



Loughborough Primary School

Child protection and safeguarding policy

2025-26

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1 Our strong safeguarding culture

The Charter Schools Educational Trust (the 'Trust') is committed across all our schools to providing a safe and secure environment for children, staff and visitors and to promoting a culture in which everyone feels confident about sharing any and all concerns they may have about their own safety and well-being or the safety and well-being of others.

The Trust aims to safeguard and promote the welfare of children by protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking robust action to enable all children to have the best outcomes possible.

The Trust will ensure that those staff who work directly with children read at least Part one and those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of DfE guidance "Keeping children safe in education". This will depend on the assessment of which guidance will be most effective for the staff to safeguard and promote the welfare of children. We will also ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one (or Annex A if appropriate) of the guidance.

1.1 The purpose of the Child Protection Policy (CPP) is to:

- Identify the responsible individuals in the Trust or individual school and explain the purpose of their roles
- Outline the role of the Trust Board and the Local Governing Body of each respective school
- Describe the procedures to be followed if anyone in the Trust has a concern about the safety and welfare of a child who attends any school or other service or activity provided by the Trust
- Identify the particular attention that should be paid to those children who might be deemed vulnerable, including any child (as defined by the DfE statutory guidance) who is at risk of harm or who:
 - is disabled and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - is a young carer
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - is frequently missing/goes missing from care or from home
 - is at risk of modern slavery, trafficking or exploitation
 - is at risk of being radicalised or exploited
 - is lesbian, gay, bisexual, trans or gender questioning
 - 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 themselves
 - Is looked after under the Children Act
 - has returned home to their family from care; and
 - is a privately fostered child.
- Set out our policy on training for staff

- Ensure that those responsible for recruitment understand how to apply safeguarding principles when employing new staff
- Set out expectations of how to ensure children are safeguarded when there is contact with non-school staff, e.g. volunteers, contractors, etc.
- Outline how safeguarding complaints against staff will be handled
- Set out expectations regarding record keeping
- Clarify how children will be kept safe through the everyday life of our schools
- Outline the role of the Trust board and the local governing bodies
- Outline how the implementation of this policy will be monitored.

1.2 Why it is important

- 1.2.1 Safeguarding is everyone's responsibility, and it is the duty of The Charter Schools Educational Trust (the 'Trust') and its schools to safeguard and promote the welfare of children. This is our core safeguarding principle.
- 1.2.2 In adhering to this principle, we focus on providing a safe and welcoming environment for all our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All our children have equal rights to support and protection.
- 1.2.3 One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers, trustees and governors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.
- 1.2.4 This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

1.3 Safeguarding and promoting the welfare of children is now defined as:

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

1.4 What it means for our pupils

- 1.4.1 We work with our local safeguarding partners, which include the local authority, the police and the local integrated care boards (previously known as the clinical commissioning groups), to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of

early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child.

- 1.4.2 All our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issue will receive appropriate support.
- 1.4.3 Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils, and we set a good example by conducting ourselves appropriately.
- 1.4.4 Identifying safeguarding and child protection concerns often begin with recognising changes in pupils' behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.
- 1.4.5 All our staff will reassure children that their concerns and disclosures will be taken seriously and that they will be supported and kept safe.**

2 Safeguarding legislation and guidance

2.1 The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education (2025)
- Working Together to Safeguard Children (2023)
- Working together to improve school attendance 2024
- What to do if you're worried a child is being abused – advice for practitioners (2015)
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Domestic Abuse Act 2021
- PACE Code C 2019
- Statutory framework for the Early Years Foundation Stage (EYFS)
- DfE Guidance for schools on Gender Questioning Children (Dec 2023 awaiting final publication following consultation)
- Online Safety Act 2023

3 Roles and responsibilities

The School Designated Safeguarding Lead is:

Graziella Williams

Contact details: gwilliams@loughbroughprimarylambeth.org.uk

The Safeguarding Link Governor is: Katie Freeman

Contact details: email: katiefreemantayler@gmail.com

For full details of the school's safeguarding team and other useful contacts please refer to **Appendix 3** in this policy

3.1 The Designated Safeguarding Lead (DSL):

3.1.1 Each school within the Trust will appoint a designated safeguarding lead (DSL) who takes **lead responsibility** for safeguarding and child protection (including online safety) in the school. The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff
- working with the board of trustees and local governing body to ensure that the Trust's child protection policies are reviewed annually and that the procedures are reviewed regularly
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- liaising with the headteacher regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations and be aware of the requirement for Children to have an Appropriate Adult in relevant circumstances.
- acting as a point of contact with the three safeguarding partners
- making and managing referrals to children's social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- liaising with the "case manager" and the designated officer(s) at the local authority if allegations are made against staff
- ensuring that written records of all concerns, discussions and decisions (including the rationale for those decisions) are maintained
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school
- work with the Headteacher to ensure that the relevant staffing ratios are met, where applicable.
- work with the Headteacher to ensure that each EYFS child is assigned a key person.

3.1.2. The Trust has an appointed Lead DSL who takes the **lead responsibility** for safeguarding and child protection (including online safety) across the Trust. The Trust lead DSL duties include:

- ensuring a consistent approach to safeguarding across the trust through regular audit and QA
- Determining the job descriptions, responsibilities and appointment process for DSLs and DDSLs
- Reviewing annually the Trusts safeguarding policies to ensure that they are in line with statutory guidance and legal requirements.
- Ensuring that training is delivered to a high standard across the trust including the delivery of Trust-wide safeguarding training and updates for staff and trustees/governors
- Meeting the safeguarding trustee on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the Trust.
- Reporting to the Trust Board on a termly basis.

3.2 The Deputy Designated Safeguarding Lead (DDSL):

In the Trust central team and within each school within the Trust, our Deputy DSLs are trained to the same level as the DSL and support the DSL with safeguarding matters on a day-to-day basis. The ultimate lead responsibility for child protection remains with the DSL.

3.3 The safeguarding link governor

- 3.3.1 The role of the safeguarding governor is to provide support and challenge to the DSL and the school leadership team on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:
- understanding the requirements of the DfE Academy Trust Governance Guide and Keeping Children Safe in Education 2025
 - supporting and challenging the DSL on the standards of safeguarding across the school
 - confirming that consistent and compliant safeguarding practice takes place across the school
 - reporting to the local governing body (LGB) about the standard of safeguarding in the school
 - Collaborating with the safeguarding link trustee and link governors from other schools in the trust to share best practice and ensure consistency in safeguarding governance across the Trust.
- 3.3.2 The school DSL and the safeguarding link governor meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school.
- 3.3.3 The safeguarding trustee and school safeguarding link governors will meet on a termly basis.

4 Children who may be particularly vulnerable

- 4.1 Some children are at greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all our pupils receive equal protection, 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::
- is vulnerable because of their race, ethnicity, religion, disability, gender or sexuality
 - 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, Trustees and local governors must follow the procedures set out in this policy in the event of a safeguarding issue.

