

# Days Lane Primary School



## **Safeguarding and Child Protection Policy**

## Days Lane Primary School



**This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.**

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## Important Contact Information

<b>Designated Safeguarding Leads</b>  <b>Contact Details:</b>  <b>0208 300 1697</b> <a href="mailto:Safeguarding@dayslaneprimary.co.uk">Safeguarding@dayslaneprimary.co.uk</a>	<b>Joanna Trusty</b> <b>Headteacher</b>  <b>Sumona Dunne</b> <b>Deputy Head</b>  <b>Sherelle Wedderburn</b> <b>Pastoral Lead</b>  <b>Vicky Stewart and Em Mills</b> <b>Assistant Heads</b>
<b>Name of Safeguarding Trustee</b> <b>Contact Details:</b> <b>0208 300 1697</b> <a href="mailto:Safeguarding@dayslaneprimary.co.uk">Safeguarding@dayslaneprimary.co.uk</a>	<b>Trevor Wyatt</b> <b>Chair of Trustees</b>
<b>Name of person responsible for Looked After Children (LAC)</b> <b>Contact Details</b> <b>0208 300 1697</b> <a href="mailto:safeguarding@dayslaneprimary.co.uk">safeguarding@dayslaneprimary.co.uk</a>	<b>Sumona Dunne</b> <b>Deputy Head</b>
<b>Bexley Social Care Contact Details</b>	<b>MASH (Multi-agency Safeguarding Hub)</b> <b>020 3045 5440</b> <a href="mailto:Childrensocialcare.admin@bexley.gov.uk">Childrensocialcare.admin@bexley.gov.uk</a>
<b>Bexley Out of Hours Social Care Contact Details</b>	<b>020 8303 7777 or 020 8303 7171</b> <b>(6pm to 8am)</b>
<b>Bexley LADO Name and Contact Details</b>	<b>Megan Rumboll</b> <b>0203 045 3436 (LADO Team)</b> <a href="mailto:lado@bexley.gov.uk">lado@bexley.gov.uk</a>
<b>Bexley Prevent Agency and Contact Details</b>	<b>Community Safety Team</b> <b>Bexley S.H.I.E.L.D</b> <b>020 8303 7777</b> <a href="mailto:Community.safety@bexley.gov.uk">Community.safety@bexley.gov.uk</a> <a href="mailto:Shield@bexley.gov.uk">Shield@bexley.gov.uk</a>
<b>Channel Helpline</b>	<b>020 7340 7264</b>

## Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

## Legislation and Statutory Guidance

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe In Education 2025](#) [Working together to safeguard children 2023](#)

### This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools’ duties under the Counter Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- Mandatory reporting of Female Genital Mutilation: procedural information  
[Mandatory Reporting of female genital mutilation procedural information](#)

## Definitions

### Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether this is within or outside the home, including online.

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. **Appendix 2** explains the different types of abuse.

**Neglect** is a form of abuse and is 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. **Appendix 2** defines neglect in more detail.

**Sharing of nudes and or semi- nudes** is the sharing of sexual imagery (photos or videos) by children.

**Female Genital Mutilation** involves the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons.

**Breast Ironing** is (also called breast flattening) when young girls' breasts are damaged over time to flatten them and delay their development. Sometimes, an elastic belt, or binder, is used to stop them from growing.

**Upskirting** is an informal term for a type of voyeurism when someone uses equipment like a camera or mobile phone to take photos or videos underneath a person's clothes, without their permission. **Children** includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

The academy acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):

- Abuse and neglect
- Bullying, including cyberbullying
- Child on child abuse
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Contextual safeguarding (risks outside the family home)

- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude and semi-nude image sharing, aka youth produced/involved sexual imagery or 'sexting'
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called 'honour-based' abuse, including Female Genital Mutilation (FGM) and forced marriage
- Upskirting

(See Part One and Annex B within 'Keeping Children Safe in Education' 2025)

### **Equality Statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

- We give special consideration to children who:
- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing or absent from education for prolonged periods and/or frequently
- Whose parent/carer has expressed an intention to remove them from school to be home educated

## Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers, visitors and trustees in the school. Our policy and procedures also apply to extended school and off-site activities.

### All staff

All staff will read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually. They will sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

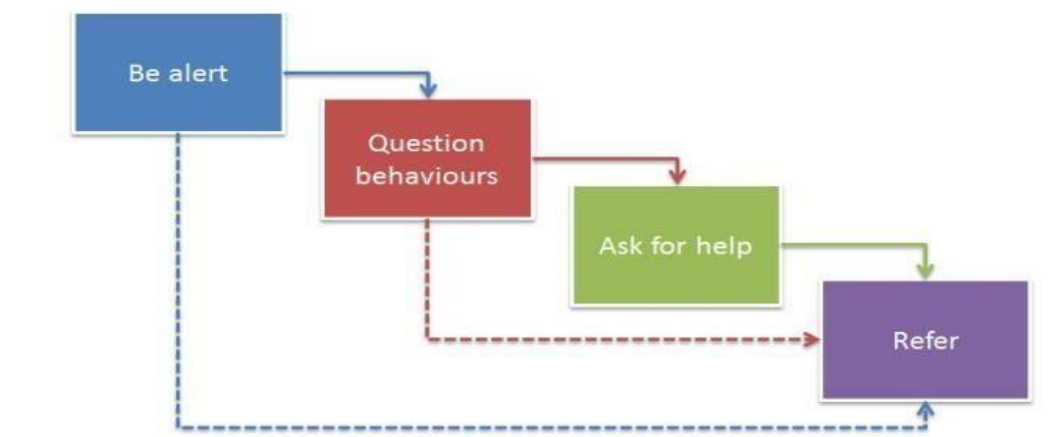
- Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Children may report abuse happening to themselves, their peers or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside the school. Children can be at risk of abuse or exploitation in situations outside their families; extrafamilial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- how to recognise that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- how to recognise that some children have additional or complex needs and may require access to intensive or specialist services to support them.

All staff will understand contextual safeguarding and know that:

- Children are subject to possible risk at home, in the academy and in their local community and environment, and we recognise that, in order to effectively safeguard our pupils and promote their welfare, we need to understand any specific issues arising in the local area that can affect the risk posed to them.
- We will work with local partners, including Social Care and Police, to ensure that we stay alert to any emerging contextual risks, and to ensure that assessment of risk for any of our pupils includes appropriate reference to their local community and environment.
- Further information to support staff in understanding contextual safeguarding can be found via the
- Contextual Safeguarding Network: <https://www.contextualsafeguarding.org.uk/>

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the school 'Searching, Screening and Confiscation' policy which is informed by the DfE Searching, screening and confiscation and confiscation at school guidance.

All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:



'What to do if you are worried a child is being abused' 2015

**Appendix 5** of this policy outlines in more detail how staff are supported to do this.

### Parents and Carers

Parents/carers have a responsibility to:

- Understand and adhere the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online.
- Seek help and support from the school or other agencies.

### The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. Please see **appendix 1** for details of our DSL. The DSL takes lead responsibility for child protection and wider safeguarding. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

The DSL will be available for staff to discuss any safeguarding concerns via their contact details in Appendix 1. When the DSL is absent, the Deputies will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Have a good understanding of harmful sexual behaviour
- Have a good understanding of the filtering and monitoring systems and processes in place at our school
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- Liaise with the Headteacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance PACE Code C 2019

- The DSL will also keep the Headteacher (where the Head Teacher is not the DSL) informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate. Be aware that children must have an 'appropriate adult' to support and help them in the case of a police investigation or search

The full responsibilities of the DSL and their deputies are set out in their job description.

### **The Trust Board**

The trust board will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- Appoint a safeguarding link Trustee to monitor the effectiveness of this policy in conjunction with the full Trust board.
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated.
- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:
  - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training
  - Reviewing the DfE's filtering and monitoring standards, and discussing with the School Business Manager what needs to be done to support the school in meeting these standards

Make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies
- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Appendix 3 of this policy covers this procedure
- That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll):

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place, and inspect them if needed
- Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate
- Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

The chair of trustees will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see appendix 3).

All trustees will read Keeping Children Safe in Education.

