3   If an allegation arises regarding the Proprietor/Headteacher, staff must go directly to the LADO.

7.4   The definition for allegation outcomes are: substantiated (there is sufficient evidence to prove the allegation), malicious (there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm the person subject of the allegation), false (there is sufficient evidence to disprove the allegation), unsubstantiated (there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence), unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).

7.5   An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

7.6   If an allegation is determined to be unsubstantiated, unfounded, false or malicious the LADO and the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances a referral to children's social care may be appropriate.

7.7   Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the independent enquiry into child sexual abuse (IICSA), for the term of the enquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

7.8   For all allegations other than those found to have been malicious or false, the following information must be kept on the file of the person accused:

▪   a clear and comprehensive summary of the allegation

▪   details of how the allegation was followed up and resolved

▪   a note of any action taken, any decisions reached and whether the outcome was substantiated, unsubstantiated or unfounded.

▪   a copy provided to the person concerned where agreed by children's social care or the police

▪   a declaration on whether the information will be referred to in any future reference.

Appendix 5 – Online Safety

1   Use of Technology

    1.1   The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

    1.2   The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

        • **content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism

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

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

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

2   Education

    2.1   Resources that could support schools include:

        • Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils

        • Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography

        • Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school approach to safeguarding and online safety.

        • PSHE association provides guidance to schools on developing their PSHEE curriculum

        • Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements

• Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources

• UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

3   Protecting children

3.1   The Proprietors will be doing all that they reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process, the proprietors will ensure their school has appropriate filters and monitoring systems in place.

3.2   Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, the proprietors will consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

3.3   The appropriateness of any filters and monitoring systems are a matter for individual schools and will be informed in part, by the risk assessment required by the Prevent Duty. The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

3.4   Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement.

3.5   Whilst filtering and monitoring is an important part of the online safety picture for schools to consider, it is only one part. The proprietors will consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school manages this by not allowing children to use their mobile phones throughout the day.

3.6   Whilst it is essential that proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

4   Reviewing online safety

4.1   Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCIS has published Online safety in schools and colleges: Questions for the governing board to help responsible bodies assure themselves that their online safety arraignments are effective.

5   Education at home

5.1   Where children are being asked to learn online at home the department has
provided advice to support schools do so safely: safeguarding-in-schools-colleges-
and-other-providers and safeguarding-and-remote-education

6   Staff training

6.1   The proprietors will ensure that, as part of the requirement for staff to undergo
regularly updated safeguarding training and the requirement to ensure children are
taught about safeguarding, including online safety, that online safety training for
staff is integrated, aligned and considered as part of the overarching safeguarding
approach.

7   Information and support

There is a wealth of information available to support schools and parents/carers to keep children
safe online. The following list is not exhaustive but should provide a useful starting point:

Advice for governing bodies/proprietors and senior leaders

• Childnet provide guidance for schools on cyberbullying

• Educateagainsthate provides practical advice and support on protecting children from extremism
and radicalisation

• London Grid for Learning provides advice on all aspects of a school's online safety arrangements

• NSPCC provides advice on all aspects of a school's online safety arrangements

• Safer recruitment consortium "guidance for safe working practice", which may help ensure staff
behaviour policies are robust and effective

• Searching screening and confiscation is departmental advice for schools on searching children and
confiscating items such as mobile phones

• South West Grid for Learning provides advice on all aspects of a school's online safety
arrangements

• Use of social media for online radicalisation - A briefing note for schools on how social media is
used to encourage travel to Syria and Iraq

• UK Council for Internet Safety have provided advice on sexting-in-schools-and-colleges and using-
external-visitors-to-support-online-safety-education

Remote education, virtual lessons and live streaming

• Case studies on remote education practice are available for schools to learn from each other

• Departmental guidance on safeguarding and remote education including planning remote
education strategies and teaching remotely

• London Grid for Learning guidance, including platform specific advice

• National cyber security centre guidance on choosing, configuring and deploying video conferencing

• National cyber security centre guidance on how to set up and use video conferencing

• UK Safer Internet Centre guidance on safe remote learning

Support for children

• Childline for free and confidential advice

• UK Safer Internet Centre to report and remove harmful online content

• CEOP for advice on making a report about online abuse

Parental support

• Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support

• Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents

• Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying

• Government advice about security and privacy settings, blocking unsuitable content, and parental controls

• Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world

• Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation

• London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

• Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)

• National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online

• Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games

• Parentzone provides help for parents and carers on how to keep their children safe online

• Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations

• UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online.