5 Children with special educational needs and disabilities

- 5.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
 - being more prone to peer group isolation than other children.
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- 5.2 Our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

6 Children who are absent from education

- 6.1 Children being absent from education for prolonged periods and/or on repeat occasions, and children missing education, can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.
- 6.2 We closely monitor attendance, absence and exclusions and our DSL will take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

7 Mental health

- 7.1 Schools have an important role to play in supporting the mental health and wellbeing of their pupils. Each school in the Trust has an appropriately trained mental health staff.
- 7.2 All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.
- 7.3 Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy.

8 Children who are lesbian, gay, bisexual, trans or gender questioning

- 8.1 The fact that a child or a young person may be lesbian, gay, bisexual, trans or gender questioning (LGBT) is not in itself an inherent risk factor for harm. Unfortunately, children who are LGBT, or are simply perceived to be LGBT, can be targeted by other children. The risk to these children can be compounded where children who are LGBT lack a trusted adult with whom they can be open.

- 8.2 Staff will exercise additional caution when supporting children who are questioning their gender as they may have wider vulnerabilities and will work in partnership with the child's parents to support them except in rare circumstances where involving parents constitutes significant risk of harm to the child. Our schools will refer to both KCSIE and the DfE guidance on Gender Questioning Children when deciding how to proceed and will consider any clinical advice that is available in individual cases.
- 8.3 Our staff endeavour to reduce the barriers and provide a safe space for those children to speak out or share their concerns with them.

9 Child Protection Procedures (see Flow Chart in Appendix Four)

9.1 Recognising abuse, neglect and exploitation

- 9.1.1 All staff will be aware of the indicators of abuse, neglect and exploitation, and understands that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.
- 9.1.2 All staff will exercise professional curiosity and know what to look for to ensure the early identification of abuse, neglect and exploitation so that staff are able to identify cases of children who may be in need of help or protection. Keeping Children Safe in Education 2025 refers to four categories of abuse: physical, emotional, sexual and neglect. These are set out at Appendix One along with indicators of abuse.
- 9.1.3 All staff will be aware of the potential risk of adultification of children when responding to potential cases of abuse, neglect and exploitation. Adultification is discrimination and bias in the context of child protection and safeguarding, where a child is presumed to be older and less vulnerable when compared to other children. It is often used to describe the experiences of children from particular ethnic minority backgrounds, such as Black children. In these cases, police and other public services may not meet their safeguarding responsibilities as they may disregard the child's needs and legal rights.

9.2 Taking action

- 9.2.1 Key points for staff to remember for taking action are:
- If staff members have a concern about a child's welfare they will act immediately, following the processes in this policy
 - in an emergency take the action necessary to help the child, if necessary, call 999
 - complete a record of concern form as soon as possible. In our school we use CPOMS and staff will receive full training in how to do this.
 - share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

9.3 If you are concerned about a pupil's welfare

- 9.3.1 Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed, or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are OK.
- 9.3.2 If the pupil does reveal that they are being harmed, staff should follow the advice below.

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

9.4 If a pupil discloses to you

- 9.4.1 If a pupil tells a member of staff about a risk to their safety or wellbeing, the staff member will:

- remain calm and not overreact
- allow them to speak freely
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil what will happen next
- always complete the concern form using CPOMs and this will be sent to the respective school safeguarding team immediately.
- if the child is in immediate protection or at risk of significant harm always immediately report your concern by CPOMs and face to face to the DSL or in their absence a Deputy DSL. In the case of an allegation against a member of staff talk to the Headteacher. In their absence contact Cassie Buchanan (Trust Chief Executive) using the contact details in appendix 3.
- staff may also share information directly with children’s social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies, the headteacher or the Trust Chief Executive are not available, and a referral is required immediately.

10 Referral to children’s social care

- 10.1 The DSL will make a referral to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child. Any referral must be copied into CPOMs
- 10.2 Referrals to services regarding concerns about a child or family typically fall into three categories:
- Early Help Services
 - Child in need - Section 17 (Children Act 1989) referrals
 - Child protection - Section 47 (Children Act 1989) referrals
- 10.3 Safeguarding referrals should be made to local authority’s Multi Agency Safeguarding Hub (MASH) via the referral form and copied to the local authority’s Schools Safeguarding Coordinator. Any referral must be copied into CPOMs
- 10.4 Prior to any referral form being sent to social care, there should be a verbal consultation with the MASH social worker or manager, by calling the duty desk (see Appendix Three for local authority and other agency contacts), to ensure that making a referral is an appropriate action. This conversation should be recorded on CPOMs
- 10.5 See Appendix three for:

- The contact details for the relevant Multi Agency Safeguarding Hub (MASH)
- The website of the relevant local safeguarding board to consult the threshold for referral
- The [London Safeguarding Children Procedures](#) (often known as the 'Blue Book' also provides further guidance.

- 10.6 The parent/carer will normally be contacted to obtain their consent before a referral is made. However, if the concern involves, for example, alleged or suspected child sexual abuse, Honour Based Abuse, fabricated or induced illness or the Designated Safeguarding Lead has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing should be said to the parent/carer before of the referral and the reasons for the decision to progress without consent should be provided with the referral. Any parental conversation should be recorded into CPOMs
- 10.7 When the school makes a referral, the local authority should decide, within one working day of a referral being made, about the type of response that is required and should let the school, as the referrer, know the outcome. The DSL will follow up if this information is not forthcoming. Any local escalation must be recorded into CPOMs
- 10.8 If, after a referral, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure that the concerns have been addressed and, most importantly, that the child's situation improves. Any referral must be copied into CPOMs
- 10.9 The Early Help Referral Form will be used to request additional early help for a family when the needs of a child are beyond the level of support that can be provided by universal services. Any referral must be copied into CPOMs
- 10.10 If a child has an unexplained or suspicious injury that requires urgent medical attention, the CP referral process should not delay the administration of first aid or emergency medical assistance. If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention must be requested. Any medical attention must be recorded into CPOMs
- 10.11 Where a child sustains a physical injury or is distressed as a result of reported chastisement or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Any referral must be copied into CPOMs
- 10.12 At all stages of the referral process staff must keep the child's circumstances under review and re-refer if appropriate, to ensure that the child's circumstances improve. Each school has the right to complain and/or escalate the referral if they feel that the local authority has not conducted its duty fully. Any escalation and/or complaint must be copied into CPOMs
- 10.13 Where children are made subject of a child protection plan or child in need plan the school has a vital role to play. This includes attending child protection conferences and child in need meetings, attending core group meetings, monitoring the child, providing up to date reports and contributing to the child protection plan or the child in need plan. All emails, phone calls, meeting minutes and resulting plans and actions must be recorded or copied into CPOMs

11. Commitment to multi agency working

- 11.1. We recognise and are committed to our responsibility to work with other professionals and agencies in line with statutory guidance. We must ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

11.2. Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise that a crucial part of this may be in supporting the child while these take place.

11.3. We will follow the local multi-agency safeguarding arrangements under the Safeguarding Partnership system. We recognise the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help Teams around the Child / Family. The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

12 Reporting directly to child protection agencies

12.1 Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies, the headteacher or the Trust CEO are not available, and a referral is required immediately.