### **The Headteacher**

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL/DDSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see **appendix 4**)
- Recording of any low-level concerns regarding staff and following the reporting process
- Early Years responsibilities:
  - Ensuring the relevant staffing ratios are met, where applicable
  - Making sure each child in the Early Years Foundation Stage is assigned a key person

### **Confidentiality**

Please see **appendix 1** for school specific approach to confidentiality and data protection with regard to safeguarding.

We acknowledge that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Regarding anonymity, all staff will:
  - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
  - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
  - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

Staff should never promise a child that they will not tell anyone about a report of abuse, neglect or exploitation as this may not be in the child's best interests

If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:

- There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- Where children leave the school (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 special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required.

If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy) Confidentiality is also addressed in this policy with respect to record-keeping in **Record Keeping**, and allegations of abuse against staff in **appendix 4**

### **Recognising abuse and taking action**

Staff, volunteers and trustees must follow the procedures set out below in the event of a safeguarding issue.

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Has a disability
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending
- Is missing education, or persistently absent from school, or not in receipt of full-time education

- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Staff, volunteers, and governors must follow the procedures set out below in the event of a safeguarding issue.

### **If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Type up your conversation (on CPOMS) as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to local authority for children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
- Alert the DSL in person or via CPOMS.

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

### **If a child is suffering or likely to suffer harm, or in immediate danger**

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly, follow the local procedures for making a referral ([appendix 1](#)). Although anyone can make a referral all referrals must go via and in conjunction with the DSL, therefore staff are supported in throughout the process.

### **If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'. Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in [appendix 6](#).

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, **personally**. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it. Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above **does not apply** in cases where a pupil is **at risk of FGM or FGM is suspected** but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures. See appendix 6 for local procedures for this.

### **If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Figure 1 on page 11 illustrates the procedure to follow if you have any concerns about a child's welfare.

Speak to the DSL or DDSL first to agree a course of action.

If in exceptional circumstances the DSL or the DDSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team. Leaders can take further advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

### **Early help**

- We recognise that early intervention when a child or family is starting to show signs of concern can be critical to ensure that the right help and support is sourced, preventing any further escalation of issues or a decline in the child's safety and wellbeing.
- We recognise that partnerships with parents and carers is crucial in identifying the need for early help and for effective collaboration to improve the life chances for pupils. We work proactively with parents and carers to develop effective relationships between home and the academy, and to promote the benefits of early help and intervention to support their child.
- If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.
- The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored, reviewed and logged on CPOMS.
- We recognise that a child may require extra support if they have experienced multiple suspensions, or they may be at risk of permanent exclusion
- We recognise that a family may need early help/and or support If a child has a parent in custody (previously known as "family member in prison", or is affected by parental offending
- We understand we need to be alert to any child who is frequently missing/goes missing from education, home or care (the word education has been updated)

### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

## **If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL or the DDSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team. The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governance partners can call to raise concerns about extremism with respect to a pupil.

You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

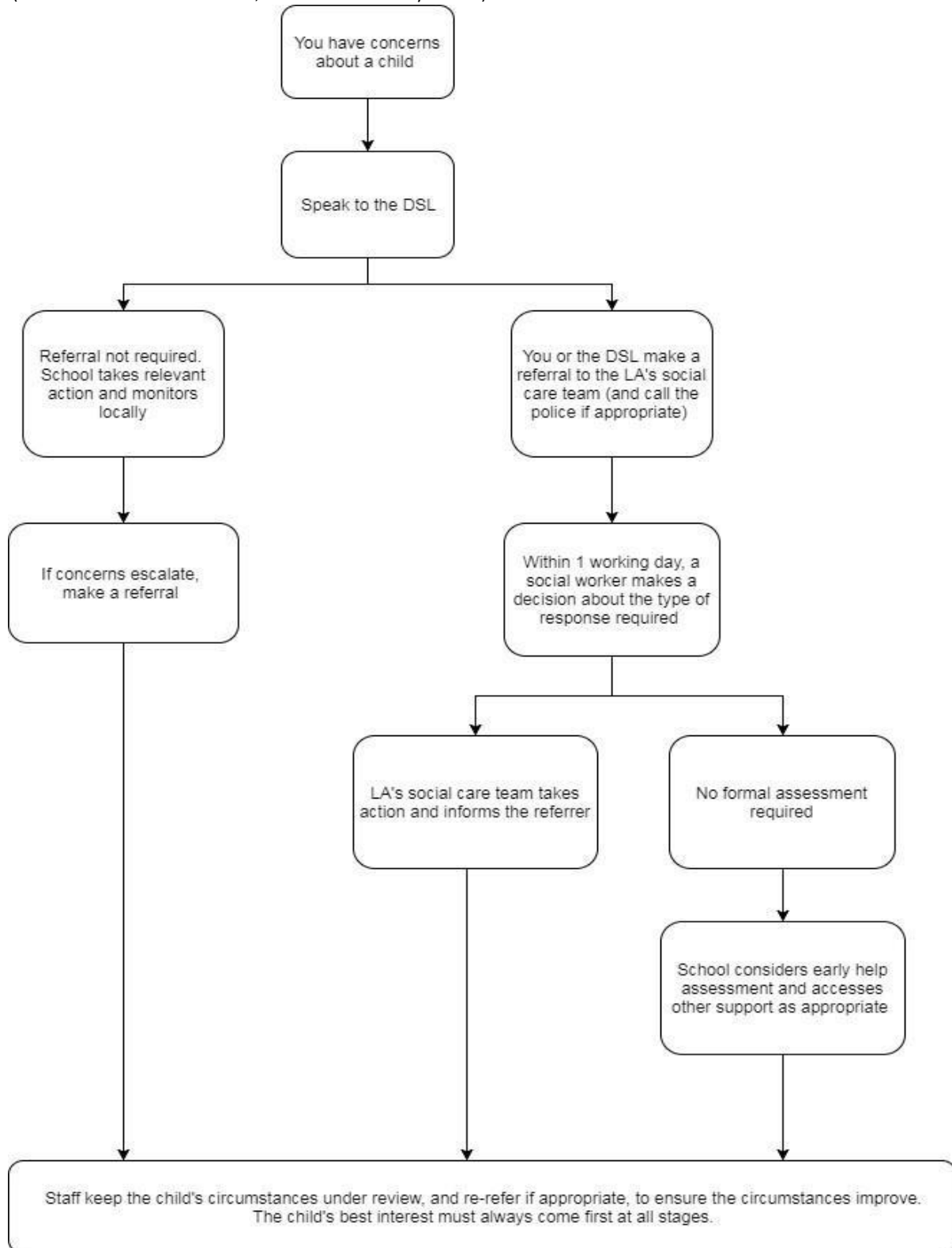
## **If you have a concern about mental health**

We recognise that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and, equally, that having experienced abuse, neglect or exploitation can significantly impact on a child's mental health.

- Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have a mental health concern about a child that is also a safeguarding concern, take the actions outlined in this policy for safeguarding concerns
- If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

**Figure 1: procedure if you have concerns about a child’s welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action.)



### **Concerns about a staff member, supply teacher or volunteer**

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, make contact with the Chair of Trustees (details at the start of the policy).

The Headteacher/Chair of Trustees will then follow the procedures set out in **appendix 4**, if appropriate.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the headteacher, report it directly to the local authority designated officer (LADO).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see **appendix 4** for more detail).

### **Allegations of abuse made against other pupils**

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

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

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

- You must record the allegation on CPOMS and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Ensure staff are trained to understand:

- How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
- That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
- That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. The fact that another body is investigating or has investigated an incident doesn’t (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, taking into account whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

### **Sharing Nudes and/or Semi Nude Image Sharing by Children**

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

#### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving the sharing of nudes or semi nudes (also known as ‘sexting’ and ‘youth produced sexual imagery’), you must report it to the DSL immediately.

#### **You must not:**

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff.

This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

### **The DSL will make an immediate referral to police and/or children's social care if:**

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which
- are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process, there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police; please see appendix 1 for local arrangements

### **Recording incidents**

All incidents of children sharing nudes and semi nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents such incidents.

