

THAMESMEAD SCHOOL

Child Protection & Safeguarding Policy

Person Responsible	Richard North (Designated Safeguarding Lead)
Governors Committee	Personal Development Behaviour & Welfare Committee
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Important Contacts

Role / Organisation	Name	Contact details
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Head Teacher	Phil Reeves	01932 219400 headteacher@thamesmead.surrey.sch.uk
Designated Lead for Children Looked After	Stevie Walker	01932 219400 s.walker@thamesmead.surrey.sch.uk
Safeguarding Governor	Koen Claeys	c.atkins@thamesmead.surrey.sch.uk
Chair of Governors	Bill Kerr	c.atkins@thamesmead.surrey.sch.uk
Local Authority Designated Officer (LADO)		0300 123 1650 (option 3) LADO@surreycc.gov.uk

Introduction – A coordinated and child centred approach to safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals/employees at Thamesmead School should make sure their approach is child centred. This means that they should consider, always, what is in the best interests of the child.

All school staff have a responsibility and professional duty to provide a safe environment in which children can learn.

Children and young people have a fundamental right to be protected from harm. Our aim is to do all we can to protect and safeguard the well-being of our students.

For the purposes of safeguarding, a child is anyone under the age of 18. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

This definition essentially means **protecting children from harm so they can grow up happy and healthy.**

Our approach will be:

- non-victim-blaming.
- awareness-raising around forms of abuse.
- and encouraging students to come forward.

Our first steps will be to:

- Believe the young person.
- Ensure they know they are not to blame, recognise their strength in speaking out.
- and let them know the boundaries of confidentiality and what will happen next.

A child may not understand that they are being abused. For some, the complex dynamics of abuse mean they develop an attachment to the person harming them. This can make identifying the abuse difficult and result in the victim playing down or even denying the abuse.

Our students have the right to expect us to provide them with a safe and secure environment and we acknowledge that teachers and other staff in our school are in a unique position to identify and to help abused and vulnerable children.

Safeguarding incidents can happen anywhere and staff will be alert to this fact. All staff and governors are advised to maintain an attitude that **"it could happen here"**. We also recognise that the protection of our students is a shared community responsibility. It is of particular importance to understand that children are at risk of harm inside and outside their home, at school and online. As

children who are looked after (LAC) have additional vulnerabilities, extra care and vigilance will be placed around their welfare.

We will have a zero tolerance to any forms of sexual violence or sexual harassment and have a strong focus on contextual safeguarding, mental health, risky behaviours, child criminal exploitation (CCE), child sexual exploitation (CSE), serious violence, online safety, and child on child abuse.

To this end we will:

- Ensure we practise safer recruitment practices in checking the suitability of staff and volunteers to work with students.
- Raise awareness of safeguarding and child protection issues and equip students with the skills needed to keep themselves safe from harm within their communities and especially online.
- Develop and then implement procedures for identifying and reporting cases, or suspected cases of abuse. This includes making direct referrals to social services.
- Support students who have been abused in accordance with his/her agreed child protection plan.
- Establish a safe environment in which students can learn, develop, achieve, and feel safe.
- And raise the awareness of safeguarding and child protection issues with parents/guardians and signpost or refer them to the relevant agencies when appropriate.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of students
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

This policy also outlines that the school's duties have regards to The Human Rights Act 1998, The Equality Act 2010 and the Public Sector Equality Duty (PSED).

This policy also complies with our funding agreement and articles of association.

We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners.

- Surrey County Council
- Surrey Police
- Surrey Heartlands Clinical Commissioning Group (acting on behalf of all CCGs and NHS Providers in Surrey)

Please click on the link below to access the full Surrey safeguarding children arrangements document

- [Surrey Safeguarding Children Board protocols, guidance and procedures](#)

Aims

This policy will contribute to the prevention of abuse by:

- Clarifying expectations of governors, staff, parents/guardians and students.
- Introducing appropriate work within the curriculum.
- Developing staff awareness of the causes and signs of all types of abuse.
- Encouraging students and parental participation in practice; and addressing concerns at the earliest possible stage.

Rationale

Thamesmead School places the safety and welfare of our students at the heart of the school's culture and ethos.

We recognise that for our students having high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult helps to prevent abuse. School staff are well placed to observe the outward signs of abuse.

We believe:

- All children have the right to be protected from harm regardless of their heritage, religion, ethnicity, ability, gender, or sexuality.
- Children/students need to be safe and to feel safe in school.
- That as a school we can contribute to the prevention of abuse.
- Children need support which matches their individual needs, including those who may have experienced abuse.
- Safeguarding issues could arise at any point in the school day, term, or year on site, off site, in school or at home. Staff will be always alert to these issues.

