Coaley CofE Primary Academy

Diocese of Gloucester

Academies Trust

Safeguarding and Child Protection Policy

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Responsible group:	The Trust with LGB amendments to setting and ratification
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To gain immediate guidance from this policy on reporting a concern, please see Page 4 for contact information and Page 15 Paragraph 8.7 for the process and Appendix 2 for recording sheets.

Safeguarding Statement

Name of Academy/academy recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued, and their interests are at the heart of all our decisions. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the Academy's safeguarding responsibilities. The academy will fully contribute to multi-agency working in line with statutory guidance outlined in KCSIE 2021 and working together to safeguard children. **Safeguarding is everyone's responsibility.**

Key Contacts

The Designated Safeguarding Lead (DSL) is: Richard Lucas Contact details: email: .head@coaley.glous.sch.uk Telephone: 01453 890358
The deputy DSL(s) is /are: Jen Lowe Contact email: jalowe@coaley.gloucs.sch.uk Telephone: 01453 890358
The nominated safeguarding governor is: Carole O'Donnell Contact details: email: c.odonnell@coaley.gloucs.sch.uk Telephone: 01453 890358
The Headteacher is: Richard Lucas Contact details: email: see above Telephone: see above
The Chair of Governors is: Carole O'Donnell Contact details: email: see above Ttelephone: see above
Children's Helpdesk (8am-5pm): Telephone: 01452 426565 Out of Hours – Emergency Duty Team Telephone: 01452 614194 or 101 Link to Gloucestershire Safeguarding Children's Executive https://www.gscb.org.uk/
Allegations Management: LADO – Nigel Hatten Telephone: 01452 426 994
If there is an emergency and you feel that a child may be in immediate danger use 999

Terminology

Safeguarding and promoting the welfare of children is defined as:

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

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

Staff refers to all those working for or on behalf of the academy, full or part time, temporary or permanent, either in a paid or voluntary capacity.

Practitioners refers to "all individuals who work with children and their families in any capacity".

Child includes everyone under the age of 18.

Parents refer to birth parents and other adults who are in a legally recognized parenting role, for example step- parents, foster carers and adoptive parents.

For the purposes of this policy, the term "harmful sexual behaviour includes, but is not limited to, the following actions.

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DFE's guidance 'Sexual violence and sexual harassment between children in schools and colleges' (2021), and for the purpose of this policy, the term "sexual harassment "is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates child's dignity and makes them feel intimidated, degraded or humiliated and can create a hostile, sexualized or offensive environment.

For the purposes of this policy, the term "sexual violence" encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term "teaching role" is defined as planning and preparing lessons and course for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching activities if the person carrying out the activities does so (other than for the purpose of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Headteacher to provide such direction and supervision.

1. Introduction

1.1. This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (Academy Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- General Data Protection Regulation (GDPR)
- The Childcare (Disqualification) Regulations 2009
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018

Statutory guidance

- HM Government (2014) 'multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working together to safeguard children'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2015) 'Information sharing'
- DfE (2015) 'The Prevent duty'
- DfE (2020) 'Keeping children safe in education'
- DfE (2016) 'Disqualification under the Childcare Act 2006'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (1989) Children's Act Private Fostering

1.2. The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our Academy to identify, assess, and support those children who are suffering harm.

1.3. This policy applies to all members of staff, volunteers, visitors, and governors in the Academy.

2. Policy Principles

2.1. The welfare of the child is paramount, whether they are in school or at home learning remotely.

2.2. All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

2.3. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

2.4. All staff believe that our Academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2.5. Pupils and staff involved in child protection issues will receive appropriate support.

3. Policy Aims

3.1. To demonstrate the Academy's commitment with regard to safeguarding and child protection to pupils, parents and other partners and to provide a framework within which this is done. This policy operates for pupils attending school in person and for when they are required to learn remotely.

3.2. To support the child's development in ways that will foster security, confidence and independence.

3.3. To provide an environment in which all our children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

3.4. To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

3.5. To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the Academy, contribute to assessments of need and support packages for those children.

3.6. To emphasise the need for good levels of communication between all members of staff.

3.7. To develop a structured procedure within the Academy which will be followed by all members of the Academy community in cases of suspected abuse.

3.8. To ensure effective working relationships with other agencies, especially the Police and Social Care are in place.

3.9. To ensure that all staff working within our Academy who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is maintained accurately and checked regularly.

4. Supporting Children

4.1. We recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We also recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.

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

Our Academy will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the Academy.
- Responding sympathetically to any requests for time out to deal with distress and anxiety.
- Offering details of helplines, counselling or other avenues of external support.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the Academy by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the Academy medical records are forwarded as a matter of priority. If a child leaves the Academy to be educated at home, the Academy will work with other key professionals to coordinate a meeting with parents and carers where possible. Ideally this will be in advance of a final decision to remove is made.
- Children are taught to understand and manage risk through our person, social, health and economic (PSHE) education and Relationship and Sex Education and through all aspects of Academy life. This includes online safety. This is delivered using materials from Coram Life.