## **Teaching Pupils to Stay Safe**

**Note: Resources to support schools and colleges can be found in part two of KCSIE and annex B.**

### **Teaching Pupils to stay safe**

- We recognise the importance of teaching our pupils how to stay safe, and that opportunities to do so form an integral part of a broad and balanced curriculum.
- Learning opportunities will take the form of: PSHE lessons (in line with statutory requirements for the Relationships and Health curriculum), computing lessons, assemblies, and visiting speakers, as well as smaller group and focussed intervention for pupils identified as particularly vulnerable, as needed.
- The ethos of our academy and its curriculum will support the promotion of British Values, which is designed to build resilience to exploitation and radicalisation.
- We will model and teach safe behaviour and appropriate language (including how to stay safe online) and will promote a culture of safety within our academy where everyone's opinion is valued, and everyone has someone safe to whom they can turn.
- It is important that pupils feel that we take seriously any concerns that they have. We will actively collect feedback from our pupils and engage with Pupil Voice to seek the views of pupils on their experiences of feeling safe at our academy and within their communities

Pupils are taught about 'Keeping Safe' as part of our PSHE education (My Happy Mind) and the Computing Curriculum. Teaching covers the following in relation to safeguarding:

- Understanding rules and age restrictions that keep us safe.
- Recognising risk in everyday situations and what to do to minimise harm.
- How to keep safe at home (including electrical appliances, fire safety) and what to do if there's an accident.
- Being safe in familiar and unfamiliar environments (e.g., beach, shopping centre, park).
- Basic rules for staying safe online: what personal information is, what should be kept private, telling a trusted adult if something online scares them.

In addition, the My Happy Mind is supplemented to ensure pupils are being taught about higher-risk online harms such as image-sharing and the sharing of nudes or semi-nudes. This includes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

### **Online Safety and the use of Mobile Technology**

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and trustees
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

### **The 4 key categories of risk**

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **Contact** – being subjected to harmful online interaction with other users, such as 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, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

**To meet our aims and address the risks above, we will:**

- Educate pupils about online safety as part of our curriculum.
- Train staff on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring.
- Educate parents/carers about online safety via communications sent directly to them. We will also share clear procedures with them, so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regard to the use of their mobile phones and cameras.
- Make all pupils, parents/carers, staff, volunteers and trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems, and use of their mobile and smart technology.
- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

### **Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use but will limit such use to noncontact time when pupils are not present. Staff members' personal phones will remain in locked safes or in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

### **Artificial Intelligence (AI)**

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Days Lane recognises that AI has many uses, including enhancing teaching and learning, and helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose

pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio, or video hoaxes that look real.

Days Lane will treat any use of AI to access harmful content or bully pupils in line with this policy and our behaviour policy.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

## **Filtering and Monitoring**

Schools in England (and Wales) are required "to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering". Furthermore, the Department for Education's statutory guidance 'Keeping Children Safe in Education' obliges schools and colleges in England to "ensure appropriate filters and appropriate monitoring systems are in place and regularly review their effectiveness" and they "should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system". However, schools will need to "be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding. The filtering of internet content provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context. The filtering system cannot, however, provide a 100% guarantee that it will do so. It is therefore important that the school has a filtering policy to manage the associated risks and to provide preventative measures which are relevant to the situation in this school.

No filtering and monitoring software is perfect as it might not be aware of all the websites that contain inappropriate content, abbreviations or misspellings in a search engine may slip past the software, inappropriate content may be found on websites considered 'safe'.

Filtering and monitoring systems are used to keep pupils safe when using the school's IT system.

**Filtering systems:** block access to harmful sites and content.

**Monitoring systems:** identify when a user accesses or searches for certain types of harmful content on school and college devices (it doesn't stop someone accessing it).

We as a school will be alerted to any concerning content so we can intervene and respond.

**The DSL** will lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place. This includes overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

Inappropriate content includes: Illegal content (e.g. child sexual abuse), discriminatory content (e.g. sexist, racist or homophobic content), sites that promote drugs or substance abuse, extremist content (e.g. the promotion of terrorism, gambling sites, malware and/or hacking software, pornography, pirated material (copyright theft, sites that promote self-harm, suicide and/or eating disorders and violent material

## **Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

## **Pupils with additional barriers**

### **Special Educational Needs and Disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or being unable to understand the consequences of doing so

Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the SENCO.

### **Children who are lesbian, gay, bi, or gender questioning (LGBT+)**

The fact that a child or a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

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

LGBT+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

Please see [appendix 1](#) for detail of extra pastoral support we offer for pupils with additional barriers.

### **Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes.

For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **Looked-after and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, (see [appendix 1](#) for their name and title) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked- after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

### **Complaints and concerns about school safeguarding policies**

#### **Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see [appendix 4](#)).

#### **Other complaints**

We will follow our Complaints Procedures for all other complaints.

#### **Whistleblowing**

Concerns regarding the way the school safeguards pupils – including poor or unsafe practice, or potential failures can be raised using the Whistleblowing policy.

#### **Record-keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing on CPOMS. Trustees, visitors, cleaners and should report concerns to a member of the safeguarding team and record in writing. Names and photographs of all members of the safeguarding team are displayed at the entrances to the school as well as in all rooms and all visitors are given a Safeguarding leaflet. If you are in any doubt about whether to record something, discuss it with the DSL or senior member of staff.

Records will 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

Concerns and referrals will be kept in a separate child protection file for each child.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

## **Training**

### **All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures and online safety, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse, exploitation or neglect.

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Have regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails such as our weekly Headlines and during staff meetings), but at least annually.

Volunteers will receive appropriate training, where needed.

### **The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through online training, attending local authority safeguarding meeting, meeting other DSLs, or taking time to read, e-bulletins from national organisations e.g. NSPCC and digest safeguarding developments. They will also undertake Prevent awareness training.

DSL's will receive regular supervision which includes but is not limited to:

- Line management support
- DSL group support through DSL meetings
- External Supervision via on a 1-1 basis

## **Governance**

### **Trustees and Members**

All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

### **Safer Recruitment and the Single Central Register**

- We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we are responsible for promoting a culture of safety within our academy environment by preventing unsafe adults from having access to it.
- In line with expected practice for safer recruitment, a minimum of two members of academy staff will undertake 'Safer Recruitment' and will be present on any interview panel.
- Our School Business Manager/HR Officer will maintain a Single Central Record, detailing the required and relevant recruitment and vetting checks undertaken on all academy employees, volunteers, trustees, agency workers and third-party staff.
- The Headteacher will oversee the SCR and be accountable for its accuracy, checking it regularly and termly as a minimum, making a record of the check and any subsequent actions that arise. The designated trustee will check the SCR prior to every full Trust Board meeting.
- The Single Central Record will be supported by files containing appropriate supporting evidence for recruitment and vetting checks, held in line with Data Protection legislation.
- Please see our Safer Recruitment policy for further detail regarding our adherence to safer recruitment principles for adults in our academy.
- Online checks will be made for any shortlisted candidates as part of our safer recruitment procedures.

See [\*\*appendix 3\*\*](#) – Safer recruitment and DBS checks.

### **Staff who have contact with pupils and families**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## Use of 'reasonable force'

- There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children from harm. Further information regarding our approach and expectations can be found in our Behaviour policy and is in line with the DfE '[Use of reasonable force in schools](#)' guidance. **Note: Further advice can be accessed in Part Two of KCSIE.**
- Any instances of positive handling will be recorded on CPOMS and parents notified. The situation will be analysed in order that appropriate support and risk assessment can be put in place.

## Site Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within national guidance. Visitors will be expected to sign in and out via the office visitors log and wear either a red or green lanyard displaying a visitor's badge whilst on site. School staff will ensure the appropriate colour lanyard is provided after carrying the school Visitor Checklist procedures and checking the visitor's DBS.
- School and Trust staff will always wear their staff lanyards whilst on site. Trustee's will wear their yellow lanyards on site.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## The Use of Premises by Other Organisations

Where services or activities are provided separately by another body using the school facilities/premises, the Headteacher and trust board body will seek written assurance that the organisation concerned has appropriate policies and procedures in place regarding safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers. If this assurance is not achieved, an application to use premises will be refused.

Safeguarding requirements will be included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises. Failure to comply with this will lead to termination of the agreement.

## Monitoring arrangements

This policy will be reviewed annually by the Trust DSL and full board.

## Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and Safety
- Attendance
- E-Safety and IT Acceptable Use
- Equality
- Relationships and Sex Health Education
- Whistleblowing
- Privacy Notice

## **Appendix 1: School Specific Roles and Responsibilities**

### **The Designated Safeguarding Lead**

Our Designated Safeguarding Leads are Joanna Trusty (Headteacher), Sumona Dunne (Deputy Headteacher).

