

## Child Protection and Safeguarding Policy

Vision:	We collaborate, support and challenge each other in our endeavour to provide a world class education that allows our whole community to flourish and be safe.
Rationale:	This Policy applies to all adults working in our school community. Everyone who comes into contact with children and their families has a role to play in safeguarding children.

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## Useful Contacts

CEO of Stamford Park Trust – Mr Anton McGrath 0161 330 2330

Headteacher- Mrs Andrea Jones

Designated Safeguarding Lead (DSL) Mrs Julie Noble (Senior Leader Inclusion)

Assistant DSL – Mrs Jennifer Willis (Assistant Headteacher Inclusion)

Strategic Lead – Mr Chris Major (Deputy Headteacher)

Mental Health Lead – Julie Noble DSL/Senior Leader Inclusion

Named Governor – Mrs Tracy Saltsman

Local Authority Designated Officer – Tania Brown Tel: 0161 342 4398

Email: [tania.brown@tameside.gov.uk](mailto:tania.brown@tameside.gov.uk)

## Tameside Multi Agency Safeguarding Hub (MASH)

Hours – Monday to Wednesday 8.30 am to 5pm, Thursday 8.30am to 4.30pm, Friday 8.30am to 4pm.

Tel: 0161 342 4101 Out of hours Tel 0161 342 2222

## Early Help Access Point (EHAP)

0161 342 4260

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## **Introduction**

This Policy applies to all adults, including volunteers, working in or on behalf of the school.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Our Learners' welfare is our paramount concern. The governing body will ensure that Longdendale High School will safeguard and promote the welfare of learners and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm. Here at Longdendale High School we are a community and all those directly connected i.e. staff members, governors, parents, families and learners, have an essential role to play in making it safe and secure.

## **Our Ethos**

- We believe that at Longdendale we should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and feel confident that they will be listened to.
- We recognise that all adults within our school permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our learners from harm.
- We will work with families to build an understanding of our responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

## **Definition**

For the purpose of this Policy, Longdendale High School will define safeguarding and protecting the welfare of children as:

- Protecting children from maltreatment
- Preventing the impairment of children's mental and physical health or development
- Ensuring 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.  
(Ref KSIE Sept 2020 new definition)

## **Organisational Scope**

Our policy applies to all staff, including supply staff, governors and volunteers working in the school. There are six main elements:

- (a) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- (b) Raising awareness of child protection issues and equipping children with the skills needed to keep themselves safe.
- (c) Ensuring that staff are aware of the procedures for identifying and reporting cases, or suspected cases, of abuse.
- (d) Ensuring staff are able to recognise and report any issues that might be a cause for concern within the Early Help and CIN framework to ensure early identification and the prevention of escalation of concerns.
- (e) Supporting learners who have been abused in accordance with his/her agreed protection plan; and establishing a safe environment in which children can learn and develop.
- (f) To work in partnership with other agencies to safeguard children.

## **Legal Framework**

This Policy will have consideration for, and be in compliance with the following legislation and statutory guidance:

Legislation:

Children Act 1989

Children Act 2004

Education Act 2002

Education (Health Standards) (England) Regulations 2003

Safeguarding Vulnerable Groups Act 2006

School Staffing (England) Regulations 2009, as amended

Equality Act 2010

Protection of Freedoms Act 2012

The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)

The Children and Families Act 2014

The Sexual Offences Act 2003

## **Statutory Guidance**

### **DfE (2020) Keeping Children Safe in Education**

DfE (2019) Keeping Children Safe in Education

DfE (2019) Working Together to Safeguard Children

DfE (2015) What to do if you are worried about a child being abused

DfE (2015) Information sharing advice for safeguarding practitioners

DfE (2015) Disqualification under the Childcare Act 2006

DfE (2015) "The Prevent duty": Departmental advice for schools and childcare providers

## **Local Guidance**

Children's Needs Framework

Thresholds for Assessment and the Continuum of Need

## **Key staff**

### **Designated Safeguarding Leads (DSL)**

The lead person with overall responsibility for child protection and safeguarding is the DSL, Mrs Julie Noble

The role of the DSL includes but is not limited to:

Managing Referrals – the DSL will:

- Refer all cases of suspected abuse to Tameside Public Service Hub and to the Police if a crime may have been committed.
- Liaise with the Headteacher about Safeguarding issues relating to individual children, especially ongoing enquiries under Section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- Liaise with agencies providing early help services and co-ordinate referrals from the school to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's' services where the situation does not improve.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Will promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing or have experienced, with teachers and other staff.

## **Headteacher**

The Headteacher, Mrs Andrea Jones will ensure that the policies and procedures adopted by the Local Governing Advisory Board are fully implemented and sufficient resources and time are allocated to enable all staff members to discharge their safeguarding responsibilities.

## **All Staff**

All staff members, Trustees, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to learners who disclose abuse and what to do if concerned about a child.

All our staff are reminded annually who these key post-holders are.

## **Confidentiality, Consent and Information sharing**

We recognise that all matters relating to child protection are confidential.

The Headteacher or the DSL will disclose any information about a learner to other members of staff on a need to know basis and in the best interests of the child.

All staff members must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information will not stand in the way of the need to safeguard and promote the welfare, protecting the safety of children.

Staff will use the new; '**Data protection ; toolkit for schools**' as referenced in KCSIE September 2020, alongside other appropriate information sharing guidance.

## **Record Keeping**

Accurate electronic CURA records will be kept of all 'cause for concerns' relating to individual learners and any contact/discussions/meetings made with learners, parents, staff or outside agencies.

We will ensure an individual file is created as necessary for children with Safeguarding concerns. Maintain a chronology of significant incidents for each child with safeguarding concerns, via the CURA electronic platform.

Ensure such records are kept confidentially and securely and separate from the child's educational record.

Information will be shared with other agencies as appropriate. Parental consent will normally be

sought before making a referral to Children's Social Care, unless there is reason to suspect that doing so might place the learner or a member of staff at further risk.

Child protection records are not open to learners or parents. Child protection records are securely kept by the Designated Safeguarding Lead separately from educational records, and can only be accessed by the Designated Person and the Headteacher.

What may appear to be a less serious matter should also be recorded as a 'cause for concern' as referrals may subsequently show a pattern of concerns or form part of the history of any subsequent CP case.

When a child leaves our educational establishment, the DSL will make contact with DSL at the new educational establishment and will ensure that the child protection file is forwarded to them in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery.

### **Multi-Agency Working**

We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the Police and Children's Social Care for enquires under section 47 of the Children Act 1989.

The school will keep updated on all National and Locality guidance. The school will make referrals to the Tameside Early Help Access Point to access services or consult with professionals. The school leads on the 'Team Around the School' process to secure support for families and ensures Early Help Assessments are completed where appropriate.