4.2. Prevention/Protection- we recognise that the Academy plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The Academy community will therefore:

- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
- Include regular consultation with children e.g., through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes etc.
- Ensure that all children know there is an adult in the Academy whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including through PSHE and RSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti- bullying work, online-safety, road safety, pedestrian and cycle training. Also focused work in Year 6 to prepare for transition to Secondary settings and more personal safety/independent travel.
- Ensure all staff are aware of guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

5. Safe Academy, Safe Staff

5.1. We will ensure that;

- All staff receive annually information about the Trust and Academy's safeguarding arrangements, the Academy's safeguarding and child protection policy, staff behaviour policy (Trust code of conduct), the

Academy's behaviour policy , the role and names of the Designated Safeguarding Lead and their deputy(ies), and Keeping Children Safe in Education part 1 and annex B and on induction;

- All staff receive safeguarding and child protection training at induction in line with advice from Gloucestershire's Safeguarding Partners which is regularly updated and receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns including keeping safe online when remotely educating.
- All staff and governors have regular child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The safeguarding policy is made available via the Academy website and parents/carers are made aware of this policy and their entitlement to have a copy via the Academy handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding Policy and reference to it in the Academy's handbook.
- The Academy provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
- The Academy's lettings policy will seek to ensure the suitability of adults working with children on Academy sites at any time.
- Community users organising activities for children are aware of the Academy's Safeguarding Policy, guidelines and procedures.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the Academy.
- All staff will be given a copy of Part 1 and Annex B of Keeping Children Safe in Education 2021 and will sign to say they have read and understood it. This applies to the Governing Body in relation to part 2 of the same guidance.

6. Roles and Responsibilities

6.1. All members of DGAT and The Governing Body understand and fulfil their strategic leadership responsibilities, namely, to ensure that:

- there is a Safeguarding and Child Protection policy together with a staff behaviour policy (Trust code of conduct).
- ensure that there is a senior board level lead and member of the Executive leadership team responsible for safeguarding arrangements. This is The Venerable Hilary Dawson and the DCEO.
- Safeguarding and Child protection policy, recruitment and managing allegations policies and procedures, including the staff behaviour policy (Trust code of conduct), are consistent with Gloucestershire's Safeguarding Partners and statutory requirements, are reviewed annually and the Safeguarding and Child Protection policy is publicly available on the Academy website or by other means.
- all staff including temporary staff and volunteers are provided with the Academy's safeguarding and child protection policy and staff behaviour policy (Trust code of conduct).

- all staff have read Keeping Children Safe in Education (2021) Part 1, and Annex B and that mechanisms through training and support are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- the Academy operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.
- the Academy has procedures for dealing with allegations of abuse against staff (including the Headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have had they not resigned.
- a member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues in the event of an allegation of abuse made against the Headteacher
- a member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description. The DSL and /or Deputy are available throughout the school hours to deal with safeguarding issues and that appropriate cover is made for out of hours/out of term activities.
- on appointment, the DSL and deputy(ies) undertake interagency training and 'Update' training every two years and in between this time keep themselves updated with relevant legislation.
- ensure that one or more deputy DSL are appointed to provide support to the DSL, and that they are trained to the same standard as the DSL. The role will be explicit in their job description(s).
- all other staff have safeguarding training updated as appropriate so that they are appropriately equipped to support pupils to be themselves, e.g., if they are LGBT.
- at least one member of the governing body has completed safer recruitment training to be repeated every 3 years in line with the Trust expectations.
- children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE), and/or for maintained Academies through relationship, sex and health education (RSHE).
- appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- appropriate online filtering and monitoring systems are in place across the academy.
- enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the Academy) and Section 128 checks are in place for all Governors.
- When letting the school premises to other organisations, checks will be made to ensure that the appropriate safeguarding arrangements are in place to keep children safe and this will be a condition of the letting agreement.
- any weaknesses in Safeguarding are remedied immediately.

6.2. The Headteacher will ensure that;

- the Safeguarding and Child Protection Policy and procedures are implemented and followed by all staff.

- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- where there is a safeguarding concern that the child's wishes, and feelings are taken into account when determining what action to take and what services to provide.
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- all staff feel able to raise concerns about poor or unsafe practice about any member of staff including volunteers and supply teachers. Any such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online and this will be appropriate to the age and stage of the pupils and personalised where appropriate.
- they liaise with the Local Authority Designated Officer (LADO) and the CEO, before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer.
- anyone who has harmed or may pose a risk to a child s referred to the Disclosure and Barring Service.