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Outside of school hours, staff can contact the DSL via email or mobile phone. Non-urgent concerns can also be logged on CPOMS and assigned to alert the DSL and DDSL.

The Deputy DSL's are Sherelle Wedderburn, Emine Mills and Vicky Stewart, who will also act as cover (for example, during out-of-hours/out-of-term activities).

### **Appendix 8** – DSL information Chart

### **Designated teacher for Looked After and Previously looked After Children**

The designated teacher, Sumona Dunne, is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

### **Confidentiality**

Days Lane approach to confidentiality and data protection with respect to safeguarding holds with these principles: confidential information passed digitally within school within and beyond should be encrypted or password protected.

Staff should note that:

- Timely sharing of information is essential for effective safeguarding
- Fears about sharing information must not stand in the way of the need to promote the welfare and protect the safety of a child. The DPA (2018) nor GDPR prevent the school from sharing information for this reason.
- Staff never promise to keep disclosures confidential, as this is not in the child's best interest.

If staff are unsure about sharing information, they should speak to the DSL or DDSL.

### **Record-keeping**

All safeguarding records are encrypted and kept electronically on CPOMS. All staff are trained in the use of CPOMS and have access to report concerns. The Safeguarding team (DSL and DDSLs) have access to records within CPOMS. Any historic paper records from pupil's previous schools are kept in a locked cupboard in the Headteacher's office.

When pupil's leave Days Lane Primary School, safeguarding files (CPOMS) are transferred to new schools within 5 school days.

In addition:

- **Appendix 3** sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- **Appendix 4** sets out our policy on record-keeping with respect to allegations of abuse made against staff
- **Appendix 5** our policy of dealing with 'low-level concerns'

### **Making a referral to Children's Social Care or for Early Help, including for FGM**

Bexley Council have single point of access website, named the MASH Team (Multi Agency Safeguarding Hub). Schools refer issues for early help family wellbeing service or children's social care service, identifying the risk factors. Once a concern is referred, the MASH team will determine which pathway of support is correct on a case-

by-case basis. <https://www.bexley.gov.uk/services/children-young-people-and-families/family-wellbeing><https://www.bexley.gov.uk/services/children-young-people-and-families/family-wellbeing-service/referrals-family-wellbeing-service>

Whilst a referral is made, the DSL and safeguarding team will monitor the children concerned closely, should the concerns escalate or situation deteriorate. In such circumstances, the school will act as deemed appropriate, whilst also liaising with relevant external agencies.

The following GOV.UK webpage gives detail of how to report child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

## **Family Wellbeing**

The Family Wellbeing team aims to provide help to families early, to prevent difficulties from becoming worse.

**The team works with children and families from 0 to 18 years old, where there is one or more of the following:**

- the permanent exclusion of a child from school
- the risk of school exclusion and school attendance issues
- parental or carer mental ill-health
- parental learning disability
- parental domestic abuse
- parental drug or alcohol misuse
- low-level neglect
- physical chastisement

The team has family keyworkers who work directly with children and families, providing advice, help and support, they will work with families for up to six months.

## **Making a referral**

Parents and children can refer themselves, by phone, email or by writing to the Children's Services Multi Agency Safeguarding Hub (MASH).

Professionals working with a child and family can make referrals, however, it is a voluntary service, and professionals must obtain consent from the parent to make a referral. If consent is not received, the referral cannot be accepted. You will need to complete a referral form with parents written consent provided.

If you are not sure whether the family meets the criteria for a service and would like some advice, you can contact the Children's Services Multi-Agency Safeguarding Hub (MASH) and ask for a consultation to talk it through with the service.

A senior social worker in the MASH will review the information received, check their records and if necessary, make some additional enquiries. This will be done within one working day, and a decision will be made about whether the family meet the criteria for the service.

The MASH will confirm receipt of your referral within 24 hours of the written record, stating the outcome of the referral.

## **Contacting MASH Telephone:**

- 020 3045 5440  
Business hours (Monday to Friday 9am to 5pm)

- Out of hours 020 8303 7777 or 020 8303 7171  
(Monday to Friday and weekends 6pm to 8am)

**Email:** [Childrensocialcare.admin@bexley.gov.uk](mailto:Childrensocialcare.admin@bexley.gov.uk) **Post:** Civic Offices, 2 Watling Street, Bexleyheath, DA6 7AT

More information about Bexley's Local Agency Procedures can be found in the Bexley SHIELD's (Safeguarding Partnership for Children and Young People) Effective Support for Children, Young People and Families in Bexley guide available here:

### **Local Procedures for Referral and Escalation**

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

### **Mental Health Concerns**

Concerns about children's mental health should be reported on CPOMs in the same way as other concerns, with the staff member indicating cause for concern in the report. Following concerns raised, our Pastoral Lead and SENCO will organise intervention and support in school in the first instance or refer to the Front Door if we consider the need to be greater and putting the child at risk of harm.

Sherelle Wedderburn is the school's designated Pastoral Lead, and also a DSL. She is trained in mental health first aider and supports staff to be aware of signs which indicate children are struggling with mental health issues and also to guide staff in supporting those children.

### **Child on Child Abuse**

We ensure pupils know they can talk to staff confidentially by regularly discussing this with pupils in assemblies and in class. Warm relationships are fostered in class in order to build trust between pupils and staff.

Safeguarding posters are also displayed around the school to ensure that pupils know that they can talk to a school member of staff if they are worried about anything. Children are also taught about 'Helping Hands' which they use to identify five named adults they could talk to if they are worried.

### **Referring to the police**

If it is necessary to refer an incident to the police; please contact Bexley police by dialling 101 or referring the incident online <https://www.met.police.uk/ro/report/>