12.2 Staff may also contact the NSPCC helpline on 0808 800 5000 if the Designated Safeguarding Lead, the deputies, the headteacher or the Trust CEO are not available, and they need advice.

13 Reporting to the Police

The school follows the advice '[When to call the police](#)' which covers incidents on school premises where pupils have potentially committed a crime. It provides guidance on what schools should bear in mind when considering contacting the police and aims to support schools to make defensible decisions when considering whether to involve the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

14 Notifying parents

14.1 The school will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are notified. Further guidance is detailed in '[Understanding and dealing with issues relating to parental responsibility](#)'

14.2 There may be occasion to apply the Gillick competency for example, if a child or young person:

- would like to have therapeutic support but doesn't want their parents or carers to know about it
- is seeking confidential support for substance misuse
- has strong wishes about their future living arrangements which may conflict with their parents' or carers' views.

Further guidance from the NSPCC is available online [here](#)

15. Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in CPOMs

CPOMs should be the single source of all information relating to safeguarding. Records should include:

- **all** concerns
- A clear and comprehensive summary of the concern
- a record of all emails, phone calls and conversations related to the concern
- details any follow up action taken, decisions reached, the rationale for those decisions and the outcome for each concern
- all day-to-day email, phone calls and documentation related to any pupil about which a concern has been raised or is about to be raised
- all email, phone calls and documentation related to any meetings with safeguarding partners
- all email, phone calls and documentation related to any meetings with those individuals or organisations providing support

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy) but in the interim record the matter in CPOMs

16 Confidentiality and sharing information

Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors.

16.1 Sharing information

- 16.1.1 The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for deciding to do so.
- 16.1.2 Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.
- 16.1.3 Information sharing decisions will be recorded, whether or not the decision is taken to share.
- 16.1.4 The UK GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Trust Data Protection Officer:

Judicium Consulting Limited: Lead Contact: Craig Stilwell

Address: 72 Cannon Street, London, EC4N 6AE

- 16.1.5 The Trust Data Protection policy and privacy notices are available to view online [HERE](#). The Trust Records Retention and Destruction policy is available to parents and pupils on request.

16.2 Storing information

- 16.2.1 Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. It will be stored and handled in line with the Trust Records Retention and Destruction Policy.

17 Child-on-child abuse

- 17.1 Child-on-child abuse – children harming other children - is unacceptable and will be taken seriously; it will not be tolerated or passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'. It is more likely that boys will be perpetrators of child-on-child abuse and girls the victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.
- 17.2 All staff should be clear about the school's separate policy and procedures for addressing child-on-child abuse
- 17.3 All Staff must maintain an attitude of 'it could happen here'.
- 17.4 Child-on-child abuse can take many forms, including:
- **physical abuse** such as shaking, hitting, biting, kicking or hair pulling
 - **bullying**, including cyberbullying, prejudice-based and discriminatory bullying
 - **sexual violence and harassment** such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes. Part 5 of Keeping Children Safe in Education 2025 describes in detail what is meant by child-on-child sexual violence and harassment.
 - **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - **upskirting**, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm. Upskirting is a sexual offence under the Voyeurism Act for which a perpetrator can be prosecuted.
 - **consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)** including pressuring others to share sexual content
 - **abuse in intimate personal relationships between peers (also known as teenage relationship abuse)** - such as a pattern of actual or threatened acts of physical, sexual or emotional abuse
 - **initiation/hazing** – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

Different gender issues can be prevalent when dealing with child-on-child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

All staff recognise that that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

17.5 Minimising risk

We take the following steps to minimise or prevent the risk of child-on-child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

17.6 Investigating allegations

17.6.1 All allegations of child-on-child abuse should be passed to the DSL immediately who will investigate and manage the allegation as follows:

- **Gather information** - children and staff will be spoken with immediately to gather relevant information. Where a child is identified as the possible victim of child-on-child abuse within the school community it will be important to consider if other children may also be victims of the same alleged perpetrator; and whether any other children may be witnesses.
- **Decide on action** - if it is believed that any child is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police. In other cases, we may follow our behaviour policy alongside this Child Protection and Safeguarding Policy.
- **Inform parents** - we will usually discuss concerns with the parents as soon as possible. However, our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to a child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.
- **Recorded** – all concerns, discussions and decisions made, and the reasons for those decisions will be recorded in writing, kept confidential and stored securely on the school's child protection and safeguarding systems and/or in the child's separate child protection file. The record will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of the action taken, decisions reached and the rationale for those decisions and the outcome.
- **The recording of child-on-child abuse** will be on both the alleged perpetrators record and the victim's record. Where there are multiple alleged perpetrators and/or victims it will be entered onto all individual records

17.6.2 Where allegations of a sexual nature are made, the school will follow the relevant Local Safeguarding Children Partnership's policies and procedures. There are different procedures to follow for different types of abuse. This could lead to referrals to two or more LAs if the children live in different boroughs.

17.6.3 Children can report allegations or concerns of child-on-child abuse to any staff member and that staff member will pass on the allegation to the DSL in accordance with this policy. To ensure children can report their concerns easily, we have a clear system in place for children to confidently and easily report abuse on the Student Portal, self-referral for student support. Any allegations or concerns are recorded on CPOMs

17.6.4 Supporting those involved: Our staff reassure all victims that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Our staff will never give a victim the impression that they are creating a problem by reporting sexual violence or sexual harassment, nor will victims be made to feel ashamed for making a report.

- 17.6.5 Abuse that occurs online or outside of school will not be downplayed and will be treated equally seriously. We recognise that sexual violence and sexual harassment occurring online can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation.
- 17.6.6 The support required for the pupil who has been harmed will depend on their particular circumstance and the nature of the abuse. The support we provide could include counselling and mentoring or some restorative justice work.
- 17.6.7 Support may also be required for the pupil that caused harm. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. The consequences for the harm caused or intended will be addressed.
- 17.6.8 Consideration will be given to whether an alleged perpetrator of child-on-child abuse, especially sexual harm may also be a victim in their own right. For allegations of sexual harm, it will be important to consider if a referral for a specialist assessment may be required for any alleged perpetrator.

17.7 All Staff recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place but is not being reported.

18 Serious violence

- 18.1 All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.
- 18.2 All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced maltreatment and having been involved in offending, such as theft or robbery.

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

- 19.1 Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This power imbalance can be due to a range of factors, including:
 - Age
 - Gender
 - Sexual identity
 - Cognitive ability
 - Physical strength
 - Status
 - Access to economic or other resources

- 19.2 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place inside or outside the home and online.