6.3. <u>The Designated Safeguarding Lead;</u>

- Holds ultimate responsibility for safeguarding and child protection in the Academy;
- Acts as a source of support and expertise in carrying out safeguarding duties for the whole Academy community, including close liaison with the school's mental health lead;
- Encourages a culture of listening to children and taking account of their wishes and feelings;
- Is appropriately trained with updates every two years and will ensure that they refresh their knowledge and skills at regular intervals throughout the year;
- Will refer a child if there are concerns about possible abuse, to the relevant partners including the police if necessary through the Gloucestershire Mash team, and act as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the online Multi Agency Referral Form (MARF);
- Will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral. They will ensure that records include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.
- Will ensure that all such records are kept confidential, stored securely and are separate from pupil records, until the child's 25th birthday;
- Will ensure that an indication of the existence of the additional file above is marked on the pupil records.
- Will ensure that when a pupil leaves the Academy, their child protection file is passed to the new Academy (separately from the main pupil and ensuring secure transit) and that confirmation of receipt is obtained.
- Will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;

- Will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;
- Will ensure that all staff sign to say they have read, understood and agree to work within the Academy's Safeguarding policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education Part 1 and annex B.
- Will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- Will organise child protection and safeguarding induction, regularly update training (including that related to online safety) for all Academy staff, keep a record of attendance and address any absences from the training;
- Will contribute to and provide, with the Headteacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" to be submitted annually to the Education Safeguarding Team at GCSP;
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- Will ensure that the names of the Designated Safeguarding Lead and deputies, are clearly advertised in the Academy, with a statement explaining the Academy's role in referring and monitoring cases of suspected abuse.

6.4. <u>The Deputy Designated Safeguarding Lead(s) will</u>

- Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above. The role will be explicit in their job description(s).

6.5. <u>All Academy Staff will:</u>

- Understand that no one staff member can have a full picture of a child's needs and circumstances therefore it is everyone's responsibility to safeguard and promote the welfare of children. Staff have a role to play in identifying concerns, sharing information and taking prompt action by immediately speaking to the DSL or a deputy.
- Consider, at all times, what is in the best interests of the child;
- Know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015);
- Refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or children's social care;
- Be aware of the Early Help process and understand their role within it including identifying emerging problems for children who may benefit from an offer of Early Help, liaising with the DSL in the first instance and supporting other agencies and professionals in an early help assessment through information sharing. In some cases staff may act as the Lead Professional in Early Help Cases.
- Will provide a safe environment in which children can learn.

6.6. – Safeguarding Governor will

- Will undertake training appropriate to the role.
- Will monitor the SCR along with Central team staff to check for compliance.
- Will liaise with the Designated Safeguarding Lead and inform the governing body of any pertinent information.

6.7 – Designated Teacher

- The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

7. Confidentiality

7.1. All staff will ensure that in line with DFE guidance on information sharing they will: Contribute to inter-agency working as part of its statutory duty. This includes work with the LA, SC, the police, health services and other services to protect the welfare of its pupils through the early help process and by contributing to inter-agency plans to provide additional support.

7.2. In recognition of this, staff members are aware that whilst GDPR places a duty on Academy to process personal information fairly and lawfully , it is not a barrier to sharing information where failure to do so would result in the pupils being place at the risk of harm. They will be mindful that sharing early information is vital in ensuring that effective identification, assessment and appropriate service allocation is in place for pupils. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. Information must be with the right people between and within agencies.

7.3. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

7.4. However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.

7.5. We will always undertake to share our intention to refer a child to Social Care with parents /carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with other professionals, including use of the NPCC when to call the police materials to determine the next step.

8. Child Protection Procedures

8.1. Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the 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 by another child or children.

8.2. Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in Appendices 1 and 2.

8.3. Any child in any family in any Academy could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

8.4. There are also a number of specific safeguarding concerns that we recognise our pupils may experience;

- child missing from education (see para 21)
- child missing from home or care
- child criminal and child sexual exploitation (CSE) (see para 14) county lines criminal activity
- contextual safeguarding
- bullying including cyberbullying (see para 10)
- domestic abuse (see para 13)
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see para 15)
- forced marriage (see para 16)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- Homelessness
- mental health
- private fostering
- pupils with family members in prison
- pupils required to give evidence in court
- radicalisation (see para 12)
- youth produced sexual imagery (sexting) (see para 24)
- teenage relationship abuse (see para 24)
- trafficking
- peer on peer abuse (see para 24)

8.5. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

8.6. We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

8.7 If Staff are concerned about a child's welfare

8.7.1. If staff notice any indicators of abuse/neglect, mental health issues or signs that a child may be experiencing a safeguarding issue they should record these concerns and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing.

8.7.2. There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

8.7.3. It is recognised that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

8.7.4. In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

8.7.5. Staff should record these early concerns and give the completed form to the DSL.

8.7.6. Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing using the agreed systems for the academy.

8.7.7. If the pupil does reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure

8.8. <u>If a pupil discloses to a member of staff</u>

8.8.1. We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that was has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

8.8.2. A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

8.8.3. During their conversation with the pupil staff will;

- Listen to what the child has to say and allow them to speak freely,
- Remain calm and not overact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener,
- Reassure the child that it is not their fault and that they have done the right thing in telling someone
- Not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk,
- Take what the child is disclosing seriously,
- Ask open questions and avoid asking leading questions,
- Avoid jumping to conclusions, speculation or make accusations,
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused,
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong,

- Tell the child what will happen next.