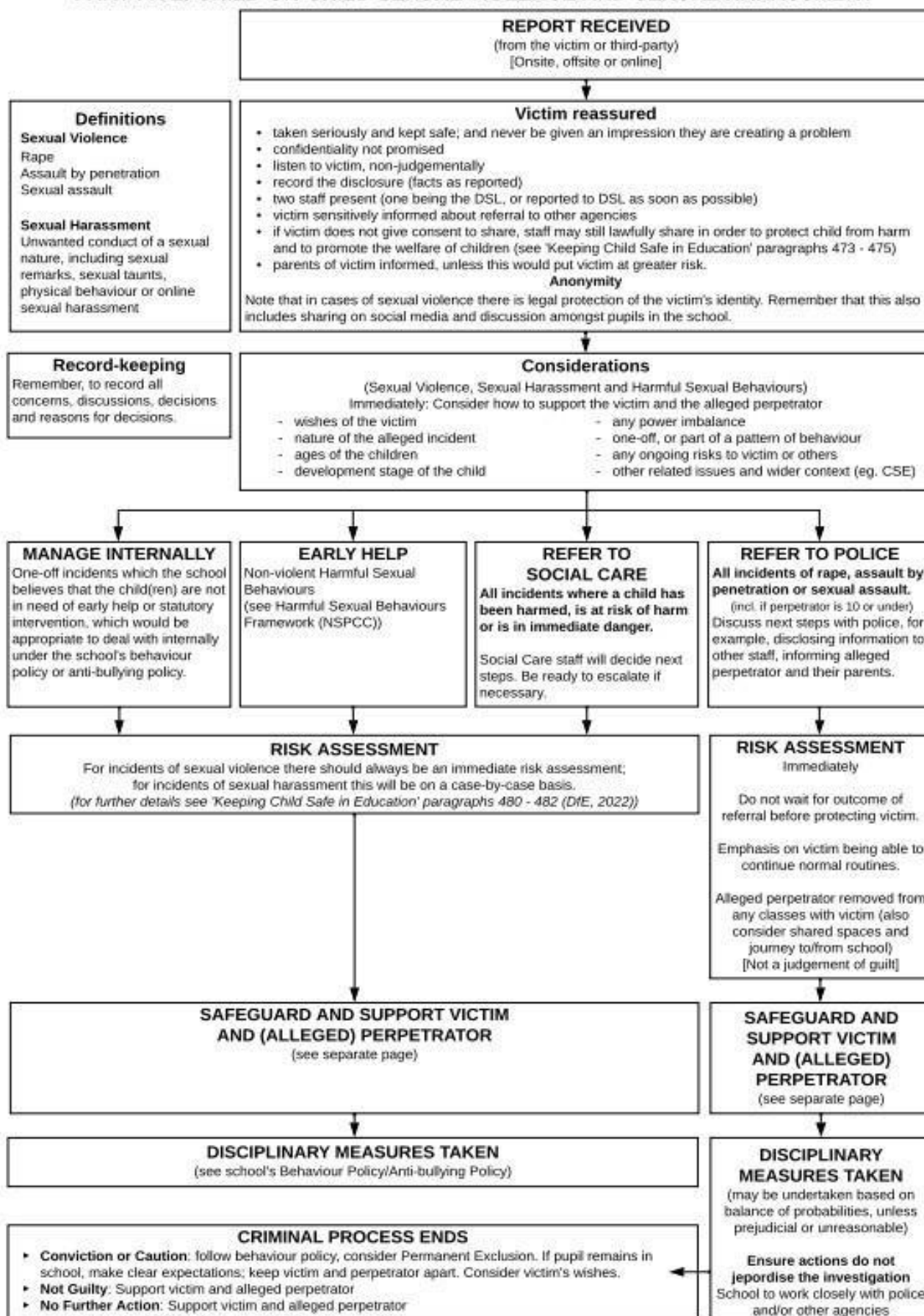
### **Pupils with additional barriers**

Pupils with special education needs and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including communication barriers. We offer additional pastoral support for pupils and families with SEN or disabilities.

### **Mobile phones and cameras**

Staff may bring their own mobile devices, such as phones or watches, into school. However, will limit their use to their own break times. During the working school day, staff devices will be locked away in classroom safes or cupboards/drawers and kept out of sight. Staff are not permitted to take photographs, audio recordings or videos of pupils using their personal devices

**\*PART FIVE: CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT**



Source:

\*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart

## Appendix 2: Types of abuse

We are aware that all children are potentially vulnerable to abuse. It can take place at home, in the school environment, in the wider community and online; be committed by adults and by other children; be inflicted by people known to the child and by strangers; be a consequence of an act of deliberate harm and from failing to take necessary steps to prevent the child from coming to harm.

The four main types of abuse referred to in Keeping Children Safe in Education (2025) are defined below. All staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women, and children.

**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.

Signs that MAY INDICATE Sexual Abuse:

Sudden changes in behaviour and performance

Displays of affection which are sexual and age inappropriate

Self-harm, self-mutilation or attempts at suicide

Alluding to secrets which they cannot reveal

Tendency to cling or need constant reassurance

Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby

Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger

Unexplained gifts or money

Depression and withdrawal

Fear of undressing for PE

Sexually transmitted disease

Fire setting

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

Signs that MAY INDICATE physical abuse:

### Bruises and abrasions around the face

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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.

### Signs that MAY INDICATE emotional abuse:

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

**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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Signs that MAY INDICATE neglect:

- Constant hunger
- Poor personal hygiene

- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self esteem

High quality training, which is regularly updated, ensures all adults involved with our academy are familiar with the definitions of abuse, actions that constitute each of the four categories, and the signs of each type of abuse, including online, so that pupils who may be in need of help or protection are appropriately identified. Safeguarding training will be integrated into our annual training.

In addition to the above, we recognise that there are a number of specific safeguarding issues that require special consideration due to their complex nature. All staff and volunteers working directly with pupils will be issued with a copy of Part 1 and Annex B of Keeping Children Safe in Education (2024), containing the full outline of specific safeguarding issues, and their accompanying guidance documents and resources, with which they are expected to be familiar.

## **Appendix 3: Safer recruitment and DBS checks – policy and procedures**

The recruitment steps outlined below are based on part 3 of [Keeping Children Safe in Education \(KCSIE\) 2025](#).

[The Early Years Foundation Stage statutory framework](#) contains its own requirements for safer recruitment (pages 24 to 27).

To make sure we recruit suitable people, we will ensure that those involved in the recruitment and employment of staff to work with children have received appropriate safer recruitment training.

We have put the following steps in place during our recruitment and selection process to ensure we are committed to safeguarding and promoting the welfare of children.

### **Advertising**

When advertising roles, we will make clear:

- Our school's commitment to safeguarding and promoting the welfare of children
- That safeguarding checks will be undertaken
- The safeguarding requirements and responsibilities of the role, such as the extent to which the role will involve contact with children
- Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account

### **Application forms**

Our application forms will:

- Include a statement saying that it is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity)
- Include a copy of, or link to, our child protection and safeguarding policy and our policy on the employment of ex-offenders

### **Shortlisting**

Our shortlisting process will involve at least 2 people and will:

- Consider any inconsistencies and look for gaps in employment and reasons given for them
- Explore all potential concerns

Once we have shortlisted candidates, we will ask shortlisted candidates to:

- Complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, so that they have the opportunity to share relevant information and discuss it at interview stage. The information we may ask for includes:
  - If they have a criminal history
  - Whether they are included on the barred list
  - Whether they are prohibited from teaching
  - Information about any criminal offences committed in any country in line with the law as applicable in England and Wales
  - Any relevant overseas information
  - If they are known to the policy and children's local authority social care and

- If they have been disqualified from providing childcare
- Sign a declaration confirming the information they have provided is true

We will also carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. Shortlisted candidates will be informed that we may carry out these checks as part of our due diligence process.

### **Seeking references and checking employment history**

We will obtain references before interview. Any concerns raised will be explored further with referees and taken up with the candidate at interview.

When seeking references we will:

- Not accept open references (e.g. 'to whom it may concern')
- Not rely on applicants to obtain their reference
- Not accept references from a family member
- Liaise directly with referees and verify any information contained within references with the referees
- Ensure any references are from the candidate's current employer and completed by a senior person. Where the referee is school based, we will ask for the reference to be confirmed by the headteacher/principal as accurate in respect to disciplinary investigations
- Obtain verification of the candidate's most recent relevant period of employment if they are not currently employed
- Secure a reference from the relevant employer from the last time the candidate worked with children if they are not currently working with children. If the applicant has never worked with children, then ensure a reference is from their current employer, training provider or education setting. Ensure electronic references originate from a legitimate source
- Contact referees to clarify where information is vague or insufficient information is provided
- Establish the reason for the applicant leaving their current or most recent post, and ensure any concerns are resolved satisfactorily before appointment is confirmed
- Compare the information on the application form with that in the reference and take up any inconsistencies with the candidate
- Resolve any concerns before any appointment is confirmed

### **Interview and selection**

When interviewing candidates, we will:

- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made

### **Pre-appointment vetting checks**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **New staff**

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks. When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced DBS certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will obtain the certificate before, or as soon as practicable after, appointment, including when using the DBS update service. We will not keep a copy of the certificate for longer than 6 months, but when the copy is destroyed we may still keep a record of the fact that vetting took place, the result of the check and recruitment decision taken
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. These could include, where available:
  - For all staff, including teaching positions: [criminal records checks for overseas applicants](#)
  - For teaching positions: obtaining a letter from the professional regulating authority in the country where the applicant has worked, confirming that they have not imposed any sanctions or restrictions on that person, and/or are aware of any reason why that person may be unsuitable to teach
  - Check that candidates taking up a management position\* are not subject to a prohibition from management (section 128) direction made by the secretary of state

\* Management positions are most likely to include, but are not limited to, headteachers, principals and deputy/assistant headteachers.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

In certain circumstances we will carry out all the relevant checks on existing staff as if the individual was a new member of staff. These circumstances are when:

- There are concerns about an existing member of staff's suitability to work with children; or
- An individual moves from a post that is not regulated activity to one that is; or
- There has been a break in service of 12 weeks or more

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

## **Trustees**

All trustees and members will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

All trustees will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).

The chair of the board will have their DBS check countersigned by the secretary of state.