The overarching objective of our safeguarding strategy is to prevent harm or, where harm does occur, to prevent it from getting any worse. Safeguarding is everyone's responsibility at Thamesmead School. We will keep students safe by:

- Establishing and maintaining an environment where students feel safe and secure and are encouraged to talk and are listened to.
- Ensuring that students know that there are adults within the school who they can approach if they are worried, are in difficulty or concerned about one of their peers or a family member.
- Including within the PSHE curriculum, relevant content, activities, and opportunities that will equip students with the skills they need to recognise abuse especially acts of grooming including online.
- Ensuring that, wherever possible, every effort is made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing).
- Identifying young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure that they are kept safe both at home and at school.

The school recognises the need to train all staff to be aware of signs, symptoms, and categories of abuse and how to deal with a disclosure of abuse. This will take place on a yearly basis as a minimum and more regularly during twilight training sessions via emails and e-bulletins.

All staff are provided with a copy of [Keeping Children Safe in Education \(September 2022\)](#) part 1 and Annex A (pages 135-139), and required to read and demonstrate their understanding of the document.

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

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

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos, or live streams.

Children includes everyone under the age of 18.

It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a **victim** or would want to be described in this way. Ultimately, schools

and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable

The terms '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**' should be considered very carefully, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

Safeguarding Partners

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

- Surrey County Council
- Surrey Police
- Surrey Heartlands Clinical Commissioning Group (acting on behalf of all CCGs and NHS Providers in Surrey)

Equality Statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 12)
- Are missing from education
- Whose parent/carers has expressed an intention to remove them from school to be home educated

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional

barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Roles and Responsibilities

Safeguarding and child protection is everyone's responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the three safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

All Staff

All staff will read and understand Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will complete a declaration at the beginning of each academic year to say that they have read and understood the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including:
 - this Child Protection and Safeguarding Policy, including the role and identity of the Designated Safeguarding Leads (DSL) and Deputy Designated Safeguarding Lead (DDSL) as well as the safeguarding response to children who go missing from education.
 - Anti-Bullying Policy.
 - Behaviour for Learning Policy.
 - Online Safety Policy.
 - Child-on-Child Abuse Policy.
 - Staff Handbook.
 - Whistleblowing Policy.

All staff should be aware of indicators of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Below are some safeguarding issues all staff should be aware of.

The [Surrey Family Resilience Early Help](#) process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.

What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child on child abuse, mental health, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

The section on training and the appendix of this policy outline in more detail how staff are supported to do this.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

The DSL is Richard North (Assistant Headteacher). The DSLs takes lead responsibility for child protection and wider safeguarding in the school.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. The DSLs can also be contacted out of school hours, if necessary, via safeguarding@thamesmead.surrey.sch.uk.

In the event of DSLs being absent, the Deputy DSL Team act as cover.

If the DSL and DDSL are not available, The Headteacher will act as cover. During out-of-hours / out-of-term activities) a member of the Senior Leadership Team will be assigned as a designated contact for any safeguarding concerns.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and DDSL are set out in their job descriptions and in Appendix 3.

Members of the Governing Body

The Governing Body will:

- Ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation
- Appoint a Link Governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

The Chair of Governors will act as the 'case manager' if an allegation of abuse is made against the Headteacher, where appropriate (see appendix).

All governors will read Keeping Children Safe in Education in its entirety.

The section on training in this policy has information on how governors are supported to fulfil their role.

The Headteacher

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

- Ensuring that staff (including temporary staff) and volunteers:
 - Are informed of our systems which support safeguarding, including this policy, as part of their induction
 - Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 6)

Confidentiality

All matters relating to child protection will be treated as confidential and only shared as per the [Information Sharing Advice for Practitioners' \(DfE 2015\) guidance](#). This includes 7 'golden rules' for sharing information, and will support staff who must make decisions about sharing information

The school will refer to the guidance in the in the data protection: toolkit for schools - <https://www.gov.uk/government/publications/data-protection-toolkit-for-schools> guidance to support schools with data protection activity, including compliance with the GDPR.

Information will be shared with staff within the school who 'need to know'. Relevant staff will have due regard to Data Protection principles which allow them to share (and withhold) information.

Timely information sharing is essential to effective safeguarding. All staff must be aware that they have a professional responsibility to share information with other agencies to safeguard children. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

The Data Protection Act 2018 and UK General Data Protection Regulations (GDPR) do not prevent or limit the sharing of information for the purposes of keeping children safe. There is a lawful basis

for child protection concerns to be shared with agencies who have a statutory duty for child protection. If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. However, staff are aware that matters relating to child protection and safeguarding are personal to children and families, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need-to-know basis.