If a young person is at risk of significant harm, the Safeguarding Team will refer to the Tameside MASH (Multi Agency Safeguarding Hub) or for Early Help they will refer to the Early Help Access Point.

The Inclusion and Safeguarding Teams will identify any vulnerable learners in the weekly Inclusion Forum and plan appropriate internal or external support from partner agencies as appropriate.

We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

We will participate in serious case reviews, other reviews and file audits as and when required to do so by the Tameside Safeguarding Children Partnership.

We will follow the principles and procedures as outlined the ***DfE Working Together 2019 document***.

### **Enforcement**

All staff will adopt an open and accepting attitude towards learners as part of their responsibility for pastoral care.

Any employee found to have violated this procedure will be subject to the school's disciplinary procedures.

## **Policy Content and Guidelines**

The Designated Safeguarding Lead is the focal point for school staff that have concerns about an individual student's safety and the first point of contact for external agencies that are pursuing Child Protection investigations. The Designated Safeguarding Lead also co-ordinates the School's representation at CP conferences and Core Group meetings and the submission of written reports for conferences or court.

When an individual concern/incident is brought to the notice of the DSL, they will be responsible for deciding upon whether or not this should be reported to Children's Social Care/Tameside Multi-agency Safeguarding Hub as a safeguarding issue. Early Help services may be more appropriate. (See above for detail)

In the case of allegations against staff, the LADO should be informed, they will first discuss the allegation with the Headteacher before agreeing what follow-up actions are necessary. The LADO should also be informed of any allegations against staff that are made directly to the police or to Children's Social Care/Tameside Multi-Agency Safeguarding Hub.

In circumstances where a learner has an unexplained or suspicious injury that requires urgent medical attention, the child protection referral process should not delay the administration of First Aid or emergency medical assistance.

All parents of learners on roll at this school are informed of our safeguarding responsibilities and the existence of this policy.

## **Safer Workforce and Managing Allegations against Staff, including Supply staff and Volunteers.**

All staff will be subjected to safeguarding checks in line with the statutory guidance ***Keeping Children Safe in Education: Statutory Guidance for Educational Establishments and Colleges, September 2020.***

We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

We will ensure at least one member of every interview panel has completed Safer Recruitment training.

We have a procedure in place to handle allegations against members of staff and volunteers in line with ***Keeping Children Safe in Education; Statutory Guidance for Educational establishments and Colleges, 2020.*** In accordance with local guidance we adhere to Greater Manchester Safeguarding Procedures- Managing Allegations against Staff Guidance.

Any allegation made against a staff member will be dealt with by the Headteacher. In the case of allegations made against the Headteacher the case manager it will be the CEO.

## **Supporting Children**

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our School may be the only stable, secure and predictable element in their lives.

We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We will support all learners by:

- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring a comprehensive curriculum response to E-Safety, enabling children and parents to learn about the risks of new technologies and social media and how to use these responsibly.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Providing learners with a number of appropriate adults to approach if they are in difficulties.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying.
- Ensuring repeated hate incidents, e.g. racist, homophobic, gender or disability based bullying are considered under child protection procedures.
- Liaising and working together with other support services and those agencies involved in safeguarding.
- Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- Ensuring all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- Ensuring all staff understands the additional safeguarding issues of children with special educational needs and disabilities and how to address them.
- Monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures.

## **Vulnerable Learners**

Particular vigilance will be exercised in respect of learners who are subject to a Child Protection Plan and any incidents or concerns involving these learners will be reported immediately to Children's Social Care/Tameside Public Service Hub (and confirmed in writing). If the learner in question is a Looked After Child, this will also be brought to the notice of the Designated Teacher with responsibility for Looked After Children.

The school acknowledges the additional need for support and protection of learners who are vulnerable for various reasons including; domestic violence, sexual exploitation, mental health, disability, homelessness, refugee/asylum seeker, substance abuse, young carers, transient learners and learners who are excluded from the school.

We acknowledge that learners who are affected by abuse, neglect or any other traumatic childhood experiences, can have a long lasting impact and can affect mental health, behaviour and education. Learners may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or relationships with other learners.



The school has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate 'learner on learner' behaviour.

Learners with Special Educational Needs and Disabilities (SEND) - The school recognises that learners with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of learners.

Staff will be aware of the following:

- Certain indicators of abuse such as behaviour, mood and injury may relate to the learner's disability without further exploration
- Learners with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for learners with SEND, the above factors will always be taken into consideration.

### **Mental Health and Wellbeing**

The school has an important role in supporting the mental health and wellbeing, as well as physical health of our learners.

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.

School staff record concerns onto CURA any concerns relating to mental health and a triage assessment is completed with the learner by the Mental Health Lead, to ensure timely and effective support – if there are risks reported the Safeguarding Team consult with, and refer to Healthy Young Minds (CAMHS) The school work within a family approach framework to ensure safety and manage risk. The Mental Health Lead will keep a Mental Health and Wellbeing Matrix up to date, that will record concerns as an overview, as well as actions and will be a review process.

The school will also refer to other agency services or third sector services that support mental health and wellbeing, as well as accessing Early Help Access point, or signposting to evidence based apps and websites, as recommended by Healthy Young Minds (CAMHS)

The DSL/Mental Health Lead liaises closely with the School Nurse Service and Psychology services, to also support with mental health and wellbeing, as well as physical health.

The school has a Mental Health Lead who has been externally trained to offer in school interventions that are evidence based Cognitive Behavioural Therapy (CBT) for various mental health concerns, and is also a trained counsellor. The Mental Health Lead will access regular named Clinical Supervision from the Healthy Young Minds service. These interventions are tracked, using clinical outcome measures, that demonstrate impact.

All staff are aware of signs of concern to look out for, related to mental health. Staff will access CPD in this area and can have low level wellbeing conversations with learners, and escalate to the Mental Health Lead if there are concerns.

Pastoral staff have also been trained to support learners with wellbeing, as have a number of other staff. Staff will observe and not diagnose.

Learners can self refer to access support from a designated 'Wellbeing school E mail address' Families can also refer into school to request and access support for mental health and wellbeing. Learners will access comprehensive resources and sessions in their Life Skills curriculum sessions on mental health, as well the wide range of other health/safety related topics covered, as well as designated assemblies (**Statutory RSHE curriculum** )  
The 'RISE ABOVE' resource is a toolkit recommended in KSIE 2020 and will be used alongside other resources.

The school uses the **THRIVE** health model of care, meaning that staff can identify which quadrant a learner is in at any time, and this supports identifying impact of interventions as well as reviewing support.