All trustees and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)).
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

## **Staff working in alternative provision settings**

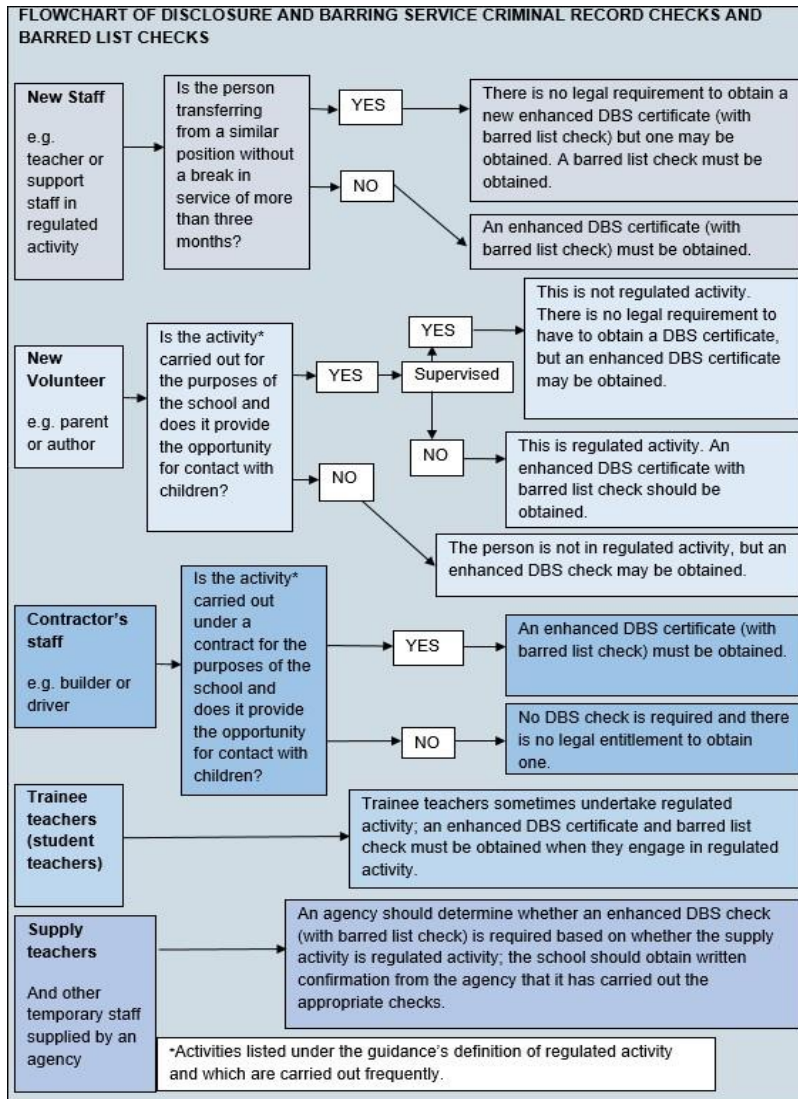
Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Days Lane will use the flow chart below for checking DBS. All new employees, volunteers and contractors must have a DBS. Employees are encouraged to join the DBS Update Service. Section 128 checks are completed and regularly reviewed at least on an annual basis.



#### **Appendix 4: Allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### **Suspension of the accused until the case is resolved**

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the academy trust

#### **Definitions for outcomes of allegation investigations**

- 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
- False: there is sufficient evidence to disprove the allegation
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or chair of trustees) where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police).
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details.
- If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
- If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate.
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The Employee Assistance Program is also available to staff.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence).

- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the academy is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the academy trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Additional considerations for supply staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The Headteacher will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other

records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

### **Low level concern**

Definition of a low-level concern:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- Doesn't meet the threshold of harm or is not considered serious enough for the school to ○ refer to the local authority.

DSL responsibility when concerns don't meet LADO threshold

### **Actions:**

DSL/Headteacher will take advice from Human Resources and follow internal capability procedures. This will include a confidential note on file and possibly professional words of advice.

## **Appendix 5: Low-Level Concerns**

### **Introduction**

At Days Lane Primary School, we take safeguarding very seriously. This includes ensuring that adults who work with children do so in a way that is in accordance with the ethos and policies set out by the school, including the Staff Code of Conduct. This policy sets out the detail and processes for staff regarding low-level concerns they may have.

### **Summary**

It may be possible that a member of staff acts in a way that does not cause risk to children but is however inappropriate. A member of staff who has a concern about another member of staff must inform the Head Teacher. Head Teacher will record the concern using a Low-Level Record of Concern Form. If the Head Teacher cannot be contacted, the Deputy Head Teacher must be informed.

### **Keeping Children Safe in Education September 2025**

The following is taken from Keeping Children Safe in Education September 2025

As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern? The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold. 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 conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively

should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

### Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

#### Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

#### Low-Level Concern

Any concern – no matter how small, even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

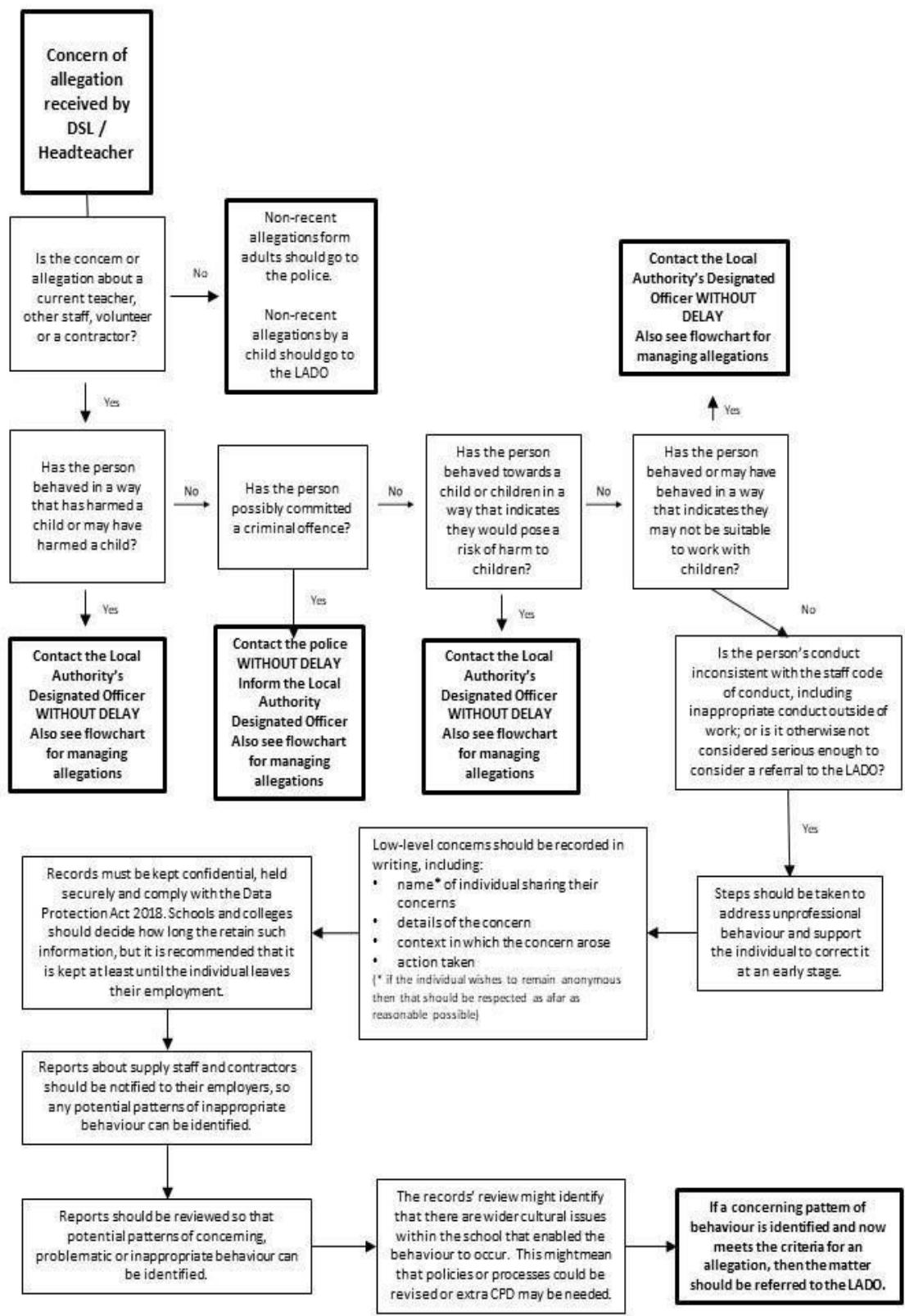
- is not consistent with an organisation’s Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

#### Appropriate Conduct

Behaviour which is entirely consistent with the organisation’s Code of Conduct, and the Law.