19.3 Child Criminal Exploitation (CCE)

- 19.3.1 CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing, being forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- 19.3.2 Children can become trapped by this exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or carry a knife for a sense of protection.
- 19.3.3 Children involved in criminal exploitation often commit crimes themselves. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.
- 19.3.4 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys and both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

19.4 CCE Indicators

CCE indicators can include children who:

- (a) appear with unexplained gifts or new possessions
- (b) associate with other young people involved in exploitation
- (c) suffer from changes in emotional well-being
- (d) misuse drugs or alcohol
- (e) go missing for periods of time or regular return home late
- (f) regularly miss school or education or do not take part in education

19.5 Child Sexual Exploitation (CSE)

- 19.5.1 CSE is a form of child sexual abuse which may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse.
- 19.5.2 CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.
- 19.5.3 CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.
- 19.5.4 Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

19.6 CSE Indicators

19.6.1 The above indicators can also be indicators of **CSE**, as can children who:

- (a) have older boyfriends or girlfriends
- (b) suffer sexually transmitted infections or become pregnant

- 19.7 We include the risks of criminal and sexual exploitation in our RSE and PSHE education curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.
- 19.8 Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.
- 19.9 All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

20 County Lines

- 20.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move, store and sell drugs and money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.
- 20.2 County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 11.3 of this policy.
- 20.3 Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 11.4 of this policy, with the main indicator being missing episodes from home and/or school.
- 20.4 Additional specific indicators that may be present where a child is criminally exploited include children who:
- go missing and are subsequently found in areas away from home
 - have been the victim or perpetrator of serious violence (e.g. knife crime)
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
 - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
 - are found in accommodation with which they have no connection or in a hotel room where there is drug activity
 - owe a 'debt bond' to their exploiters
 - have their bank accounts used to facilitate drug dealing.
- 20.5 All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

21 Sharing nudes and semi-nudes (also known as sexting or youth-produced sexual imagery)

- 21.1 Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or carried out offline between devices via services like Apple's Airdrop. This also includes pseudo-images that are computer-(or AI) generated images that otherwise appear to be a photograph or video.
- 21.2 The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.
- 21.3 The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:
- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
 - children and young people digitally manipulate an image of a young person into an existing nude online
 - images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame
- 21.4 All incidents involving nude or semi-nude images will be managed as follows:
- Staff will note the overview guidance from the [UK Council for Internet safety](#) and will never view, copy, print, share, store or save the imagery themselves, or ask a child to share or download – this is illegal. If the imagery has been viewed by accident this will be referred to the DSL immediately.
 - Any incidents involving nude or semi-nude images will be referred to the DSL immediately and the DSL will discuss it with the appropriate staff. If necessary, the DSL may also interview the children involved.
 - Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put a child at risk of harm.
 - At any point in the process, if there is a concern a young person has been harmed or is at risk of harm, we will refer the matter to the police and/or children's social care.
- 21.5 The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in March 2024 - [UKCIS advice 2024](#) . The school and its staff will have regard to this advice when managing these issues.

22 Online safety

- 22.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate and effective filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. These filtering and monitoring systems are reviewed regularly to ensure their effectiveness.
- 22.2 These filtering and monitoring systems block harmful and inappropriate content, and we take care to ensure that they do not unreasonably impact on teaching and learning. The systems are reviewed regularly (at least annually) to ensure their effectiveness, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils.
- 22.3 We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe.
- 22.4 We will also inform parents and carers of what we are asking children to do online, including the sites they need to access, and with whom they will be interacting online.
- 22.5 Online safety risks can be categorised into four areas of risk:
- **Content:** being exposed to illegal, inappropriate or harmful content such as pornography, misinformation and disinformation including fake news and conspiracy theories, misogyny, self-harm, suicide, radicalisation and extremism
 - **Contact:** being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children
 - **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying
 - **Commerce:** risks such as online gambling, inappropriate advertising, phishing or financial scams.
- 22.6 All staff are aware of these risk areas and should report any concerns to the DSL.
- 22.7 All staff must receive annual online safety training and this policy should be read alongside the Trust Online Safety Policy which is reviewed and updated annually. The online safety policy gives greater details of how the Trust and its schools:
- ensures the safety and wellbeing of children and young people is paramount when adults, young people or children are using the internet, social media or mobile devices.
 - provides staff and volunteers with the overarching principles that guide our approach to online safety.
- 22.8 ensures that, as a multi-academy trust, we operate in line with our values and within the law in terms of how we use online devices, programmes and software including artificial intelligence.

23 Domestic abuse

- 23.1 The Domestic Abuse Act 2021 introduces a legal definition of domestic abuse and recognises the impact of domestic abuse on children if they see, hear or experience the effects of abuse.

- 23.2 Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It includes people who have been or are married, are or have been civil partners, have agreed to marry one another or each have or have had a parental relationship in relation to the same child. It can include psychological, physical, sexual, financial and emotional abuse.
- 23.3 Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. This means children can also be victims of domestic abuse.
- 23.4 Children can witness and be adversely affected by domestic violence in their home life. Experiencing domestic abuse and exposure to it can have a serious emotional and psychological impact on children, and in some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- 23.5 Where police have been called to a domestic violence incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.
- 23.6 All staff are aware of the impact domestic violence can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

24 Honour-Based abuse

- 24.1 So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.
- 24.2 Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take.
- 24.3 If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

24.4 Female Genital Mutilation

- 24.4.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal and a form of child abuse with long-lasting harmful consequences.
- 24.4.2 FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the designated safeguarding lead.

- 24.4.3 Where FGM has taken place, since 31 October 2015, there has been a mandatory reporting duty placed on teachers. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015). This act places a statutory duty upon teachers in England and Wales to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement, and further information on when and how to make a report can be found in the following [Home Office guidance: Mandatory Reporting of Female Genital Mutilation- procedural information Home Office \(December 2015\)](#).
- 24.4.4 Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out and discuss any issues with the safeguarding lead and children's social care. The duty does not apply to at-risk or suspected cases.

24.5 Forced Marriage

- 24.5.1 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. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse.
- 24.5.2 Forced marriage is illegal. It is also illegal to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.
- 24.5.3 Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.
- 24.5.4 Forced marriage is not the same as arranged marriage, which is common in many cultures.
- 24.5.5 If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

25 Radicalisation and Extremism

- 25.1 The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (see "[The Prevent Duty](#)").
- 25.2 Young people can be exposed to extremist influences or prejudiced views, in particular via the internet and other social media, and may be susceptible to radicalisation into terrorism. Schools can help to protect children from extremist and violent views in the same way that they help to safeguard children from drugs, gang violence or alcohol.
- 25.3 Extremism is defined as the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
- negate or destroy the fundamental rights and freedoms of others; or

- undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- intentionally create a permissive environment for others to achieve the results in (1) or (2).as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

25.4 Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism. If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, and are not suffering or likely to suffer from harm, or in immediate danger, where possible they should speak to the designated safeguarding lead

25.5 Where there is an immediate concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include the police or [Channel](#), the government's programme for identifying and supporting individuals at risk of becoming involved with or supporting terrorism, or the local authority children's social care team. The DSL will refer children at risk of harm as a result of involvement or potential involvement in extremist activity to the Multi Agency Safeguarding Hub (MASH). The MASH will share the referral details of new referrals with the Prevent lead police officer and local authority Prevent coordinator at the point the referral is received.

The referral will be processed through the MASH multi agency information sharing system and parallel to this the Prevent police officer will carry out initial screening checks.

25.6 The Prevent police officer will make a referral to the Channel Practitioner if there are sufficient concerns. The individual referred will be discussed at the Channel panel to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from our school will attend the Channel panel if and when we are asked to help with this assessment. All staff will undertake training on Prevent awareness and referrals.