### **Raising Concerns**

If any concerns are raised to a member of the school community, the following steps must be followed without exception:

- Share your concerns, at the earliest opportunity with the school's Designated Safeguarding Lead using a 'cause for concern' note and log concerns on electronic recording system CURA.
- If the disclosure is of a serious nature where a child is deemed at risk/is unsafe you must alert the Designated Safeguarding Lead immediately.
- In her absence, then another named member of safeguarding staff or request a **Safeguarding Senior Response** -

( see named key safeguarding team above)

### **Staff Induction, Training and Development**

As a school we are best placed to determine what training needs are required to best support staff in order to protect children from the risk of radicalisation. Statutory guidance discusses the importance of Prevent awareness training in order to equip staff to identify children who are at risk of being drawn into terrorism and to help staff to challenge extremist ideas.

Staff will be updated regularly with a Safeguarding bulletin – Raising awareness of various topics within complex safeguarding and online safety awareness, as well as safe working practice and mental health.

All new members of staff including Newly Qualified Teachers and Teaching Assistants, will be given an Induction that includes initial child protection training on how to recognise signs of abuse, how to respond to any concerns, E- Safety and familiarisation with the safeguarding and child protection policy, **Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges 2020**, and other related policies. We will ensure that staff understands the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.

The **DSL** will undergo updated child protection training every two years. In addition to this, their knowledge and skills will be updated regularly and at least annually to keep up with developments relevant to the role and context of the community we serve.

All staff members of Longdendale will receive appropriate safeguarding and child protection training (whole school training) which is regularly updated. The **DSL** will provide briefings to the staff on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required but at least annually.

The nominated governor for safeguarding and child protection will attend relevant training, this training will be updated every two years.

Longdendale will maintain accurate records of staff induction and training.

## **Allegations of abuse made against teachers and other staff**

### **Whistle Blowing and Complaints**

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

We ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary they will speak with the Headteacher, the Chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285.

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We actively seek the views of children, parents, families and staff members on our child protection arrangements through surveys, questionnaires and other means.

The following definitions should be used when determining the outcome of allegation investigations:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

### **Site Security**

All staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure.

We check the identity of all visitors and volunteers coming into our school. Visitors are expected to sign in and out electronically. All visitors are given an identification badge attached to a lanyard to be worn around the neck. There is a colour coding system in operation. A grey lanyard means that person is a member of the Longdendale permanent staff. A green lanyard means the individual has had the appropriate safety checks and are permitted to engage with learners without supervision. A red lanyard is for visitors to school who have not had the appropriate safety checks and consequently must be supervised at all times around young people. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

Longdendale will not accept the behaviour of any individual, parent or anyone else that threatens school security or leads others i.e. a child or adult to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the site.

The main entrance for visitors is a locked door which requires key code entry. The learner entrance points are supervised and open to learners at 8.20am and closed at 8.45am. The learner entrances are also supervised as a duty position and open at designated break and lunch times and at the end of the school day.

There is signage posted around the site perimeter prohibiting access to the public and warning learners not to go beyond the boundary. The site is secured by the perimeter fence and intercom entry via electronic gates.

### **Quality Assurance**

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.

The school senior management and the Local Governing Advisory Board and Trustees will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

### **Policy Review**

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with policy review cycle.

The **DSL** will ensure that staff members are made aware of any amendments to policies and procedures.

### **Linked Policies and Procedures**

The following policies and procedures are relevant for the Child Protection and Safeguarding Policy and procedure:

- Administration of Medicines Policy
- Anti – Bullying Policy
- Attendance and Punctuality Policy
- Behaviour Policy / Staff Code of Conduct
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol
- E- Safety Policy / ICT Acceptable Use Policy.
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments
- Offsite Activities and Educational Visits Policy and Risk Assessments
- Physical Education and Sports Guidance
- Premises Inspection Checklist
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Special Educational Needs and Disability Policy
- Mental Health Policy
- See COVID-19 CP Addendum and Addendum Safe Working Practice
- Sexual violence and sexual harassment between children in schools and colleges DfE

## Definitions

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

**Children;** are any people who have not yet reached their 18<sup>th</sup> birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

**Child Protection;** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

**Child Protection Plan (CPP);** is when a child protection case conference decides a child or young person is at risk of abuse they are known as a 'child subject to a child protection plan'. This is to remind us that it is what we all do, as set out in the plan that keeps children safe.

**Child in Need (CIN);** Are children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services (section 17 of the Children Act 1989).

**Designated Safeguarding Lead (DSL);** is a named member of the Senior Leadership Team who coordinates all matters relating to child protection and its links to Safeguarding.

**Early Help;** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

**Harm;** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

**Safeguarding children;** is the action we take to promote the welfare of children and protect them from harm. Safeguarding and promoting the welfare of children is defined in [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(Updated 2019\)](#) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health and development; both Physical and Mental health
- 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.

**Significant Harm;** the Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

## CATEGORIES OF ABUSE

**Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- Making a child feel worthless, unloved or inadequate
- Only there to meet another's needs
- Inappropriate age or developmental expectations
- Overprotection and limitation of exploration, learning and social interaction
- Seeing or hearing the ill treatment of another, e.g. domestic abuse
- Making the child feel worthless and unloved - high criticism and low warmth
- Serious bullying (including cyberbullying)
- Exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- Provide adequate food, clothing and shelter, including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision, including the use of inadequate care givers
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

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

## **Specific Safeguarding Issues**

The government website, [GOV.UK](https://www.gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website

- Child missing from education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- County Lines
- Bullying including cyberbullying
- Domestic violence
- Drugs
- E-safety
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- "Honour-based" Abuse
- Mental health and behaviour
- Private fostering
- Preventing radicalisation and the Prevent duty
- Self-harm and suicidal behaviour
- "Sharing Nudes and Semi nudes " Sexting
- Teenage relationship abuse/ Peer on Peer Abuse
- Trafficking
- Sexual Violence and Sexual harassment between children

## **Further Information on Children Missing from Education (See policy)**

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

School has in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

We must inform the Local Authority of any learner who fails to attend School regularly, or has been absent without our permission for a continuous period of 10 days or more, at such intervals as are agreed between the School and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State).

Refer to Keeping Children Safe in Education September 2016 Annex A for further guidance

## **Further information on Child Sexual Exploitation**

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something from individuals or groups (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious

organised crime by gangs and groups. What defines 'exploitation' is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some cases young people who are being sexually exploited do not exhibit any external signs of this abuse.

CSE does not always involve physical contact; it can also occur through use of technology. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)

Teachers and other school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Schools will enable these patterns to be identified. We are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers and school staff will highlight concerns about missing children as they may be at risk of child sexual exploitation.

**Some of the following signs may be indicators of sexual exploitation:**

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late
- Children who are absent from school

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance -

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation -

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>



## **Further information on Child Criminal Exploitation**

Child Criminal Exploitation (CCE) occurs when an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity:

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or other advantage of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see information below), forced to shoplift or pickpocket, or to threaten other young people.