### Storing and use of Low-Level Concerns and follow-up information

LLC forms and follow-up information will be stored securely within the schools safeguarding systems, with access only by the leadership team. This will be stored in accordance with the school’s GDPR and data protection policies. The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Headteacher or those aware in the senior leadership team. Low Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures. Whenever staff leave the school, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept. Consideration will be given to: (a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or (b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly





## **Appendix 6: Specific safeguarding issues**

### Children missing from education

A child going missing from education, home or care particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

#### **Indicators of CCE can include a child:**

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation

- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

### **Domestic abuse**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members, this also includes what they see, hear or experience

In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. Children can be victims in their own relationships too.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. The DSL will provide support according to the child's needs and update records about their circumstances. This is known as operation Encompass.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## **FGM (Female Genital Mutilation)**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM and is available [here](#) Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

### **Potential signs that a pupil may be at risk of FGM include:**

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)

- FGM being known to be practised in the girl’s community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

*The above indicators and risk factors are not intended to be exhaustive.*

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing radicalisation**

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

- Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- Terrorism is an action that:
  - Endangers or causes serious violence to a person/people;
  - Causes serious damage to property; or
  - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding governance partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature

- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations. Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in **Figure 1** of this policy, including discussing their concerns with the DSL.

Staff should always take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including our Behaviour Policy and the School Curriculum.

### **Gangs, youth violence, and serious violent crime**

We recognise that children are vulnerable, at any age, to being drawn into a gang environment and/or being targeted as perpetrators or victims of violence to others. Risk factors for such activity, including frequent absence from school and exclusion, will be considered in our application of our academy's attendance and behaviour policies.

We understand the positive impact that education, and spotting and responding to early warning signs of gang behaviour and violence, can have on affecting a positive outcome for a child and for building resilience to gang culture.

We will be vigilant to any signs of our pupils being drawn into, or affected by, gangs, youth violence, and serious violent crime, and will work with local agencies to safeguard any perpetrators and/or victims.

### **Children with family members in prison, and children in the court system**

We recognise the significant impact that a parent being in prison can have on a child's outcomes, academically, emotionally and financially.

We also recognise that children can be required to give evidence in court, either as victims or as witnesses, and that this is an experience likely to have a significant impact on them.

Both of the above issues require bespoke support to ensure that the impact on the child's wellbeing is minimised. We will seek appropriate professional support for any of our pupils who are in these circumstances, and ensure that pastoral provision actively supports and monitors their progress.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign-in using the Entry Sign system and wear a lanyard and visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Visitor Safeguarding Leaflets are given to all visitors and they contain images and contact details for DSLs. Additionally, safeguarding contact posters are displayed prominently around the school.

### **Non-collection of children**

If a child is not collected at the end of the session/day, we will firstly, contact parents to get update of their situations and the child will remain in the school office until 3:45pm.

If the child has not been collected by 3:45pm, they will be placed under the supervision of the After School Club and parents will be billed for the childcare. If parents are unavailable and no contact has been possible, the safeguarding team will contact children's social care at 4:30pm, though we will make all efforts to contact the parents. This will be recorded on CPOMs.

We will work with the family to ensure that the child is cared for and safe after school.

### **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will contact the police, the parents of the child and co-ordinate a search of the school grounds and beyond to locate the child.

### **Online Safety**

Children are taught about online safety as part of the curriculum that embeds online safety practices. This includes the safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.

The Online Safety Policy addresses the 4 key categories of risk and defines our approach to online safety:

- Content – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as child-on-child 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, such as 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 scam.

## Appendix 7 - Safeguarding Compliance Checklist for Governance Partners

Date of completion:

Person(s) undertaking the check:

Item	Evidence of compliance	Notes of Discussion with DSL	Next Step (Inform Clerk and Chair)	Date to be Completed By (Follow up in FGB Actions)	Name of Person Responsible
1. The school has developed its own individual safeguarding and child protection policy which includes reference to child-on-child abuse, is reviewed annually and conforms to statutory requirements and local LSCB procedures. The policy is clearly dated, highlighting the timescale for review.					
2. The policy is provided to all staff (including volunteers and visitors) at induction. Staff, visitors and volunteers understand and follow this policy robustly.					
3. The policy is publicly available via the school or college website or by other means and parents are made aware of the school's statutory responsibilities in accordance with the policy.					
4. All staff have read Part One and Annex A of <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>					
5. The School's induction processes covers: the school's pupil behaviour policy and safeguarding response to children missing in education The identity of the DSL and any deputies (along with their role)					

Item	Evidence of compliance	Notes of Discussion with DSL	Next Step (Inform Clerk and Chair)	Date to be Completed By (Follow up in FGB Actions)	Name of Person Responsible
6. The Headteacher and at least one Trustee have completed face to face safer recruitment training.					
7. The school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children including all relevant Disclosure & Barring Checks.					
8. All safer recruitment checks are evidenced in the Single Central Record and this checked regularly for accuracy.					
9. When recruiting trustees who will not be working in regulated activities, there are procedures in place to use the Secure Access Portal to check whether the person is barred as a result of being subject to a section 128 direction.					
10. Procedures are in place for dealing with allegations of abuse against members of staff and volunteers that comply with national and local LSCB guidance. There are procedures in place for referring issues to DBS if investigations found these to be substantiated.					

11. A member of the trust board (usually the chair) has been nominated to be responsible for liaising with the LA and partner agencies in the event of an allegation of abuse being made against the Headteacher.					
12. The school has developed a code of conduct for staff that clearly outlines the school's expectations in relation to the behaviour of all staff and volunteers. This is provided to all staff at induction.					

<b>Item</b>	<b>Evidence of compliance</b>	<b>Notes of Discussion with DSL</b>	<b>Next Step (Inform Clerk and Chair)</b>	<b>Date to be Completed By (Follow up in FGB Actions)</b>	<b>Name of Person Responsible</b>
13. Designated Safeguarding Lead (DSL): A senior member of the school's leadership team has been designated to take lead responsibility for dealing with child protection issues, to provide advice and support to staff and work with other agencies and they have received appropriate training to equip them to fulfil the role.					
14. There is at least one alternative person identified to fulfil the role in the DSL's absence and there is always cover for this role.					
15. All other staff and trustees have undertaken appropriate training about their role and responsibility and refresher training at regular intervals.					
16. The school keeps up to date records of all staff safeguarding training including levels of training and dates.					

17. The Designated Safeguarding Lead has received Prevent awareness training and the school has appropriate arrangements in place to prevent pupils being drawn into terrorism in line with the Prevent duty.					
18. The Trust Board regularly receives a report outlining how the school is fulfilling the statutory requirements for safeguarding; these reports and any identified actions are clearly referenced in the minutes of meetings.					

<b>Item</b>	<b>Evidence of compliance</b>	<b>Notes of Discussion with DSL</b>	<b>Next Step (Inform Clerk and Chair)</b>	<b>Date to be Completed By (Follow up in FGB Actions)</b>	<b>Name of Person Responsible</b>
<p>19. Relevant staff:</p> <p>Have due regard to the data protection principles, which allow them to share personal information</p> <p>Are confident of the processing conditions which allow them to store and share information for safeguarding purposes</p> <p>Are aware that, if they need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information.</p>					

20. The school works effectively in partnership with other agencies to ensure that children are safe, including the 3 safeguarding partners, that is: <ul style="list-style-type: none"> <li>○ The local authority (LA)</li> <li>○ A clinical commissioning group for an area within the LA</li> <li>○ The chief officer of police for a police area in the LA area</li> </ul>					
21. The school holds more than one emergency contact numbers for pupils where reasonably possible.					
22. The school work closely with the local LSCB to ensure that they are meeting their requirements.					
23. The school has robust procedures and policies in place for reporting and investigating children who are missing in education.					

<b>Item</b>	<b>Evidence of compliance</b>	<b>Notes of Discussion with DSL</b>	<b>Next Step (Inform Clerk and Chair)</b>	<b>Date to be Completed By (Follow up in FGB Actions)</b>	<b>Name of Person Responsible</b>
24. The school has procedures and policy in place for dealing with allegations of children against other children.					
25. The school effectively promotes the education and achievement of any Looked After Children (LAC) and they work in close partnership with the Virtual Head for the Local Authority and the agencies surrounding these children.					