26 Concerns about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff 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 immediate action by following the steps in section 9. Any child or young person, who self-harms or expresses thoughts about this or about suicide, must be taken seriously and appropriate help and intervention should be offered at the earliest point.

The indicators that a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as bereavement, bullying at school or a variety of forms of cyber bullying, often via mobile phones, homophobic bullying, mental health problems including eating disorders, family problems such as domestic abuse or any form of child abuse as well as conflict between the child and parents.

The signs of the distress the child may be under can take many forms and can include:

- Cutting behaviours;

- Other forms of self-harm, such as burning, scalding, banging, hair pulling;
- Self-poisoning;
- Not looking after their needs properly emotionally or physically;
- Direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- Staying in an abusive relationship;
- Taking risks too easily;
- Eating distress (anorexia and bulimia);
- Addiction for example, to alcohol or drugs;
- Low self-esteem and expressions of hopelessness.

Where concerns arise in these circumstances staff will follow the procedures in section 9.

If staff have a mental health concern about a child that is not also a safeguarding concern, they will speak to the DSL to agree a course of action.

27 Special Circumstances

27.1 Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

27.2 Children who have a social worker

Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decision about safeguarding and promoting the child's welfare.

27.3 Work Experience

Where relevant, the school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with statutory guidance.

27.4 Children staying with host families

- 27.4.1 The Trust's schools may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible.

- 27.4.2 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad, we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.
- 27.4.3 Some overseas pupils may reside with host families during school terms, and we will work with the local authority to check that such arrangements are safe and suitable.

27.5 Private fostering arrangements

- 27.5.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible.
- 27.5.2 Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or by marriage). Great grandparents, great aunts, great uncles and cousins are not regarded as close relatives.
- 27.5.3 The law requires that the relevant local authority should be notified if anyone is looking after someone else's child for 28 days or more. The purpose of the council's involvement is to support the child and private foster family (and wherever possible the biological parent/s) with any issues arising. These may be practical issues such as benefits, housing, immigration or emotional issues such as keeping contact with biological family, maintaining cultural identity.
- 27.5.4 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will tell the DSL and the school will notify the local authority of the circumstances.
- 27.5.5 If we become aware of a child in a private fostering arrangement within Southwark or any other local authority, we will notify the council's Multi Agency Safeguarding Hub (MASH) by emailing MASH@southwark.gov.uk or calling 020 7525 1921. Advice about whether there is a need to notify the council, can be obtained by calling 07539 346808 or sending an email to privatefosteringadvice@southwark.gov.uk. In the case of a non-Southwark child, we will notify the relevant LA.

28 Staff/pupil relationships

- 28.1 Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.
- 28.2 We provide our staff with advice regarding their personal online activity, and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.
- 28.3 Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

29 Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

- 29.1 If a safeguarding concern or allegation is made about a member of staff, supply staff, contractor or a volunteer, or relates to incidents that happened when an individual or organisation was using Trust premises for the purposes of running activities for children, our set procedures must be followed. Our safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers' policy and procedure can be accessed via the Trust website [HERE](#), and the full procedure for managing such allegations or concerns are set out in Part Four of Keeping Children Safe in Education 2025.
- 29.2 Safeguarding concerns or allegations made about staff who no longer work at the school will be reported to the police.

30 Whistleblowing if you have concerns about a colleague

- 30.1 It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the headteacher, unless the complaint is about the headteacher, in which case concern should be reported to the Trust CEO.
- 30.2 Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.
- 30.3 The [Trust's whistleblowing policy](#) allows staff to raise concerns or make allegations and for an appropriate enquiry to take place.

31 Staff and governor training

- 31.1 All staff must read at least Part 1 of Keeping Children Safe in Education each September (this can be the condensed version found in Annex A if staff do not have direct contact with children).
- 31.2 Our staff receive appropriate safeguarding and child protection training, which will also include training on online safety (including an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) and the Prevent Duty which is regularly updated. In addition, all staff receive regular safeguarding and child protection updates to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.
- 31.3 New staff receive training during their induction which covers this Child Protection and Safeguarding policy and our staff code of conduct. They are also briefed on how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLs.
- 31.4 Volunteers will receive a briefing during their induction on this policy, the staff code of conduct and details of how to report concerns.
- 31.5 Staff induction will also ensure that they understand the school's behaviour policy and are aware of the Trust whistleblowing policy and procedure.
- 31.6 Our governors receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated at least annually.

- 31.7 Our safeguarding trustee receives additional training to empower them to support and challenge the Trust Designated Safeguarding Lead and support the delivery of high-quality safeguarding across the trust.
- 31.8 Our safeguarding link governor receives additional training to empower them to support and challenge the school Designated Safeguarding Lead and support the delivery of high-quality safeguarding in the school.
- 31.9 At least one member of any recruitment interview panel (for staff or governance volunteers) is required to have completed up to date safer recruitment training within the past two years.

32 Safer Recruitment

- 32.1 The Trust board and the Trust executive team are responsible for ensuring we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2025 and the local safeguarding partner arrangements.
- 32.2 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.
- 32.3 We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2025. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.
- 32.4 When using supply staff, we will obtain written confirmation from supply agencies or third-party organisations that the staff they provide have been appropriately checked and are suitable to work with children. This will include staff who are providing education on the school's behalf via online delivery. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.
- 32.5 The school maintains the single central record of recruitment checks undertaken in each of our schools. All staff involved in recruitment must be aware of the Trust recruitment policy and procedures.

33 Site security

- 33.1 Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.
- 33.2 New staff, volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff behaviour policy, how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLs.
- 33.3 Our governors receive appropriate safeguarding and child protection (including online safety and an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) training at induction which equips them with the knowledge to provide strategic challenge to test and assure themselves that there is an effective whole trust approach to safeguarding. This training is updated at least annually.

- 33.4 Our safeguarding governor receives additional training to empower them to support and challenge the Designated Safeguarding Lead and support the delivery of high-quality safeguarding across the trust.

Appendix One

Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect, exploitation and other safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1 Physical abuse

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

1.1 Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

2 Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent 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 cyber bullying), 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.

2.1 Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

3 Sexual abuse

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.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3.1 Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new 'friends'

4 Neglect

Neglect 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. Neglect may occur during pregnancy, for example, 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.