### **Some of the following can be indicators of CCE:**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education

Further reference:

<https://www.childrensociety.org.uk/news-and-blogs/our-blog/how-children-and-young-people-are-forced-to-sell-drugs-through-county-lines>

### **The Home Office County Lines Guidance;**

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Child Protection procedures and referrals to external agencies will be made, as appropriate.

### **Further information on County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. These children may be known as 'mules'.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>103</sup> will be considered.

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

### **Further Information regarding Domestic Abuse**

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. School will make a referral to the MASH/GMP if appropriate – Tameside 'Bridge' services supports families

The cross-party definition of domestic violence and 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.

The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional.

Any child may witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

For further information consult "Domestic Violence and Abuse" <https://www.gov.uk/domestic-violence-and-abuse>

### **Operation Encompass**

Operation Encompass has been adopted by the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children.

The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will

inform the school Designated Safeguarding Lead in school before the child or children arrive at school the following day.

This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **National Domestic Abuse Helpline**

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

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

- Tameside 'Bridges' Service
- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real and significant risk to a child's welfare. The safeguarding team are aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

### **Further Information on On-line-Safety (use of ICT, the internet, mobile technology and social media) (See Policy)**

We have an On-line-Safety policy which includes guidance for all learners in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances, the DSL should contact the Single Point of Advice for advice on how to proceed with regards to talking to parents / carers about On-line-Safety. In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report concerns in a timely way so that advice and support can be sought.

For further information, see **Keeping Children Safe in Education 2020**

### **Further information on 'honour –based 'Abuse ; Female Genital Mutilation and Forced Marriage**

'Honour-based' abuse (HBA) encompasses incidents or crimes which have been committed 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.

Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they will speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

## **FGM**

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

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016): <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>. Staff should be aware of mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found **Annex A of Keeping Children Safe in Education September 2020**.

### **Further Information on Forced Marriage**

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age learners will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff will contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk). Further details can be found in Annex A Keeping Children Safe in Education September 2020.

### **Further information on Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 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 ("the Prevent duty"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of learners, as well as the effectiveness of the leadership and management of the school in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

## **Definitions and Indicators**

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

**Extremism** is the vocal or active opposition to our fundamental values – including democracy, the rule of law, liberty and respect of different faiths and beliefs.,

**Terrorism** is action that endangers or causes serious violence to people, damage to property, or disrupts an electronic system. The use of threat is designed to influence the government or intimidate the public, for the purpose of advancing a political, religious or ideological cause.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate

- attempts to recruit to prejudice-related organisations
- Condoning or supporting violence towards others.

The Prevent Duty statutory guidance summarises the requirements on schools in terms of four general themes, **risk assessment, working in partnership, staff training and IT policies.**

**Risk Assessment.** The Prevent duty is seen as part of the school wider safeguarding obligations.

As a school we are expected to assess the risk of children being drawn into terrorism and provide support for those at risk of radicalisation. Staff at Longdendale High School will be asked to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, staff will be expected to write a 'Cause For Concern' which will be logged on CURA, as expected with any type of safeguarding concern. In order to support a child who may be vulnerable to being drawn into terrorism it may be appropriate to make a referral to the Channel Programme which is a support service that provides support at an early stage to an individual who might be vulnerable to radicalisation, an individual's engagement with this programme is voluntary.

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

The Department for education has published The Prevent duty Departmental advice for educational establishments and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

## **Further Information on Sexting “Sharing nudes or Semi nudes”**

### **Responding to incidents – The School response is based on**

***UK Council for Child Internet safety UKCIS – “Sharing nudes and Semi nudes “Responding to incidents and safeguarding young people”(current Guidance for schools and colleges Dec 2020 ) alongside “ Keeping children safe in education - statutory guidance September 2020” also DfE advice – ‘Searching, Screening and Confiscation advice.***

### **Defining “Sharing nudes or semi nudes” Sexting /Sexualised imagery of children and young people**

In the latest updated advice for schools and colleges (**UKCIS, Dec 2020**), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people

under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents.

On this basis this advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is to ensure clarity about the issues this advice addresses. 'Youth produced sexual imagery' best describes the practice because:

- 'Youth produced' includes young people sharing images that they, or another young person, have created of themselves.
- 'Sexual' is clearer than 'indecent.' A judgement of whether something is 'decent' is both a value judgement and dependent on context.
- 'Imagery' covers both still photos and moving videos.

### **Dealing with an incident**

The response to these incidents will be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of any children and young people involved.

### **Understanding motivations and behaviours ;**

Nudes and semi-nudes can be shared by, and between, children and young people under a wide range of circumstances, and are often not sexually or criminally motivated. The school's response to an incident will differ depending on the motivations behind the incident and the appropriateness of the child or young person's/people's behaviour. In order to ensure an appropriate and proportionate response to an incident of nudes and semi-nudes being shared, Safeguarding staff will refer to all the guidance in the **UKCIS Document " Sharing nudes and Semi nudes 2020)**

Responding to incidents of sharing nudes and semi-nudes is complex because of its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

In many cases, school may respond to incidents without involving the police, for example where an incident can be defined as 'experimental' (see [section 1.6 UKCIS Document](#)) and there is no evidence abusive or aggravating elements. Safeguarding staff will always consult the UKCIS Document for guidance.

The police may, however, need to be involved in some cases to ensure thorough investigation, including the collection of all evidence (for example, through multi-agency checks). Where there are abusive and/or aggravating factors, incidents will always be referred to the police through the Multi-Agency Safeguarding Hub (MASH)

Initially the DSL will consider the initial information and aim to establish:

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

**An immediate referral to police and/or children's social care should be made if at this initial stage**

1. The incident involves an adult
2. There is reason to believe that a young person has been blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
3. What we know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any learner in the imagery is under 13
5. We have reason to believe a learner is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming If none of the above apply then we may decide to respond to the incident without involving the police or children's social care (school may choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

The decision will be in line with all our school child protection procedures and will be based on consideration of the best interests of the young people involved. This will take into account



proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to police and/or children's social care. If there are any doubts about whether to involve other agencies, a referral to Police may be made.

## **Searching devices, viewing and deleting imagery**

### **Viewing the imagery**

**Adults should not view youth produced sexual imagery unless there is good and clear reason to do so.** Wherever possible responses to incidents will be based on what DSLs have been told about the content of the imagery.

The decision to view imagery will be based on the professional judgement of the DSL and should always comply with the child protection policy and procedures of the school. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. The procedure flowchart in the UKCCIS Guidance will be followed. Any decision taken, to view imagery will be discussed by DSL, Safeguarding Team and Headteacher. This will be recorded with all the decision and actions taken.

