Child Protection and Safeguarding Policy and Procedures

Heathfield House School

Reviewed 26th November 2020 by Caroline Goodsman

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School contacts

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Contacts

Hounslow Children's Social Care

Name of Local Safeguarding Children's Board: Hounslow. 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 Civic Centre, Lampton Road, Hounslow TW3 4DN
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 2020) (**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* (2020) (**KCSIE**);

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

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

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

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

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

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

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

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

1.3.10 *Coronavirus(COVID-19): safeguarding in schools, colleges and other providers (2020).*

1.4 The School will:

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

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 where 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

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 a member of the Proprietor body and so is a senior member of staff of the School's leadership team with 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 on 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's Early Years and Later Years provisions 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 Board, 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 Board 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 staff code of conduct including the whistleblowing policy, staff social media policy and acceptable use policy;

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

(d)   child protection training in accordance with Hounslow Safeguarding Children Board procedures;

(e)   online training regarding Keeping Children Safe in Education September 2020; and

(f)   appropriate Prevent training.

4.3   **Child protection training**

4.3.1   All staff will complete online training regarding Keeping Children Safe in Education September 2020 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 Board. 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.

4.4   **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 ICT 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   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.

5.3   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.

5.4   **If staff are ever unsure, they must always speak to the DSL.**

5.5   **Early help**

5.5.1   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.

5.5.2   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.

5.5.3   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 Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.

5.5.4   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.

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

5.6.1   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 5.10 and Appendix 4 for the procedures for dealing with allegations against staff and volunteers.

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

5.6.3   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.

5.6.4   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.

5.6.5   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.

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

5.7.1   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.

5.7.2   Anybody can make a referral in these circumstances. See section 5.9 below for details on making a referral.

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

5.8   **Female Genital Mutilation (FGM)**

5.8.1   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.

5.9   **Making a referral**

5.9.1 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.

5.9.2 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.

5.9.3 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.

5.9.4 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.

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

5.10.1 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. These procedures are set out in Appendix 4.

5.10.2 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.

5.10.3 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.

5.10.4 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).

5.11 **Allegations against pupils**

5.11.1 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. 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)   sexting;

(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.

5.11.2   The School takes steps to minimise the risk of peer on peer 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.

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

5.11.4   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.

5.11.5   Allegations against pupils should be reported in accordance with the procedures set out in this Policy (see sections 5.5, 5.6 and 5.7).

5.11.6   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.

5.11.7   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.

5.11.8   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.

5.12   **Informing parents**

5.12.1 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 Board referral threshold document.

5.12.2 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.

5.12.3 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   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.

Authorised by	resolution of the Proprietor
Signed	C Goodsman and P Williamson
Date	27/03/2017

Effective date of the policy	28/03/2017
	Reviewed 26/11/2020 by Caroline Goodsman

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 B of KCSIE, 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 head 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 Board 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.

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.

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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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   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:

"36. 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.

51. 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.

52. 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.

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 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 Board procedures. Advice from the Designated Officer will be sought in borderline cases.

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, the matter should be reported immediately to the Designated Officer(s) of the local authority before further action is taken and without first notifying the Headteacher.

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 National College for Teaching and Leadership 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   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.

7.4   The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.

Appendix 5 – Online Safety (Covid-19)

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.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
• **content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

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

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

Education
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.

Protecting children

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.

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.

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.

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.

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.

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.

Reviewing online safety

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 arraigments are effective.

Education at home

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

Staff training

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.

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.