All staff will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation.

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead)

Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

The Child's Wishes

We will ensure that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide to protect individual children. We will ensure that there are systems in place for children to express their views and give feedback. We will ensure that staff members do not agree to confidentiality with the child/ren and always act in the best interests of the child.

Notifying parents

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

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved.

We should carefully consider what information we provide to the respective parents or carers about the other child involved and when we do so. In some cases, local authority children's social care and/or the police will have a very clear view and it will be important for us to work with relevant agencies to ensure a consistent approach is taken to information sharing.

Recognising abuse and talking action

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

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

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

Children's Single Point of Access (C-SPA)

- Telephone: 0300 470 9100
 - Use option 1 to make a request for support
 - Use Option 2 Early Years and Education Consultation Line (Monday to Fridays 9.00am – 5.00pm)
- Secure e-mail to cspa@surreycc.gov.uk
- Out of hours number: 01483 517898
- Surrey Police: 101 (or 999 in an emergency)

Link to the GOV.UK webpage for reporting child abuse to your local council: <https://www.gov.uk/report-child-abuse-to-local-council>

Anyone can make a referral. Staff should inform the DSL or DDSL as soon as possible if you make a referral directly.

If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. **Do not promise to keep it a secret**
- Report it to the DSL immediately by emailing safeguarding@thamesmead.surrey.sch.uk
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it. including the following:
 - Dates and times of their observations
 - Date and time of the write up/report
 - Dates and times of any discussions in which they were involved.
 - Any injuries
 - Explanations given by the child / adult
 - Rationale for decision making and action taken
 - Any actual words or phrases used by the child
 - Sign and date the write-up and pass it on to the DSL.
- Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not

disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process

All staff have the right to make a referral to the C-SPA or Police directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, for example, they are the only adult on the school premises at the time and have concerns about sending a child home.

It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If staff have concerns that the disclosure has not been acted upon appropriately, they should inform the Headteacher or Safeguarding Governor.

Receiving a disclosure can be upsetting for the member of staff. The school will provide emotional support for staff following a disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately as well as more formal support should it be required. In some cases, additional counselling might be needed, and staff should be encouraged to recognise that disclosures can have an impact on their own emotions.

Please see Appendix 4.

If you discover that FGM has taken place, or a student is at risk of FGM

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

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a student has already been subjected to FGM, and factors that suggest a student may be at risk, are set out in the appendix of this policy.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a
- girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

Must immediately report this to the police, personally. This is a mandatory statutory duty, and staff can face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

Any member of staff who suspects a student is at risk of FGM or suspects that FGM has been carried out or discovers that a student aged 18 or over appears to have been a victim of FGM must speak to the DSL and follow our local safeguarding procedures.

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

The Child Protection Procedures Flowchart below illustrates the process to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Leadership Team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

If you have concerns about extremism

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

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the Senior Leadership Team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

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

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

If you have a mental health concern

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 the section above: If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger).

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Concerns about a staff member, supply teacher, volunteer, or contractor

If you have concerns about a member of staff (including a supply teacher, volunteer, or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, speak to the Headteacher as soon as possible. If the concerns/allegations are about the Headteacher, speak to the Chair of Governors.

The Headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

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

Allegations of abuse made against other students

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

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

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

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

See appendix 7 for more information about child-on-child abuse.

Procedures for dealing with allegations of child-on-child abuse

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

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

- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate
- When deemed necessary the DSL will contact the police directly to seek advice and guidance of any potential criminal activity. This, in turn, may lead to intervention from the police, who may wish to speak to any victims, alleged perpetrators or perpetrators.

Further details regarding the school's procedures for recording, investigating, and dealing with allegations, and supporting victims, perpetrators and any other children affected can be found in the Child-on-Child Abuse Policy.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate students about appropriate behaviour and consent
- Ensure students can easily and confidently report abuse using our reporting systems as described in this policy.
- Ensure staff reassure victims that they are being taken seriously
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they must play in preventing child-on-child abuse and responding where they believe a child may be at risk from it
 - That they should speak to the DSL if they have any concerns

Sharing of nudes and semi-nudes ('sexting')

All members of staff must be aware of their responsibilities when responding to an incident involving the sharing of nude and semi-nude images.

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the students to delete it unless directed to do so by a member of the Senior Leadership Team or the Safeguarding Team
- Ask the students(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

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

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

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

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

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

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or

children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

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

They will hold interviews with the students involved (if appropriate).