### **Further information on Private Fostering**

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else. This lack of awareness means that many privately fostered children remain hidden and can be vulnerable.

### **Private Fostering definition:**

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

School staff play an essential role in identifying privately fostered children. If we know a child is being privately fostered, the DSL will advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

## **Fabricated or Induced Illness**

Absences from school are common and occur for many reasons including legitimate medical and hospital appointments. If fabricated or induced illness by a parent or carer is suspected, schools should verify the reasons for the child's absences. They should also determine whether reported illness is being used by the child, for example, to avoid unpopular lessons or being bullied. Such concerns should not be dismissed they are very real and have an impact on learners' behaviour and academic performance. Schools should have their own procedures in place for dealing with such situations.

The presenting signs and symptoms need careful evaluation for a range of possible causes. Professionals must remain open minded to all possible explanations. When dealing with their concerns for a child, a child may present for medical/health attention with unusual and puzzling symptoms that are not attributable to any organic diseases and yet which do not involve deliberate fabrication or deception.

Concerns that a child's illness may be fabricated or induced are most likely to come from health professionals. However, any agency in contact with a child may become concerned, for example education staff where a child is frequently absent from school on questionable health grounds. It is essential that a paediatrician is involved in the assessment of FI. However, the paediatrician will almost always need the help of social care and other agencies in gathering information.

In cases of suspected fabricated or Induced Illness, discussing concerns with parents or carers prior to making a referral may place the child at increased risk. It is in the child's best interest that the parents/carers are not informed of the referral at this stage. A multi-agency decision of when and how parents will be informed of concerns will be made at a strategy meeting.

An Individual Health Plan will be invaluable evidence.

For further information & guidance see the Greater Manchester Safeguarding Procedures <http://greatermanchesterscb.proceduresonline.com>

## **Allegations of Abuse Made Against Other Children**

At Longdendale High School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other learners.

We recognise that some learners will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under our Behaviour Policy.

## **Safeguarding Allegations**

It is important to remember that peer-on-peer abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to allegations made against learners by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is

likely that to be considered a safeguarding allegation against a student, some of the following features will be found.

The allegation:

1. Is made against an older learner and refers to their behaviour towards a younger learner or a more vulnerable learner
2. Is of a serious nature, possibly including a criminal offence
3. Raises risk factors for other learners
4. Indicates that other learners may have been affected by this learner
5. Indicates that young people outside school may be affected by learner

**Examples of safeguarding issues against a learner could include:**

**Physical Abuse:**

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

**Emotional Abuse:**

- Blackmail or extortion
- Threats and intimidation

**Sexual Violence and Sexual harassment :**

Sexual comments on/offline, or messages are not acceptable and not just banter  
Unwanted sexual behaviours and touch are not acceptable

**Sexual Abuse:**

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

**Sexual Exploitation:**

- Encouraging other children to attend inappropriate parties
- Photographing or videoing other children performing indecent acts

**“Upskirting”:**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

**Minimising the risk of safeguarding concerns towards learners from other learners**

- We will provide a developmentally appropriate PSHE life skills curriculum which develops learners’ understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any learner to raise concerns with staff, knowing they will be listened to, believed and valued.
- Deliver targeted work on assertiveness and keeping safe to those learners identified as being at risk.

On occasion, some learners will present a safeguarding risk to other learners. The school should be informed that the young person raises safeguarding concerns, for example, they are

coming back into school following a period in custody or they have experienced serious abuse themselves. These learners will need an individual risk management plan to ensure that other learners are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

### **What to do**

When an allegation is made by a learner against another learner, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed through the Note of concern on CURA.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL will contact The Multi agency Safeguarding Hub to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both learners' CURA records.

If the allegation indicates a potential criminal offence has taken place, the Police should be contacted at the earliest opportunity and parents informed (of both the learner being complained about and the alleged victim).

Where neither Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures/behaviour policy.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

### **Dealing with a disclosure made by a child- Advice for all members of staff**

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell someone.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the 'cause for concern' form on CURA

- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

Support will be planned and available for **both the victim and alleged perpetrator**, linked to any incident or allegation

In any incidents involving Sexual violence and sexual harassment between children, Safeguarding staff will follow procedures aligned with **Part 5 : Child on Child Sexual Violence and harassment DfE KCSIE 2020 alongside DfE Advice document – SV and SH between children May 2019**

## **Safer Recruitment**

At our school we are committed to the safer recruitment practices outlined in '**Keeping Children Safe in Education** – Statutory guidance for schools and colleges' 2020.

Our staff and Governing body acts reasonably in making decisions about the suitability of any prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS check required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in our school.

For most appointments, an enhanced DBS check with barred list information will be appropriate as the majority of staff will be engaging in regulated activity. A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will carry out paid, or unsupervised unpaid, work regularly in school where that work provides an opportunity for contact with children.
- engage in intimate or personal care or overnight activity, even if this happens only once.
- An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of:
- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then we will follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK we will make any further checks the school considers appropriate;
- verify professional qualifications, as appropriate.
- verify a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- obtain a separate barred list check (what was list 99) if an individual will start work in regulated activity before the DBS certificate is available;
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- There may be a case where a member of staff, supply staff or volunteer may have behaved in a way that indicates they may not be suitable to work with children – There

may be a transferrable risk. The school will consider if an out of school incident could impact on their suitability to work with children.

- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;

There is **no requirement** to obtain an enhanced DBS check if, in the three months prior to beginning work at Longdendale, the applicant has worked in a school in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006.

### **Knife crime and weapons on school premises**

The school follows the Tameside Local Authority guidance on how to report incidents if a learner has in their possession a knife, bladed article or weapon on school premises.

*(School defined as; land used for the purposes of a school, excluding dwellings used by a person employed by the school e.g. caretaker's residence).*

This guidance does not cover the many strands of legislation in relation to knife crime other than to say that it is;

**'A criminal offence to have in a public place any article which has a blade or is sharply pointed (including a folding pocket knife if the cutting blade exceeds 7.62cm/3inches)'. S139A CJA 1988 specific offence of blade or pointed instrument on school premises.**

In **ALL** cases of knife crime (as defined above) incidents **Will** be reported to the Police.

The school follows the guidance in the DfE searching, screening and confiscating weapons, advice for head teachers, school staff and governing bodies:

Reporting knife crime to the Police is the first step in developing effective prevention strategies. The crime recording data can be used for early identification of trends and crime patterns in schools and in the local community. By using this information Schools, Police and other Partner agencies can intervene before a problem becomes entrenched. This multiple strand approach is essential to tackling and reducing serious violent crime and knife crime in our communities and schools. Additionally, it also gives the police and partner agencies the opportunity to work with those identified in a more holistic approach.