<p>26. There is a Designated Teacher for looked after and previously looked after children, who is confident in their skills, knowledge and understanding in relation to safeguarding these children.</p> <p>Other staff are confident in their skills in relation to safeguarding looked after and previously looked after children</p>					
<p>27. The school has an appropriate curriculum which teaches children about how to stay safe with particular reference to:</p> <ul style="list-style-type: none"> <li>• E-safety</li> <li>• School values • British Values</li> <li>• Making safe risk assessments for life in modern Britain (e.g. Topical issues (immigration, FGM, child sexual exploitation), sex and relationship education, fire/water/road safety, drugs and medicines, PSHE etc.)</li> </ul>					

## Appendix 8 - DSL Chart

### Who do I speak to or contact if I have a safeguarding concern about a child or adult?

				
<b>Designated Safeguarding Lead</b>	<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>
Joanna Trusty Headteacher	Sumona Dunne Deputy Headteacher	Sherelle Wedderburn Pastoral Lead	Vicky Stewart Assistant Headteacher	Em Mills Assistant Headteacher

**Please contact the nominated officers if you have cause for concern regarding a child.**

**Remember to also report the concern on CPOMS**

If your concern is related to a member of staff, report only to **Mrs Trusty** and in her absence, Mrs Dunne.

If your concern is related to the Headteacher or a Designated Safeguarding Lead please **contact Mr Wyatt** (Safeguarding Trustee) 0208 300 1697

**The Local Authority Designated Officer (LADO) Service can be contacted on 0203 045 3436**

**If you are concerned that a child is in immediate danger, call 999**

## Appendix 9 – Adult Concern Form

Our academy promotes a culture of openness and transparency, where any concern, no matter how small, is shared immediately and dealt with appropriately. A low level concern is defined as a concern relating to behaviour that is inconsistent with our code of conduct, but not something that is so serious to be considered a safeguarding concern. A safeguarding concern is one that has caused harm to a child, or could cause harm to a child, or indicates that the person isn't suitable to be working with children. Please see our safeguarding and child protection policy and our code of conduct for more information.

Use this form to record any concern you have about an adult working in our academy. Give clear, precise and accurate details, to the best of your ability. Continue on additional sheets if needed. Please give the completed form to the Headteacher, or, if the concern is about the Headteacher, to the Chair of Trustees (contact details are in safeguarding and child protection policy)

<b>Name of Person to whom concern relates:</b>		<b>Role of person to whom concern relates:</b>	
<b>Date when concern arose:</b>		<b>Time when concern arose:</b>	
<b>Details of concern – include names of staff, children, witnesses, and date(s) /time(s)</b>			
<b>Name of person recording concern:</b>		<b>Role of person recording concern:</b>	
<b>Date when concern form was shared:</b>		<b>Signature:</b>	
<b>Name of person receiving concern:</b>		<b>Role of person receiving concern:</b>	

## LOW LEVEL CONCERN CHRONOLOGY

Use this form to document the actions you have taken to respond to a low level concern. An example entry has been completed to guide you. This document, and any accompanying evidence or documentation, must be stored securely on the staff member's personnel file, either password protected or in a sealed envelope marked 'low level concern'. You should also enter this concern onto your school 'low level concern monitoring log' to inform your half termly review.

Name of person to whom concern relates:		Role of person to whom concern relates:	
	Summary of what has happened, including the actions that have been taken	Records	Recorded by
<i>6 September 2021 at 10.55am</i>	<i>Mrs A spoke to me at break time to say that Mr Z had taken a photo of a child on his own mobile phone. The child had done a good piece of work, and asked Mr Z to take a picture of her holding her work to share with her dad. I asked Mrs A to complete an adult concern form, and have emailed Mr Z and his line manager to meet with me at 3.30 to investigate this further</i>	<i>Adult concern form completed by Mrs A Copy of email to Mr Z and line manager</i>	<i>IW Headteacher</i>

**LOW LEVEL CONCERN MONITORING LOG – Part 1**

Use part 1 of this form to log a summary of all low level concerns in your school, so that you can track any common themes or issues. An example entry has been completed to guide you. Use part 2 to log your half termly review and any arising actions that you are taking. These documents must be stored securely, either in a locked cabinet or password protected.

Adult's initials	Adult's role (i.e. teacher)	Date of concern	Brief summary of nature of concern	Outcome
<i>Mr Z</i>	<i>1:1 TA</i>	<i>06.09.2021</i>	<i>Photo taken of child on personal mobile phone</i>	<ul style="list-style-type: none"> <li>• <i>Management advice</i></li> <li>• <i>1:1 session with line manager to review and discuss code of conduct and safeguarding policies</i></li> </ul>

**LOW LEVEL CONCERN MONITORING LOG – part 2**

Use this form to record your half termly review of low level concerns in your school and any actions that you are taking in response. An example entry has been completed to guide you.

Date of review	Initials and role of reviewer	No. of low level concerns since last review	Comments	Actions
End of Autumn 1	<i>IW Headteacher</i>	<i>3</i>	<i>All concerns related to use of personal mobile phones in front of chn by support staff.</i>	<i>HT and SENDCO to meet with support staff to review policy and expected practice. DSL is scheduling scenarios related to safeguarding risks associated with adult use of mobile phone in school for all staff next half term.</i>
End of Autumn 2				
End of Spring 1				
End of Spring 2				
End of Summer 1				
End of Summer 2				

## Safeguarding Concern Chronology

Use this form to document the actions you have taken to respond to a safeguarding concern. An example entry has been completed to guide you. This document, and any accompanying evidence or documentation, must be stored securely on the staff member's personnel file, either password protected or in a sealed envelope marked 'safeguarding concern'.

<b>Name of person to whom concern</b>	Mrs Y	<b>Role of person to whom concern relates:</b>	Class Teacher
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<b>Date &amp; Time</b>	<b>Summary of incident</b>	<b>LADO contact</b>	<b>Action required</b>	<b>Records</b>	<b>Recorded By</b>
06.09.2021 12.55pm	<i>Mr B spoke to me at lunch time to say that Mrs Y had grabbed a child's arm (CB) to stop them from leaving the classroom. He said that he went to the child afterwards and that there were marks on their arm, I asked Mr B to complete an adult concern form.</i>	<i>Rang LADO at 1.15pm, LADO advised that further fact finding is needed and requested that I interview CB, ask what happened and check for marks/bruises on the arm.</i>	<ul style="list-style-type: none"> <li><i>KF to interview CB after lunch today</i></li> <li><i>KF to ring LADO this afternoon to update following CB interview</i></li> </ul>	<i>Mr B adult concern form</i>	<i>KF Headteacher</i>

## Appendix 10 – Support Organisations

Additional links can also be found in KCSIE 2025 Annex B and D.

### NSPCC ‘Report Abuse in Education’ Helpline

- [0800 136 663](tel:0800136663) or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### National Organisations

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Barnardo’s: [www.barnardos.org.uk](http://www.barnardos.org.uk)
- Action for Children: [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)
- Children’s Society: [www.childrensociety.org.uk](http://www.childrensociety.org.uk)
- Centre of Expertise on Child Sexual Abuse: [www.csacentre.org.uk](http://www.csacentre.org.uk)

### Support for Staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Learners

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

### Support for Adults

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

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

### Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

## Substance Misuse

- We are with you (formerly Addaction): <https://www.wearewithyou.org.uk/>
- Talk to Frank: [www.talktofrank.com](http://www.talktofrank.com)

## Domestic Abuse

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phonenumber: <https://respectphonenumber.org.uk>

## Criminal and Sexual Exploitation

- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- It's not okay: [www.itsnotokay.co.uk](http://www.itsnotokay.co.uk)
- NWG Network: [www.nwgnetwork.org](http://www.nwgnetwork.org) • County Lines Toolkit for Professionals: [www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit](http://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit)

## Honour Based Abuse

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage) • FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

## Child on Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now! [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Diana Award: [www.antibullyingpro.com/](http://www.antibullyingpro.com/)
- Bullying UK: [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

## Online Safety

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety) and [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Get Safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crimehttps://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoicesthreats/cybercrime/cyberchoices>
- National Cyber Security Centre (NCSC): [www.ncsc.gov.uk](http://www.ncsc.gov.uk)

### **Mental Health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- We are with you (formerly Addaction): <https://www.wearewithyou.org.uk/>
- Anna Freud: [www.annafreud.org/schools-and-colleges/](http://www.annafreud.org/schools-and-colleges/)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)

### **Children with Family Members in Prison**

- National Information Centre on Children of Offenders (NICCO) : <https://www.nicco.org.uk/>