4.1 Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

Appendix Two - Related Safeguarding policies

Staff code of conduct

Behaviour/Positive Discipline Policy

Child-on-child abuse policy

Intimate care policy

Positive Handling policy

Concerns and Complaints policy

Attendance policy

Anti-bullying Policy

Whistleblowing Policy

SEND Policy

Recruitment Policy

Safeguarding concerns and allegations made about staff, supply staff, contractors and volunteers

Grievance and disciplinary Policies

Online Safety Policy

Mobile and remote working policy

Photography and Images Policy

Acceptable use of Technology Policy

Data protection policy

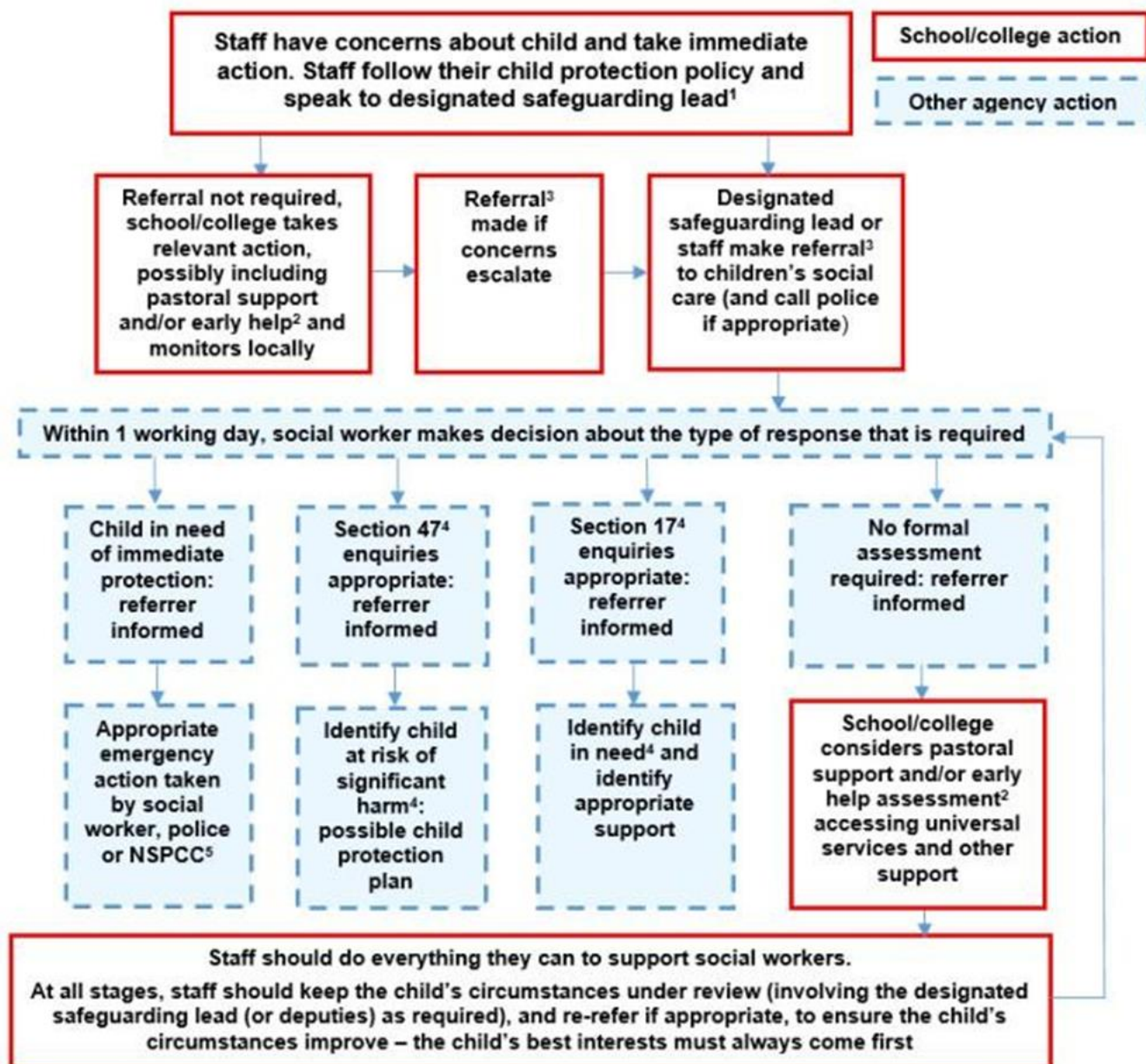
Appendix Three: Safeguarding Contacts

Loughborough Primary Safeguarding Team		
DSL: Graziella Williams		
Headteacher: Graziella Williams		
DDSLs: Marcella Madden		
SENCo: Grace Maguire/Lilian Koder		
Safeguarding Link Governor: Katie Freeman		
The Charter Schools Educational Trust Safeguarding Team		
Trust Designated Safeguarding Lead (DSL)	Cassie Buchanan (CEO)	cbuchanan@tcset.org.uk 020 7346 6638
Chair of Trustees	Jonathan Slater	chair@tcset.org.uk
Trustee Responsible for Safeguarding	Karen Robinson	info@tcset.org.uk
Trust DDSL - Primary	Lucy Ellis	lellis@tcset.org.uk
Trust DDSL - Secondary	Gary Phillips	gphillips@tcset.org.uk
Trust DDSL - Compliance	Shalene Varcoe	svarcoe@tcset.org.uk
Local Authority Safeguarding Contacts		
Southwark Safeguarding - MASH	020 7525 1921 020 7525 5000 (out of hours) mash@southwark.gov.uk	
Southwark Schools Safeguarding Coordinator	Apo ÇAGIRICI	020 7525 2715/07946 453527 Apo.Cagirici@southwark.gov.uk
Southwark Local Authority Designated Officer (LADO)	Eva Simcock	020 7525 0689 Eva.Simcock@southwark.gov.uk
Southwark Children Safeguarding Partnership	www.safeguarding.southwark.gov.uk	sscp@southwark.gov.uk
Lambeth Safeguarding	Lambeth Integrated Referral Hub helpandprotection@lambeth.gov.uk	020 7926 3100 (Monday to Friday, 9am-5pm) 020 7926 5555 (after office hours)
Lambeth Local Authority Designated Officer (LADO)	Andrew Zachariades lado@lambeth.gov.uk	020 7926 4679 or 07720 828 700
Lambeth Children Safeguarding Partnership	www.lambethsaferchildren.org.uk	saferchildren@lambeth.gov.uk

Lewisham Safeguarding	mashagency@lewisham.gov.uk	020 8314 6660
Lewisham Children Safeguarding Partnership	www.safeguardinglewisham.org.uk/lscp	safeguardingpartnership@lewisham.gov.uk
Bromley Safeguarding - MASH	mash@bromley.gov.uk	020 8461 7373
Bromley Children Safeguarding Partnership	www.bromleysafeguarding.org	BSCP@bromley.gov.uk
Police	Southwark Safer Schools Team	020 232 7273

Appendix Four - Child Protection Procedures flow chart

Actions where there are concerns about a child



1. In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of KCSIE and allegations against staff in this policy

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged.

3. Referrals should follow the process set out in the local threshold document and local protocol for assessment

4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

5. This could include applying for an Emergency Protection Order (EPO).

Appendix Five – Safeguarding and Wellbeing at (name of school) – useful contacts

If any members of the school or local community have concerns about the welfare of a child, please pass them on to our Designated Safeguarding Lead, Graziella Williams on gwilliams@loughboroughprimarylambeth.org.uk

London Safeguarding Children - Procedures and Practice

Practice and procedures document agreed by the London Safeguarding Children Partnership for all London partnerships agencies to adopt to ensure consistency in safeguarding across London.