### **School actions;**

School reporting incidents to the Police:

Where there is an **immediate** Police response required **DIAL 999**. Immediate response is defined as:

- **Danger to life**
- **Immediate threat of serious violence**
- **Serious injury to a person**
- **Serious damage to a property**

If there is **no immediate threat** and **no necessity** for a police officer to attend on the day of the incident then the school will notify their police school liaison officer within 24 hours via [tamesideschoolsstrategic@gmp.police.uk](mailto:tamesideschoolsstrategic@gmp.police.uk). As well as their direct E mail address. The school liaison officer will record the relevant crime and make contact with the school within 24 hours.

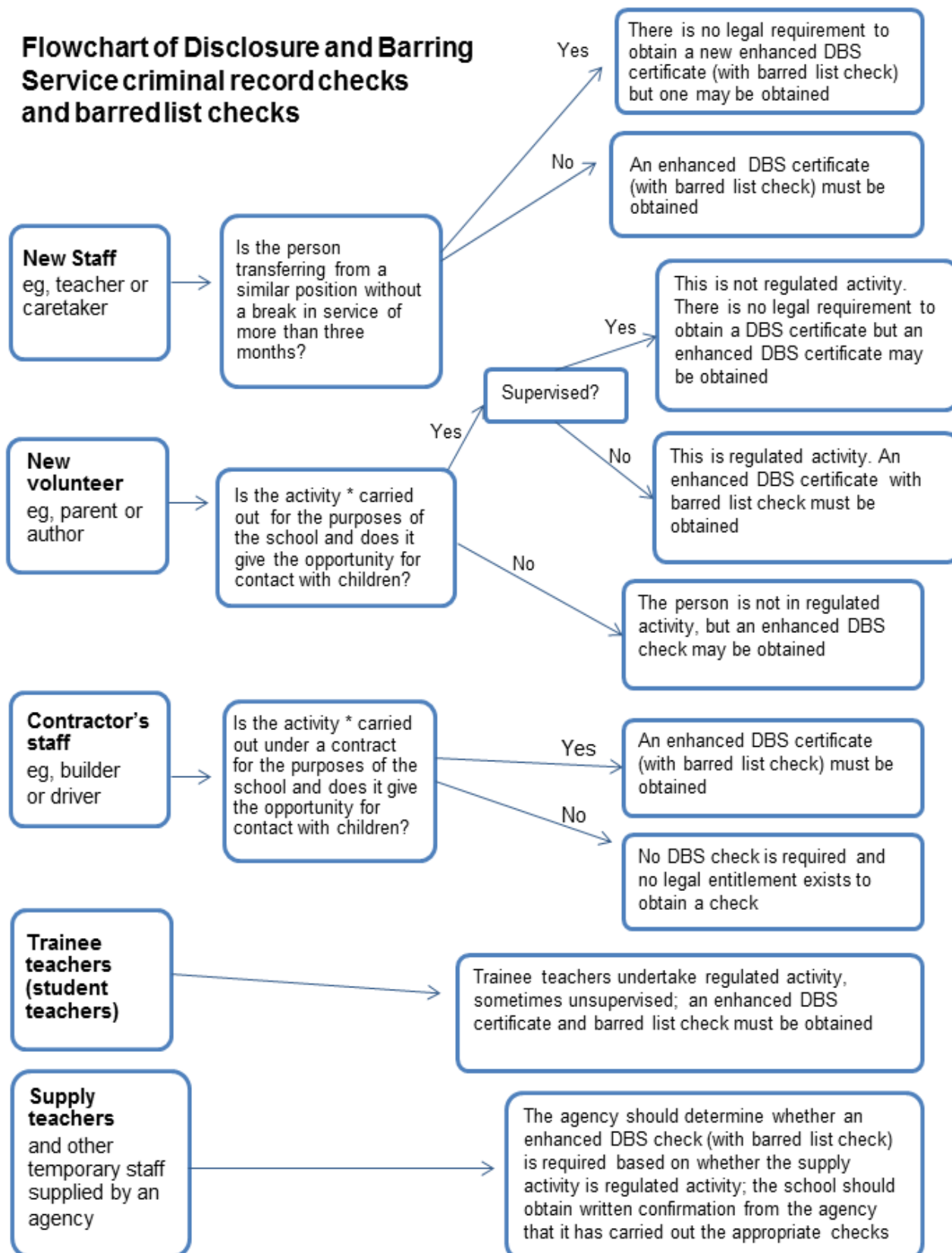
Of receiving the report in order to discuss the incident further and collect any seized items relating to the crime. School is also requested to notify the Youth Justice Service [yotbusinesssupport@tameside.gov.uk](mailto:yotbusinesssupport@tameside.gov.uk)

The Youth Justice Service will arrange for a multi-agency meeting to take place at the school within five days in order to gather information and support the school in assessing any potential risk. The meeting will be attended by representatives from the School, Police and Youth Justice Service; if the young person and their family are already open to other services then key workers from these agencies will be invited to attend. In instances where the young person and their family are not known or currently open to Children's Social Care, then a representative from the Local Authority's Early Help Access Point team will attend.

Appendix 1 is a flowchart that outlines the process and provides further detail regarding considerations for the multi-agency meeting.

**In all cases the item/s will be securely locked away until police collection**  
(refer to the **Education Act 1996**)

## Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'



## Employment History and References

Longdendale will always ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

Any information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for the post (including information obtained from the Employer Access Online checks referred to previously).

In addition, we will:

1. Ensure that all our adverts include a statement which explains our commitment to safeguarding children
2. Display our commitment to safeguarding both visually in school and on our website
3. Ensure that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
4. Discard any applications that are made by any applicant who submit a CV instead of the required application form
5. Ask specific questions during the interview that relate to safeguarding children.
6. Discuss any self-declared information with the candidate in a non-prejudicial way during the interview
7. Reserve the right to call candidates back for further questioning if anything emerges either through the DBS process or late references.
8. Reserve the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose

## Single Central Record

Longdendale keeps a single central record. The single central record covers the following people:

- all staff (including supply staff) who work at the school
- all others who work in regular contact with children in the school, including volunteers.

Longdendale does not necessarily hold DBS certificates in order to fulfil the duty of maintaining the single central record. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications are kept for the personnel file.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been

provided in respect of the member of supply staff, and the date that confirmation was received.

Where checks are carried out on volunteers, schools should record this on the single central record.

**We have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left**

### **Agency and Third-party Staff**

Longdendale must obtain written notification from any agency, or third-party organisation we use that the organisation has carried out the checks (in respect of the enhanced DBS certificate) that written notification has been received that confirms the certificate has been obtained by the school, on an individual who will be working at the school, that the school would otherwise perform. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.