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

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done by the DSL through a police community support officer, local neighbourhood police or dialling 101.

Recording incidents

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

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our Citizenship programme that includes relationships, health, and sex education (RSHE) and online safety. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

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

Students also learn the strategies and skills needed to manage:

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

Guidance is also provided from the [UK Council for Internet Safety](https://www.internet-traffic-control.com/UK/CouncilForInternetSafety/) for all staff and for DSLs and Senior Leaders.

Early help

If early help is appropriate, the DSL or DDSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

Surrey Early Help Hub

- Telephone 0300 470 9100 (Children's Single Point of Access)
- Email cspa@surreycc.gov.uk
- Website <https://www.surreycc.gov.uk/.../earlyhelp>

The DSL or DDSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

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

- [Using the SSCP Levels of Need](#), decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to the C-SPA and the police if it is appropriate.
- Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to the C-SPA. However, this should only be done when it will not place the child at increased risk or could impact a police investigation. The child's views should also be considered.
- If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm or abuse the DSL must contact the C-SPA. By sending a [referral form](#) by email to cspa@surreycc.gov.uk or contact the C-SPA on 0300 470 9100. If a child is in immediate danger and urgent protective action is required, the Police (dial 999) must be called. The DSL must also notify C-SPA of the occurrence and what action has been taken.
- If the DSL feels unsure about whether a referral is necessary, they can phone the C-SPA to discuss concerns
- If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help.
- Where there are doubts or reservations about involving the child's family, the DSL should clarify with the C-SPA or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation.
- When a student needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the C-SPA. The DSL should seek advice about what action the C-SPA will take and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
- The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

If you make a referral directly you must tell the DSL as soon as possible.

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

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

Risk Assessment

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis.

The Risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs, and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

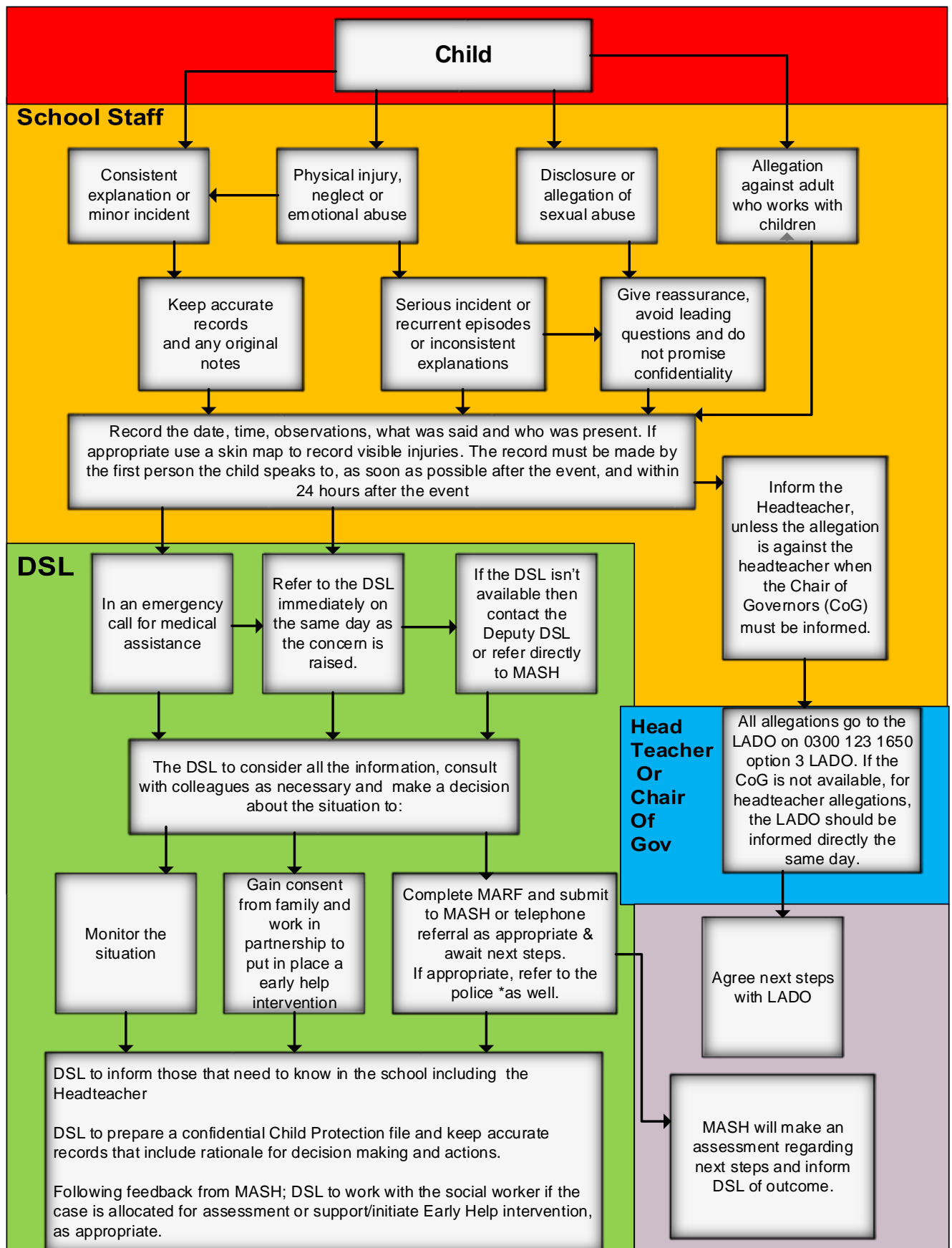
The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting students.