[London Safeguarding Children Procedures](#)

NSPCC Reporting

The NSPCC have a dedicated helpline for children and young people who have experienced sexual harassment or abuse at school, and for worried adults and professionals that need support and guidance. Young people and adults can contact the NSPCC helpline, Report Abuse in Education on [0800 136 663](tel:0800136663) or email help@nspcc.org.uk

CEOP Reporting

Child Exploitation and Online Protection command – Are you worried about online sexual abuse or the way someone has been communicating with you online? [Make a report](#) to one of CEOP's Child Protection Advisors

Fearless

Fearless is the dedicated youth service of the independent charity Crimestoppers. They provide you with the opportunity to give information about crime 100% anonymously. You can give information to them using their online form or by calling Crimestoppers on 0800 555 111.

<https://crimestoppers-uk.org/fearless>

Shorespace

Part of The Lucy Faithfull Foundation, this is a safe and anonymous website where young people can get help and support if they are worried about harmful sexual behaviours among young people.

shorespace.org.uk

Useful websites and telephone numbers

- Childline – www.childline.org.uk – 0800 1111
- If you have been a victim of crime: Victim Support – www.victimsupport.org.uk

Organisations to support mental health:

- Kooth – www.kooth.com
- YoungMinds – www.youngminds.org.uk

Information about drugs:

www.talktofrank.com/

Helplines to support young people who identify as LGBT:

www.theproudtrust.org/for-young-people

Appendix Six – sources of further information and guidance

Abuse

- [Supporting practice in tackling child sexual abuse - CSA Centre of Expertise on child sexual abuse](#) has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.
- [What to do if you're worried a child is being abused](#) - DfE advice
- [Domestic abuse: Various Information/Guidance](#) - Home Office (HO)
- [Faith based abuse: National Action Plan](#) - DfE advice
- [Forced marriage resource pack](#)
- [Disrespect NoBody campaign - GOV.UK](#) - Home Office website
- [Tackling Child Sexual Abuse Strategy](#) - Home Office policy paper
- [Together we can stop child sexual abuse](#) - HM Government campaign

Bullying

- [Preventing bullying including cyberbullying](#) - DfE advice

Children missing from education, home or care

- [Children missing education](#) - DfE statutory guidance
- [Child missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) - Home Office strategy

Children with family members in prison

[National Information Centre on Children of Offenders](#) - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) - DfE and Home Office guidance
- [Care of unaccompanied and trafficked children](#) - DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) - HO statutory guidance
- [Child exploitation disruption toolkit](#) - HO statutory guidance
- [County Lines Toolkit for Professionals](#) - The Children's Society in partnership with Victim Support and National Police Chiefs' Council
- [Multi-agency practice principles for responding to child exploitation and extra-familial harm](#) - non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice

Confidentiality

[Gillick competency Fraser guidelines](#) - Guidelines to help with balancing children's rights along with safeguarding responsibilities.

Drugs

- [Drug strategy 2021](#) - Home Office strategy
- [Information and advice on drugs](#) - Talk to Frank website
- [Drug and Alcohol education - teacher guidance & evidence review](#) - PSHE Association

(So-called) "Honour" Based Abuse including FGM and forced marriage

- [Female genital mutilation: information and resources](#) - Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) - DfE, Department for Health, and Home Office
- [Forced marriage](#) - Forced Marriage Unit (FMU) resources
- [Forced marriage](#) - Government multi-agency practice guidelines and multi-agency statutory guidance
- [FGM resource pack](#) - HM Government guidance

Health and Well-being

- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
- [Supporting pupils at schools with medical conditions](#) - DfE statutory guidance
- [Mental health and behaviour in schools](#) - DfE advice
- [Overview - Fabricated or induced illness](#) - NHS advice

Homelessness

[Homelessness code of guidance for local authorities](#) - Department for Levelling Up, Housing and Communities guidance

Information Sharing

- [Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
- [Information Commissioner's Office: Data sharing information hub](#) - Information to help schools and colleges comply with UK data protection legislation including UK GDPR.

Online safety-advice

- [Childnet](#) provides guidance for schools on cyberbullying
- [Educateagainsthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- [Online Safety Audit Tool](#) from UK Council for Internet Safety to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- [Online safety guidance if you own or manage an online platform](#) - DCMS advice
- [A business guide for protecting children on your online platform](#) - DCMS advice
- [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online
- [Online safety act explainer](#)
- [Guidance Get help with remote education](#) resources and support for teachers and school leaders on educating pupils and students
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

Online Safety- Support for children

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

Online safety- Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
- [Commonsensemedia](#) provides independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls, and practical tips to help children get the most out of their digital world
- [How Can I Help My Child?](#) Marie Collins Foundation - Sexual Abuse Online
- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
- [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
- [Parentzone](#) provides help for parents and carers on keeping their children safe online
- [Talking to your child about online sexual harassment: A guide for parents](#) - This is the Children's Commissioner's parental guide on talking to their children about online sexual harassment

Private fostering

[Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#) - Home Office guidance
- [Prevent duty: additional advice for schools and childcare providers](#) - DfE advice
- [Educate Against Hate website](#) - DfE and Home Office advice
- [Prevent for FE and Training](#) - Education and Training Foundation (ETF)
- [Extremism and Radicalisation Safeguarding Resources](#) - Resources by London Grid for Learning
- [Managing risk of radicalisation in your education setting](#) - DfE guidance

Serious Violence

- [Serious violence strategy](#) - Home Office Strategy
- [Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) - Home Office
- [Youth Endowment Fund](#) - Home Office
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Tackling violence against women and girls strategy](#) - Home Office strategy
- [Violence against women and girls: national statement of expectations for victims](#) - Home Office guidance

Sexual violence and sexual harassment Specialist Organisations

- [Barnardo's](#) - UK charity caring for and supporting some of the most vulnerable children and young people through their range of services.
- [Lucy Faithful Foundation](#) - UK-wide child protection charity dedicated to preventing child sexual abuse. They work with families affected by sexual abuse and also run the confidential Stop it Now! Helpline.
- [Marie Collins Foundation](#) - Charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
- [NSPCC](#) - Children's charity specialising in child protection with statutory powers enabling them to take action and safeguard children at risk of abuse.
- [Rape Crisis](#) - National charity and the umbrella body for their network of independent member Rape Crisis Centres.
- [UK Safer Internet Centre](#) - Provides advice and support to children, young people, parents, carers and schools about staying safe online.

Harmful sexual behaviour

- [Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence organisations.
- [NICE guidance](#) contains information on, amongst other things: developing interventions; working with families and carers; and multi-agency working.
- [HSB toolkit](#) The Lucy Faithfull Foundation - designed for parents, carers, family members and professionals, to help everyone play their part in keeping children safe. It has links to useful

information, resources, and support as well as practical tips to prevent harmful sexual behaviour and provide safe environments for families.

- [NSPCC Learning: Protecting children from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#) - free and independent advice about HSB.
- [Contextual Safeguarding Network - Beyond Referrals \(Schools\)](#) provides a school self- assessment toolkit and guidance for addressing HSB in schools.
- [Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.