Where there are any allegations regarding supply staff, these will be handled by school – updating the agency as well as the LADO consultation

### **Trainee / Student Teachers**

Where applicants for initial teacher training are salaried by the school, the school must ensure that all necessary checks are carried out. As trainee teachers are likely to be engaging in regulated activity, an enhanced DBS certificate (including any barred list information) must be obtained.

Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks, schools should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record.

### **Volunteers**

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. For new volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis we will obtain an enhanced DBS certificate with barred list check.

### **School Governors**

School Governors who are volunteers will be treated on the same basis as other volunteers, that is, an enhanced DBS check with barred list check will only be requested if the governor will be engaged in regulated activity.

Our Governing Body oversees the Headteachers' sound maintenance of all safeguarding procedures in line with this policy. The Headteacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body.

Our Governing Body does not discuss any individual cases and never requests to see individual learner records.

## **Contractors**

Longdendale has arrangements in place with contractors to make sure that the contractor, or any employee of the contractor, working at the school has been subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly).

Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children.

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

## **Off Site Learning and Alternative Provision**

Some learners at Longdendale may be offered opportunities for work based learning. These opportunities will be made available through:

- Day Release College programmes
- Alternative Curriculum Provision
- Extended Work Experience Placements

We contract local Colleges, training providers and support agencies to place learners on work experience and alternative learning programmes. In the Colleges their recruitment, selection and pre-employment vetting is regulated in accordance with Part 3 of the document **'Keeping Children Safe in Education' – 'Statutory Guidance for Schools and Colleges September 2020.**

When learners are placed on work experience placements we will ensure that policies and procedures are in place to protect children from harm.

Longdendale High School will contract 'Engaging Brighter Placements' to carry out all necessary Safeguarding and Health and Safety checks and to ensure the appropriate Public Employer and Public Liability Insurance policies are in place and it is in accordance with our health and Safety Policy.

In School there is a centrally held register of all off site learners, this is held with the Attendance Officer. It is the responsibility of the school to check learner attendance, see Attendance Policy.

If we have any safeguarding concerns regarding a learner that is an off-site learner, the health and safety risk will be assessed by the Safeguarding Officer. If it is deemed that the provider needs further information it is the responsibility of the Safeguarding Officer to inform the Safeguarding officer within the contracted establishment so as they can manage the risk.

# Appendicies



**Longdendale**  
HIGH SCHOOL

### Note of Concern

The following cause for concern has been logged on CURA.

<b>Staff Name:</b>			
<b>Date:</b>		<b>Time:</b>	
<b>Learner Name:</b>		<b>Year Group:</b>	
<b>Summary of Concern:</b>			
<b>Severity of Concern: (Please Circle)</b>	<b>1 2 3 4 5</b> 1: Information only, 2: LOW, 3: MEDIUM, 4: HIGH, 5: REQUIRES IMMEDIATE ATTENTION		

Please hand this completed form to a member of the school's Designated Safeguarding Team.

<b>For Safeguarding Team use only:</b>			
<b>Received by:</b>		<b>To be actioned by:</b>	
<b>Actioned:</b>		<b>Resolved:</b>	

**A**chievement **S**uccess **P**rofessionalism **I**ntegrity **R**espect **E**ndeavour

## Appendix Two

### Annex C Keeping Children Safe in Education

#### Online Safety ;

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

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

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

#### Education

Opportunities to teach safeguarding, including online safety, are discussed at paragraph 88-90. Resources that could support schools and colleges include:

- Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
  - Disrespect nobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography
  - Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
  - PSHE association provides guidance to schools on developing their PSHE curriculum
- 103
- Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements

- Thinkuknow is the National Crime Agency/CEOPs education programme with age specific resources
- UK Safer Internet Centre developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

## **Protecting children**

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

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

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part, by the risk assessment required by the Prevent Duty. 119 The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: UK Safer Internet Centre: appropriate filtering and monitoring.

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

Whilst filtering and monitoring is an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school or college approach to online safety. This will include a clear policy on the use of mobile technology in the school or college. Many children have unlimited and unrestricted access to the internet via 3G, 4G and 5G in particular and the school and college should carefully consider how this is managed on their premises.

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

## **Reviewing online safety**

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

## **Education at home**

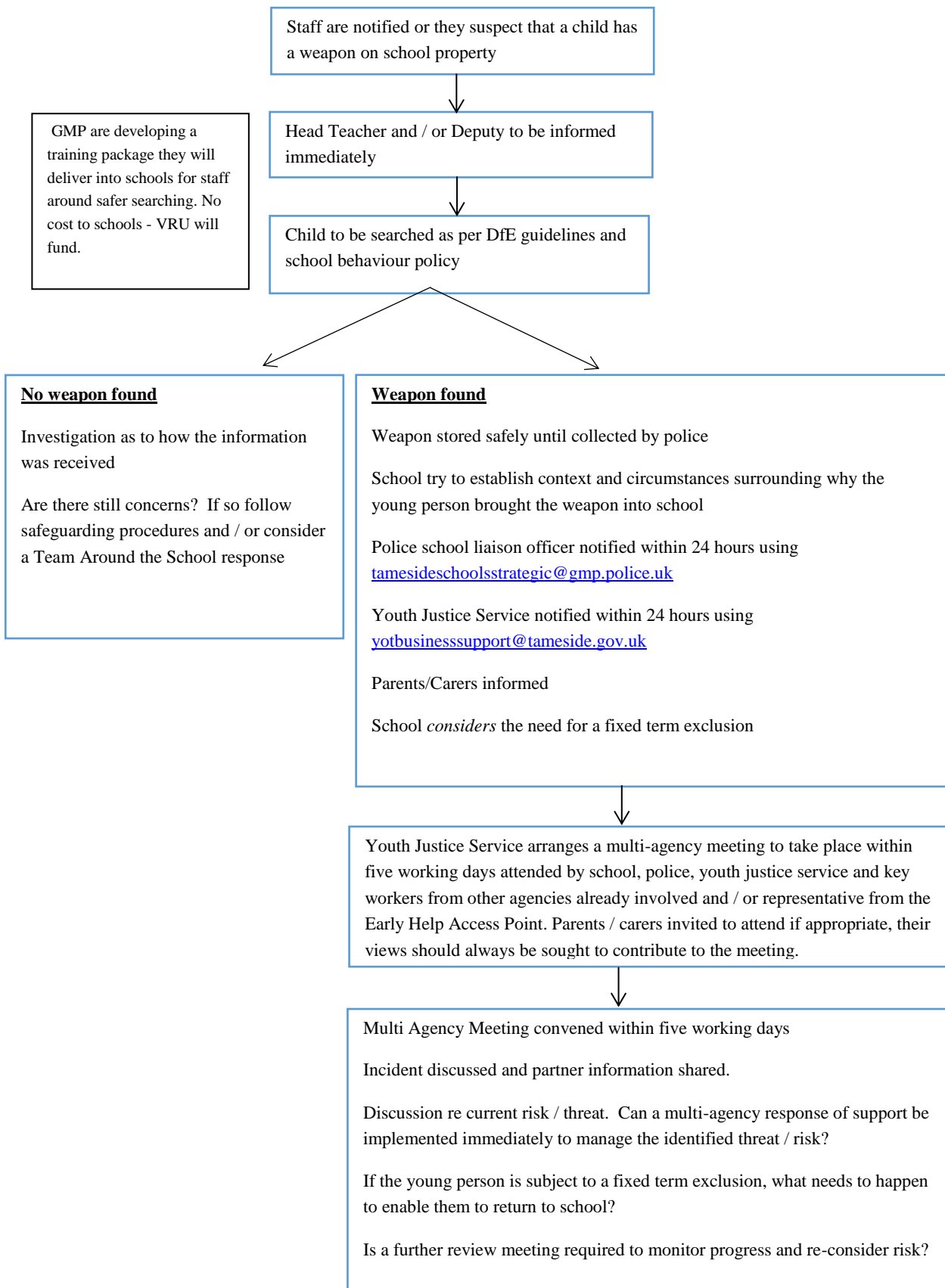
Where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely: [safeguarding-in-schools-colleges-and-other-providers](#) and [safeguarding-and-remote-education](#)