8.8.4. If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

8.8.5. The member of staff should write up their conversation as soon as possible in the child's own words. Staff should make this a matter of priority. The record should be signed electronically if needed and dated, the member of staff's name should be included, and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

8.9. Notifying Parents

8.9.1. The Academy will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

8.9.2. However, if the Academy believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

8.9.3. Where there are concerns about forced marriage or Honour -based abuse parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

8.10. Making a referral

8.10.1. Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's social care, early help or other support is appropriate , taking into account what is known about the wider context for this child in accordance with Gloucestershire's Safeguarding Partners Levels of Need document.

8.10.2. If a referral is needed then the DSL should usually make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

8.10.3. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

8.10.4. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.

8.10.5. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anybody can make a referral.

8.10.6. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Click here for the link to Gloucestershire Safeguarding Children's Executive Process for further information https://www.gscb.org.uk/media/2083951/cp-flowchart-nov-2018.pdf

8.11 Supporting Staff

8.11.1. We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

8.11.2. We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

9. Children who are particularly vulnerable

9.1. It is recognised that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. Our teaching on safeguarding, including online safety, for this group of pupils will be scaffolded as appropriate to ensure that they are fully able to understand how to keep themselves safe.

9.2. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

9.3. In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

9.4. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

9.5. To ensure that all of our pupils receive equal protection we will give special consideration to children who are;

- Disabled or have special educational needs
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Asylum seekers
- Is frequently missing or goes missing from care or home
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation, trafficking or slavery.

- Is at risk of being radicalised or exploited.
- Do not have English as a first language
- Potentially at risk of female genital mutilation
- Potentially at risk of forced marriage
- Is privately fostered.

10. Anti-Bullying/Cyberbullying

10.1. Our Academy policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body and the central team. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

10.2. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

10.3. The subject of bullying is addressed at regular intervals in PHSE /RSHE education.

11. Racist Incidents

11.1. Our RSHE policy sets out our expectations that all within our diverse communities will be afforded dignity and respect. We will not discriminate against any of the protected characteristics in the Equality Act (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) and will be sensitive to the faith and beliefs of those in the wider school community. Our RSHE teaching will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together. As such, any incident that is racist in nature will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

12. Radicalisation and Extremism

12.1. The Prevent Duty for England and Wales (2015) under section 26 of the Counter- Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

12.2. Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

12.3. Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

12.4. We are clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for academies and childcare providers on preventing children and young people from being drawn into terrorism.

12.5. We seek to protect children and young people against the messages of all violent extremism.

12.6. Academy staff receive training to help identify early signs of radicalisation and extremism.

12.7. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the Academy follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in academy's (2014).

12.8. The Academy governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the Academy and put actions in place to reduce that risk.

Risk assessments may include, the use of Academy premises by external agencies, anti- bullying policy and other issues specific to the Academy's profile, community and philosophy.

12.9. When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Gloucestershire Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

13. Domestic Abuse

13.1. Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, and religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

13.2. We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.

13.3. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

13.4. Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

14. Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

14.1. Perpetrators may subject children and young people to multiple forms of abuse such as criminal exploitation (including county lines) and sexual exploitation. In these cases, the exploitation/abuse will be in exchange for something the victim wants or needs. Children are exploited for money, power or status. CCE /CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability for pupils. Staff in this academy are aware that the experience of girls who are criminally exploited can be very different to boys. The indicators may not be the same. Both girls and boys are at risk of CCE/CSE. Staff are also aware that for children being criminally exploited they may be at higher risk of sexual exploitation.

14.2. Any concerns that a child is being or is at risk of being criminally or sexually exploited should be passed without delay to the DSL. There is a clear link between regular Academy absence/truanting and CCE/CSE. Staff should consider a child to be at potential CCE/CSE risk in the case of regular Academy absence/truanting and make reasonable enquiries with the child and parents to assess this risk.

14.3. The DSL will use Gloucestershire's Safeguarding Partners Guidance on all occasions when there is a concern that a child is being or is at risk of being criminally or sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being exploited.

14.4. In all cases if the tool identified any level of concern (green, amber or red) the DSL should contact their local Referral, Intervention and Assessment team and email the completed CSE Screening Tool along with a Multi-Agency Referral Form (MARF). If a child is in immediate danger the police should be called on 999.

14.5. A child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

14.6. The risks of criminal and sexual exploitation are covered in the PHSE and SRE curriculum in an age appropriate way. Pupils will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing them harm. They will be supported in terms of recognising and assessing risk in relation to CCE/CSE, including online, and knowing how and where to get help.

15. Female Genital Mutilation (FGM)

15.1. Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003). It is a form of child abuse and violence against women. Teachers are legally required to report 'known' cases of FGM in under 18s, which are identified in the course of their professional work, to the police. Failure to do this will result in disciplinary action.