Support for Victims

- [Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools. Signposts to various helplines and websites for further support.
- [Rape Crisis](#) - Provides and signpost to a range of services to support people who have experienced rape, child abuse or any kind of sexual violence.
- [The Survivors Trust](#) - UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and child sex abuse.
- [Victim Support](#) - Supporting children and young people who have been affected by crime. Also provides support to parents and professionals who work with children and young people - regardless of whether a crime has been reported or how long ago it was.
- [Childline](#) provides free and confidential advice for children and young people.

Violence Against Women and Girls.

- [NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.
- [NSPCC](#) - Resources which help adults respond to children disclosing abuse.
- The NSPCC also provides free and independent advice about HSB: [NSPCC - Harmful sexual behaviour framework](#)
- [Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire](#) - Peer-on-Peer Abuse toolkit provides practical guidance for schools on how to prevent, identify early and respond appropriately to peer-on-peer abuse.
- [Contextual Safeguarding Network](#) - self-assessment toolkit for schools to assess their own response to HSB.
- [Childnet - STAR SEND Toolkit](#) equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.
- [Childnet - Just a joke?](#) Provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12-year-olds.
- [Childnet - Step Up, Speak Up](#) a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.
- [NSPCC - Harmful sexual behaviour framework](#) an evidence-informed framework for children and young people displaying HSB.

- Farrer & Co: [Addressing child on child abuse: a resource for schools and colleges](#). This resource provides practical guidance for schools and colleges on how to prevent, identify early and respond appropriately to child-on-child abuse.

Sharing nudes and semi-nudes

- [London Grid for Learning-collection of advice](#) - Various information and resources dealing with the sharing of nudes and semi-nudes.
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers

- [National Crime Agency's CEOP Education Programme](#) provides information for parents and carers to help protect their child from online child sexual abuse, including [#AskTheAwkward](#), guidance on how to talk to their children about online relationships.

Self-Harm and suicidality

- [Young Minds Parents Helpline](#)- support for parents and carers who are concerned about their child or young person's mental health. The Parents Helpline provides detailed advice and information, emotional support and signposting. 9.30am-4pm, Monday-Friday 0808 802 5544
- [Childline](#) - You can call [0800 1111](#) to talk to a Childline counsellor at any time. They're there to help you 24 hours a day, 7 days a week.
- [Samaritans](#) - Free phone line available 24 hours a day 116 123
- Calm Harm - A free app providing support and strategies to help you resist or manage the urge to self-harm. Can be downloaded from [Google Play](#) or [App Store](#).

Appendix 7 - Safeguarding timetable

	Autumn	Spring	Summer
Leadership and Governance	<ul style="list-style-type: none"> • Ensure all new staff members are on the SCR • Half termly DSL meeting • SG report to Governors • KIT meetings • SCR audit (internal with HR) • Termly Cross-Trust Link governor update meeting 	<ul style="list-style-type: none"> • Ensure all new staff members are on the SCR • Half termly DSL meeting • SG report to Governors • KIT meetings • Safeguarding audit - with Trust Director of school Improvement) • Termly Cross-Trust Link governor update meeting 	<ul style="list-style-type: none"> • Ensure all new staff members are on the SCR • Half termly DSL meeting • SG report to Governors • KIT meetings • Pupil safety audit - with Trust Trust Health and Safety Lead • Termly Cross-Trust Link governor update meeting
Training	<ul style="list-style-type: none"> • Review any training needs for staff /governors and trustees • Induction for new staff members/governors or trustees – including online safeguarding training • Training delivered to all staff on INSET (compiled by central SG team and adjusted locally to reflect school's safeguarding priorities • All DSLs to receive training on a 2-year cycle online – DSL training • Designated teacher for LAC – to receive training online • Trust delivered safeguarding update for governors and trustees 	<ul style="list-style-type: none"> • Review any training needs for staff /governors and trustees • Induction for new staff members/governors or trustees – including online safeguarding training • All leaders including LGB and Trustees involved in recruitment to complete safer recruitment training on a 3-year cycle - online • All staff members to undertake HSB training on a 2-year cycle – online 	<ul style="list-style-type: none"> • Review any training needs for staff /governors and trustees • Induction for new staff members/governors or trustees – including online safeguarding training

Policies	<ul style="list-style-type: none"> • Ensure new Trust SG policies are sent to schools based on summer updates • All staff including Governors and Trustees to read KCSIE and Trust policies and sign to say they have • Publish updated policies on website 	<ul style="list-style-type: none"> • 	<p>Central team to review the safeguarding policies according to provisional KCSIE changes (June)</p> <ul style="list-style-type: none"> • Safeguarding and CP • Behaviour • Adult code of conduct. • Staff handbook – acceptable use agreements, social media, relationships with pupils • Attendance • Safer recruitment • Child on Child abuse • Prevent – including risk assessment • Online Safety policy
School level	<ul style="list-style-type: none"> • Half termly filtering check x2 • Half termly case reviews with directors using CPOMS • Regular (to be decided by school) safeguarding meetings with school staff to update vulnerable pupil register • 2x 7 minutes briefings • Quizzes • Half termly attendance check • Half termly behaviour analysis – spot trends and formulate action plan • PHSE leads to review curriculum part of monitoring calendar) • PHSE/DSLs to run online safety training for parents 	<ul style="list-style-type: none"> • Half termly filtering check x2 • Half termly case reviews with directors using CPOMS • Regular (to be decided by school) safeguarding meetings with school staff to update vulnerable pupil register • 2x 7 minutes briefings • Quizzes • Half termly attendance check • Half termly behaviour analysis – spot trends and formulate action plan • PHSE leads to review curriculum part of monitoring calendar) • Pupil wellbeing survey 	<ul style="list-style-type: none"> • Half termly filtering check x2 • Half termly case reviews with directors using CPOMS • Regular (to be decided by school) safeguarding meetings with school staff to update vulnerable pupil register • 2x 7 minutes briefings • Quizzes • Half termly attendance check • Half termly behaviour analysis – spot trends and formulate action plan • PHSE leads to review curriculum part of monitoring calendar) • Annual review of filtering and monitoring systems with IT teams, DSLs and leaders • Transfer CP files for pupils moving school

National Days	<ul style="list-style-type: none"> • September Scroll Free September World Suicide Prevention Day Sexual Health Week Pupil Voice Week • October Bullying Prevention Month (Cybersmile Foundation) World Mental Health Day National Hate Crime Awareness Week Get Safe Online Day • November National Stress Awareness Day Wear Blue for Bullying Day Digital Kids Show Anti-bullying Week Alcohol Awareness Week 	<ul style="list-style-type: none"> • January Data Protection Day - 28th January • February Children's Mental Health Week Safer Internet Day No Tech for Breck Day Sexual Abuse & Sexual Violence Awareness Week • March National Safeguarding Month SIAD: Self-Injury Awareness Day - 1st March National Child Sexual Exploitation Awareness Day - 18th March • April Stress Awareness Month Childnet Film Competition 	<ul style="list-style-type: none"> • May Mental Health Awareness Week • June Child Safety Week Stand up to Bullying Day Stop Cyber Bullying Day GoGadgetFree/Unplug • July Disability Awareness Day World Emoji Day - 17th July • August International Youth Day - 12th August
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