## **Staff training**

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 84) and the requirement to ensure children are taught about safeguarding, including online safety (paragraph 87), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

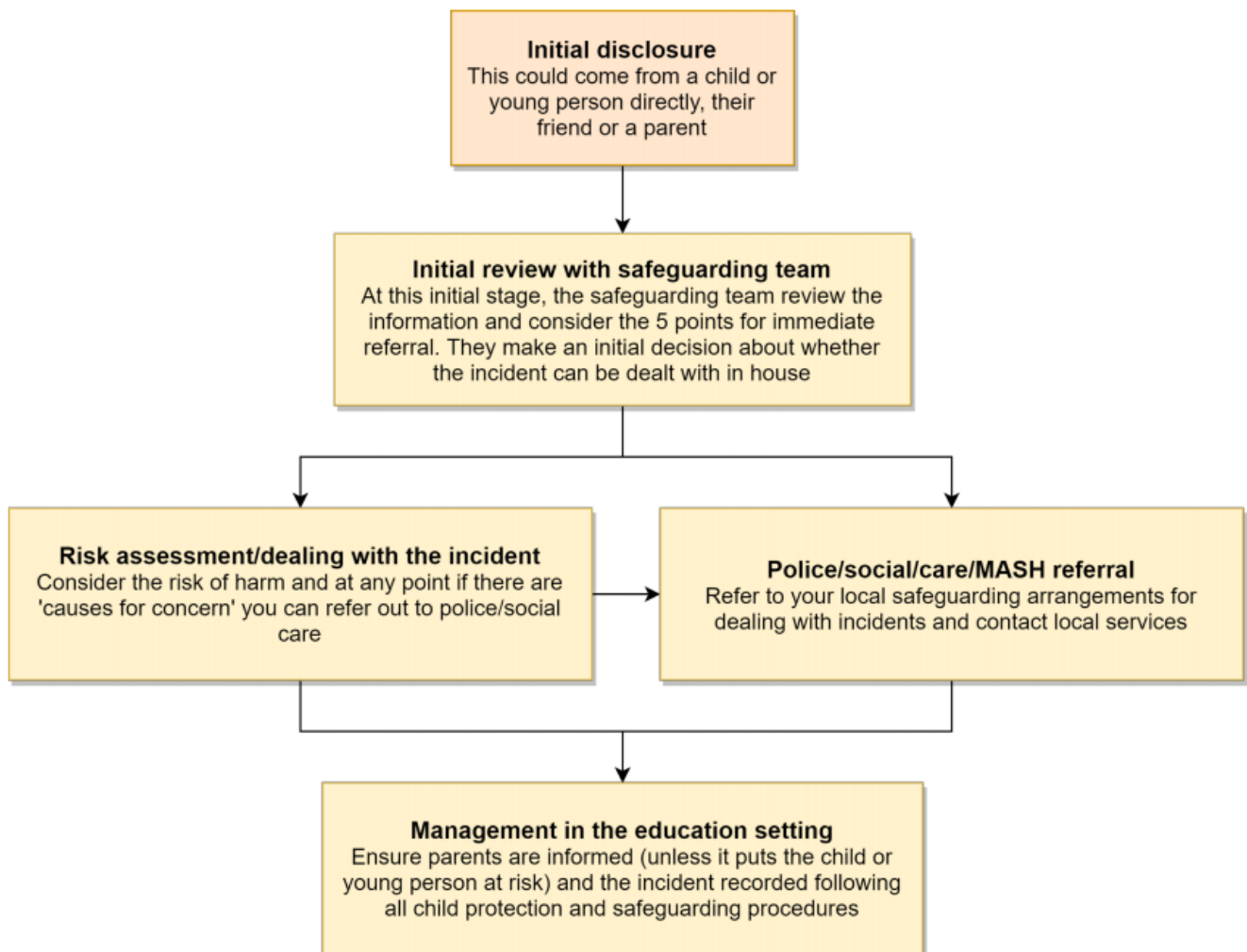


## Tameside Knife and Weapon Guidance



## Appendix Four

Flowchart taken from *Sharing Nudes and Semi-Nudes* UK Council For Internet Safety December 2020.



## Appendix Five

### Information and support

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

Advice for governing bodies/proprietors and senior leaders

- Childnet provide guidance for schools on cyberbullying
- Educateagainsthate provides practical advice and support on protecting children from extremism and radicalisation
- London Grid for Learning provides advice on all aspects of a school or college's online safety arrangements
- NSPCC provides advice 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
- UK Council for Internet Safety have provided advice on sexting-in-schools and colleges and using-external-visitors-to-support-online-safety-education Remote education, virtual lessons and live streaming
- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on choosing, configuring and deploying video conferencing
- National cyber security centre guidance on how to set up and use video conferencing
- UK Safer Internet Centre guidance on safe remote learning

### **Support for children**

- Childline for free and confidential advice

- UK Safer Internet Centre to report and remove harmful online content
- CEOP for advice on making a report about online abuse

### **Parental support**

- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Commonsensemedia provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- Internet Matters provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- Let's Talk About It provides advice for parents and carers to keep children safe from online radicalisation
- London Grid for Learning provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Lucy Faithfull Foundation StopItNow resource can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
- National Crime Agency/CEOP Thinkuknow provides support for parents and carers to keep their children safe online
- Net-aware provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Parentzone provides help for parents and carers on how to keep their children safe online
- Parent info from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
- UK Safer Internet Centre provide tips, advice, guides and other resources to help keep children safe online