15.2. The duty applies to all persons who are employed or engaged to carry out 'teaching work' in the Academy, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed and will provide guidance.

15.3. If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

15.4. Academy staff are trained to be aware of risk indicators of FGM. Concerns about FGM outside of the mandatory reporting duty should be reported as per the safeguarding protection procedures. Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of potential risk to other girls in the family and practicing community.

15.5. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including dialing 999 if appropriate.

15.6. There are no circumstances in which a teacher or other member of staff should examine a girl.

16. Forced Marriage

16.1. A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure.

It may also involve physical or sexual violence and abuse.

16.2. Forced marriage is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

16.3. A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

16.4. Academy staff should never attempt to intervene directly as an Academy or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 020 7008 0151.

17. Honour-based Violence (including FGM and Forced Marriage)

17.1. Honour -based abuse (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

17.2. Honour -based abuse might be committed against people who;

- become involved with a boyfriend or girlfriend from a different culture or religion;
- want to get out of an arranged marriage;
- want to get out of a forced marriage;
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

17.3. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

18. Mental Health

18.1 All staff within the academy will be aware that a pupil displaying mental health problems could be as a result of the pupil being at risk of, or having suffered abuse, neglect or exploitation. Staff will be aware of the lasting impact that this may have on a child which can last into adolescence and into adulthood.

18.2 Staff will ensure that they will fully consider the impact of mental health on pupils behaviour and education, particularly if adaptations are required as part of an individual education plan or pastoral support plan.

18.3 Any staff member who is concerned about a pupil should refer to the DSL or their deputy so that the appropriate professional advice and support can be sought from professionals if needed and the full range of evidence is held , so that in line with the academy's safeguarding policy, if there is a safeguarding concern, a referral can be made.

18.4 Pupils will be taught about how to safeguard themselves and their own well-being through the delivery of the statutory Relationships Sex and Health education curriculum delivered throughout the academy in line with our policy for RSHE. Staff will consider when delivering this, any additional needs specific pupils may have and any resulting adaptation to the curriculum that is required.

19. One Chance Rule

19.1. All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

19.2. All staff are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

20. Private Fostering Arrangements

20.1. A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are place in residential academies, children's homes or hospitals are not considered to be privately fostered.

20.2. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

20.3. This academy recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

20.4. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this will the DSL and the DSL will notify Gloucestershire Children's Social Care of the circumstances.

21. Looked After Children

21.1. The most common reason for children becoming looked after is as a result of abuse and neglect. This academy ensures that staff have the necessary skills and understanding to keep looked after children safe.

Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

21.2. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Gloucestershire County Council's virtual Academy head for children in care.

The Designated Teacher for Looked After Children is:

21.3. The designated teacher for looked after child works with the virtual Academy head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the Academy and meet the needs in the child's personal education plan.

22. Children Missing Education

22.1. Attendance, absence and exclusions are closely monitored in line with our attendance policy. A child going missing from education is a potential indicator of abuse and neglect, including criminal and sexual abuse /exploitation.

22.2. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the Academy day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities'.

22.3. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

22.4 The Academy will ensure that the relevant personal information will be kept for each pupil including two emergency contact details where possible.

22.5 Staff will monitor pupils who do not attend the Academy on the agreed date and will notify the LA at the earliest date.

23. Online Safety

23.1. The Academy will adhere to the Online Safety Policy at all times. As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The Academy will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. The Academy will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online.

Further information regarding the Academy's approach to online safety can be found in the Online Safety Policy.

23.2 Reviewing online safety annually is a key priority for the Academy. The Academy will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

23.3 The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the Academy, in accordance with the Academy's online policy and Trust code of Conduct. Should there be a need for a pupil to bring a mobile phone to the Academy it will be handed in at the start of the day and safeguarded in the office until the end of the day.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the Academy's Data Protection Policy.

Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the Headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

23.4 Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. **"**Operating equipment**"** includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera. Upskirting will not be tolerated by the Academy. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

The Academy online safety coordinator is:

24. Peer on Peer Abuse

24.1. In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. We recognise that children are capable of abusing their peers. It will **never** be passed off as 'banter' or 'part of growing up' as an Academy we take a zero tolerance approach to this behaviour. All staff will be vigilant to the prospect that this could happen in this academy. Peer on Peer abuse can take place on or offline and can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.

- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting – can happen to any gender.
- Initiation - and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

24.2 This academy aims to reduce the likelihood of peer on peer abuse through;

- the established Academy values.
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE/RSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe on and offline;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.

24.3 Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, this academy will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the Academy and what services they can contact for further advice.

24.4. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded, or humiliated and can create a hostile, sexualized or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalised inappropriate behaviour and may lead to sexual violence. Sexual harassment includes;

- Sexual comments
- Sexual "jokes" and taunting
- Physical behaviour, such as deliberately brushing against another pupil
- Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may isolated or part of a wider pattern.