Support regarding risk assessments can be accessed from the [Education Safeguarding Team](mailto:education.safeguarding@surreycc.gov.uk) – education.safeguarding@surreycc.gov.uk

Child Protection Procedures Flowchart

On the following page you will find the above-mentioned flow chart.



** In the cases of known FGM, the teacher who was made aware will also make contact with the police*

Online Safety and the use of mobile technology

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

To address this, our school aims to:

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

The 4 key categories of risk

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

- **Content** – being exposed to illegal, inappropriate, or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

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

- Educate students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so, including where they are a witness rather than a victim
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
- Educate parents/carers about online safety via our website, communications sent directly to them and during key events. We will also share clear procedures with them, so they know how to raise concerns about online safety
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when students are not present
 - Staff will not take pictures or recordings of students on their personal phones or cameras

- Make all students, parents/carers, staff, volunteers, and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an regular reviews of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community
- This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy.

Students with special educational needs, disabilities, or health issues

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges. Students with SEND are 3 times more likely to be abused than their peers. Abuse involving students with SEND will require close liaison with the DSL or DDSL and the SENCO.

Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
- The potential for students with SEN, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges

We offer extra pastoral support for these students.

Students with a social worker

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

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

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

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

Looked-after and previously looked-after children

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

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

We have appointed a designated teacher, Stevie Walker (Whole School Language, and Communication) who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

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

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans
- Have the non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a social worker

Complaints and concerns about school safeguarding

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 6).

Other complaints

Safeguarding related complaints for example, those related to other students, premises or facilities should be addressed through the school Complaints Procedure and Policy.

Whistleblowing

The school Whistleblowing Policy should also be used by members of staff to report concerns or wrongdoing.

Record Keeping

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

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

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

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

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

Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

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

Appendix 5 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks

Appendix 6 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Training

All staff

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

This training will be regularly updated and will:

- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with advice from the 3 safeguarding partners
- Have regard to the Teachers' Standards to support the expectation that all teachers:
 - Manage behaviour effectively to ensure a good and safe environment
 - Have a clear understanding of the needs of all students

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training as applicable.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

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

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Members of the Governing Body

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

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

Recruitment – interview panels

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

See appendix of this policy for more information about our safer recruitment procedures.

Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Personal Development Behaviour and Wellbeing Committee and presented to the Full Governing Body.

Links with other policies and procedures

- Accessibility policy
- Administration of medicines
- Allegations against staff
- Anti-Bullying Policy
- Behaviour for Learning Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Educational Trip Policy
- Equality Policy and Objectives
- First aid Policy
- Health and Safety Policy
- Management of Allegations Policy
- Online Safety Policy
- Parental Concerns/Complaints
- Child on child Abuse Policy

- PSHE and Citizenship Policy
- Recruitment and Selection Policy
- Relationship Education, Relationship and Sex Education (RSE and Health Education Policy
- Risk Assessment Policy
- Self-Harm, Poor Mental Health, and Wellbeing Policy
- Staff Handbook
- Student Attendance, Absence and Punctuality Policy
- Supporting Students with Medical Needs
- Whistleblowing Policy

Additional Resources

Further advice on safeguarding and child protection is available from:

- [Surrey County Council Education Safeguarding Team](#)
- NSPCC: <http://www.nspcc.org.uk/>
- ChildLine: <http://www.childline.org.uk/pages/home.aspx>
- CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>
- Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>
- Childnet International – making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>
- Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>
- Safer Internet Centre <http://www.saferinternet.org.uk/>
- Contextual Safeguarding Network <https://www.contextualsafeguarding.org.uk/>