24.5. Sexual Violence refers to the following three offences;

- Rape
- Assault by Penetration
- Sexual Assault

24.6. Harmful sexual behaviours is a term used to describe behaviour that is problematic, abusive and violent and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases,
- Inappropriate touching/physical behaviours that are potentially criminal in nature,
- Sexual violence or threats,
- Full penetrative sex with other children or adults,
- Sexual interests in adults or children of very different ages to their own,
- Forceful or aggressive sexual behaviour,
- Compulsive habit's,
- Sexual behaviour affecting progress and achievement.

Preventative Approach

24.7. The Academy will ensure that a preventative approach is in place through educating pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies, RSE and PSHCE lessons.

24.8. The Academy will also ensure that pupils are taught about safeguarding including online safety as part of a broad and balanced curriculum. Such content will be age and stage appropriate and will tackle a wide range of issues such as healthy relationships, respectful behaviour, body confidence and self –esteem and gender roles and stereotyping and equality. The impact of this will be checked through pupil voice throughout the year, including through the annual safeguarding audit process by the Trust central team.

Awareness

24.9 All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

24.10 All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted and boys being subject to initiation type of violence which aims to cause physical, emotional or psychological harm.

24.11 All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their non-SEND peers. Staff will not assume that possible indicators of abuses relate to the pupils SEND and will always explore indicators further.

24.12 LGBT children can be targeted by their peers. In some cases children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The Academy's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be as equally robust as it is for incidents between children of the opposite sex.

24.13 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.

Support if a child has been harmed, is immediate danger or at risk of harm

24.14 Support will be available for any child who has been harmed, who is in immediate danger or at risk of harm. Options for this include managing the support internally via the school's own pastoral support

processes, undertaking an early help assessment or making a referral for the pupil using the normal channels and following the appropriate process.

Support when a crime may have been committed.

24.15 Support will be available whether a crime has been committed or not. Rape, assault by penetration and sexual assaults are all crimes. Where a report includes such an act, the police will be notified often as a natural progression of making a referral. The DSL will be aware of the local process for referrals. Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases the police will take a welfare approach rather than a criminal justice approach. The Academy has a close relationship with the local police and the DSL will liaise closely.

24.16 Support will also be available should the report include online behaviour. Online concerns can be especially complicated. The Academy recognises that there is the potential for an online incident to extend further than the local community and for a victim or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimization if the content continues to exist.

24.17 If a child makes a disclosure that includes images that contains either sexual images or videos staff will not view these image and will explain to the child that this will need to be shared with the DSL and contact them immediately. The images/videos should not be deleted and the DSL will make the appropriate referrals.

Managing Disclosures

24.18. Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed. The basic principles for recording the report remain the same and staff will remember to not promise confidentiality at the initial stage and will record the disclosure using the normal Academy processes ensuring that the facts are recorded as the child presents them – not the opinion of the note taker. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act. They will never assume that someone else will deal with it. However, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of the LA and SC where necessary. If staff are in any doubt, they should speak to the DSL, who will make a decision based on all available guidance including from the NPCC when to call the police materials.

24.19. Where an alleged incident took place away from the Academy or online but involved pupils from the Academy. The Academy's duty to safeguard pupils remains the same.

24.20. Anonymity – There are legal requirements for anonymity where a case is progressing through the criminal justice system. The Academy will do all it can to protect the anonymity of the children involved in any report of sexual violence or sexual harassment. It will consider carefully, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

24.21. When deciding on the steps to take, the Academy will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

Risk Assessment

24.22. The DSL or deputy DSL will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or specialist worker will be required. Risk assessments will consider the victim, the alleged perpetrator and other children at the Academy, especially any actions that are appropriate to protect them.

Taking action following a disclosure

24.23. The DSL will decide the Academy's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.
- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

24.24. Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved. Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on Academy premises and transport will be prevented.

Ongoing support for the victim

24.25. For reports of sexual assault of any nature, whilst the Academy establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The Academy will consider how to keep the victim and alleged perpetrator apart on Academy premises and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator. In all cases, the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

24.26. There are four likely outcomes when managing reports of a sexual violence or sexual harassment;

- Managing internally - in some cases the Academy may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support or other specialist internal support.
- Providing early help – The Academy may decide that statutory interventions are not required, but that pupils may benefit from early help - providing support as soon as a problem emerges. This approach can be particularly useful in addressing non –violent sexual behaviour and may prevent escalation of sexual violence.

- Referral to SC - if a child has been harmed, is at risk of being harmed or is in immediate danger, the Academy must make a referral. Parents will be informed unless there is a compelling reason not to do so. This decision will be made in consultation with the safeguarding partners. The DSL will work closely with SC to ensure that the Academy's actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions. If SC decides that a statutory investigation is not appropriate, the Academy will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm. If the Academy agrees with the decision made by SC they will consider the use of other support mechanisms such as Early Help or pastoral support.
- Reporting to the police – Reports of rape, assault by penetration, or sexual assault will be passed onto the police, even if the perpetrator is under 10. Generally this will be in parallel with a referral to SC. The DSL and deputies will follow the local process for referral. Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed it is essential that the Academy supports the child with any decision taken in consultation with SC and any other specialist agencies.

24.27. Whatever outcome chosen it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reason behind decisions, will be recorded on paper or electronically. Due process will be followed at all times.

24.28. The following situations are statutorily clear and do not allow for contrary decisions;

- A child under the age of 13 can never consent to sexual activity,
- The age of consent is 16,
- Sexual intercourse without consent is rape,
- Rape, assault by penetration and sexual assault are defined in law,
- Creating and sharing sexual images and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

24.29. Any decisions regarding safeguarding and supporting the victim will be made having duly considered;

- The age and developmental stage of the victim,
- The needs and wishes of the victim,
- Whether the victim wishes to continue in their normal routine,
- The victim will not be made to feel ashamed about making a report,
- What a proportionate response,
- The terminology the Academy uses to describes the victim.

Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident in small segments, consequently short sessions may be needed to be the considered approach and dialogue needs to be kept open to facilitate this. The victim may choose to appoint a trusted adult.

24.30. Victims may struggle to reintegrate back into a normal classroom environment, therefore it is important not to isolate the victim. The victim may wish to be withdrawn from lessons and activities at times. This will only occur at the victims wishes, not because it is easier to manage the situation. The Academy will provide a safe space for the victims to use at this time.

24.31. Victims may struggle for a long period of time and the Academy will need to offer long term support in liaison with the relevant agencies for as long as this is needed.

24.32. Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made. If the victim is unable to remain in Academy, alternative provision or a move to another Academy will be considered – this will only be done at the request of the victim and their parents. If the victim does move to another Academy, the DSL will inform the Academy of any ongoing support needs and transfer the child protection file.

Ongoing support for the alleged perpetrator

24.33. When considering the support required for an alleged perpetrator, the Academy will take into account;

- The terminology used to describe the alleged perpetrator or perpetrator,
- The balance of safeguarding the victim and providing the alleged perpetrator with education and support,
- The reasons why the alleged perpetrator may have abused the victim and the support necessary.
- Their age and developmental stage,
- What a proportionate response looks like,
- Whether the behaviour is a symptom of their own abuse of exposure to abusive practices and/or materials.

When making a decision the Academy will seek advice from the LA, SC, specialist sexual violence services and the police as appropriate.

24.34. If the alleged perpetrator moves to another Academy, for any reason, the DSL will inform the destination Academy of any ongoing support that is required and transfer the child protection file in the usual way.

24.35. The Academy will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and rescue the likelihood of them abusing again.

Disciplining the alleged perpetrator

24.36. Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the Academy reaching its own conclusions and imposing an appropriate penalty. The Academy will make decisions on a case by case basis, with the DSL taking a lead role. The Academy will take into consideration whether any action will prejudice an investigation and/or subsequent prosecution. The police and SC/LA will be consulted where necessary.

24.37. The Academy will also consider whether circumstances make it unreasonable or irrational for the Academy to make a decision about what happened while an investigation is considering the same facts.

24.38. Disciplinary action and support can take place at the same time. The Academy will be clear though whether action taken is disciplinary, supportive or both.

24.39. Where a criminal investigation leads to a conviction or caution this will constitute a serious breach of discipline and will result in the view that allowing the perpetrator to remain in the Academy would harm the education or welfare of the victim and potentially other pupils. This means permanent exclusion. LA guidance will be sought at all times for any such cases.

Working with parents and carers

24.40. In most sexual violence cases, the academy will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment decisions will be made on a case by case basis. The Academy will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim and to understand their wishes in terms of support arrangements and next steps.

24.41. The academy will also meet the parents of the alleged perpetrator to discuss the arrangements that will impact their child, such as being removed from classes with the victims, changes to routines etc. Reasons behind these decisions and explained as well the support being made available. The DSL or a deputy will attend such meetings, with agencies invited as necessary.

Safeguarding other children

24.42. Children who have witnessed sexual violence will be provided with support. It is likely that children will "take sides" following a disclosure and the Academy will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment. The Academy will be mindful that contact may be made between the victim and perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent this and will record this on the risk assessment. The Academy will also ensure that the academy's risk assessment consider transport arrangements as a vulnerable place for both victims and perpetrators and any additional support that could be put into place to mitigate risk.

25. Sexting and the production of indecent images

25.1. The school will ensure that staff are aware to treat the sharing of indecent images including nudes and semi nudes, including through sexting, as a safeguarding concern.

25.2. Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training in how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how to report instances of sexting.

25.3. Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised.

25.4. Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support because the child has shared before they could stop them.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

25.5. The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

25.6. Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the Headteacher.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the KCSIE requirements.

25.7. The DSL should hold an initial review meeting with appropriate Academy staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

25.8. Where the incident is categorised as 'experimental', the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to SC. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

25.9. Where the incident is categorised as 'aggravated', immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);

- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

25.10. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures

26. Homelessness

26.1 The DSL and deputies will be aware of the contact details and referral routes in the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

26.2 Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic Abuse
- Anti-social behaviour
- Any mention of the family saying they are moving home because "they have to"

26.3 Referrals to the Local Housing Authority do not replace referrals to social care where a child is being harmed or at risk of harm.

27. Serious violence

27.1 All staff will be aware of the indicators that may signal a pupil is at risk of, or involved with serious violent crime. Staff will make the DSL aware of any pupils for whom they have concerns because of increased absence, new friendships, especially that with much older individuals or groups, a decline in performance, signs of self-harm or changes to wellbeing, signs of assaults or unexplained injuries. Unexplained gifts or new possessions might also be an indication that pupils have been involved with criminal activity.

27.2 County lines criminal activity refers to drug networks or gang grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. All staff understand that they must remain open to the possibility that this could be happening here.

27.3 Staff members who suspect a pupil may be vulnerable to or involved in serious crime including county lines, will immediately report all concerns to the DSL. A safeguarding referral will be considered alongside the availability of local help and support for victims of child criminal exploitation and county lines exploitation.

27.4 The DSL will consider referral to the National Referral Mechanism on a case-by-case basis.

28. Pupils with family members in prison

28.1 Pupils with a family member in prison will be offered pastoral support as necessary.

28.2 They will receive a copy of "Are you a young person with a family member in prison" from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns with staff.

29. Pupils required to give evidence in court

29.1 Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed will be offered appropriate pastoral support.

29.2 Pupils will also be provided with the booklet 'Going to Court' from HM Courts and Tribunals Service were appropriate and allowed the opportunity to discuss questions and concerns.

30. Contextual Safeguarding

30.1 Safeguarding incidents can occur outside of Academy and can be associated with outside factors. Academy staff, particularly the DSL and their deputies will always consider the context of incidents- this is known as contextual safeguarding.

30.2 Assessment of pupil's behaviour will consider whether there are wider environmental factors that are a threat to their safety or welfare.

30.3 The Academy will provide as much contextual information as possible when making referrals.

31. Alternative Provision

31.1 The Academy will remain responsible for a pupil's welfare during their time at an alternative provider.

31.2. When placing a pupil with an alternative provider, the Academy will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

32. Work Experience

32.1 When a pupil is in the Academy on work experience, the Academy will ensure that the provider has appropriate safeguarding policies and procedures in place before the placement commences.

33. Early Help

33.1 Early help means providing support as soon as a problem emerges at any point in a child's life. Any pupil may benefit from Early Help, but staff will be particularly alert to those very vulnerable pupils identified in para 9.5. The Academy's approach to Early Help will be shared through the offer of Early Help published on the Academy's website.

33.2 All staff will be made aware of the local early help process and understand their role within it.

34. Allegations Against Staff including supply staff, volunteers and contractors

34.1. This academy will ensure that when any allegation is made that would indicate that a member of staff, supply teacher, volunteers or contractor has:

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

The Trust's policy for managing allegations will be followed in line with statutory guidance from KCSIE.

34.2. This academy will ensure that when an allegation is made it will always consider the two key principles of looking after the welfare of the child and investigation and supporting the person subject to the allegation. The DSL or their deputy will be responsible for ensuring that the child is not at risk and making the appropriate referrals if needed, in accordance with guidance in KCSIE. The HT will be responsible for ensuring that the appropriate referral is made to the LADO and the CEO. This will determine the course of action for responding to the allegation.

34.3. Guidance about conduct and safe practice will be given at induction. All Academy staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

34.4. We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member.

34.5. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Headteacher.

34.6. The Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action. The Headteacher will also inform the CEO.

34.7. If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as in 25.6 above, without notifying the Headteacher first. The Chair of Governors will also inform the CEO.

34.8. The Academy will follow Gloucestershire procedures for managing allegations against staff, set out in Keeping Children Safe in Education and the Academy's Managing Allegations procedures.

34.9. Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the Headteacher will seek the advice of the LADO, HR and the CEO in making this decision.

34.10. In the event of an allegation against the Headteacher, the decision to suspend will be made by the CEO.

34.11. Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

34.12. In circumstances where an allegation is made about an individual not employed by the academy, normal processes and steps are put into place in full consultation with the employee's agency. Academy staff will expect to take the lead in any situation such as this in consultation with the LADO.

35. Whistle-blowing

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

35.2. All staff should be 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, poor or unsafe practice and potential failures in the Academy's safeguarding arrangements. If it becomes necessary to consult outside the Academy, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

35.3. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

35.4. Whistle-blowing related to the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

36. Physical Intervention

36.1. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.

36.2. Such events should be recorded and signed by a witness.

36.3. Staff who are likely to need to use physical intervention will be appropriately trained in using techniques such as "Team Teach".

36.4. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

36.5. We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

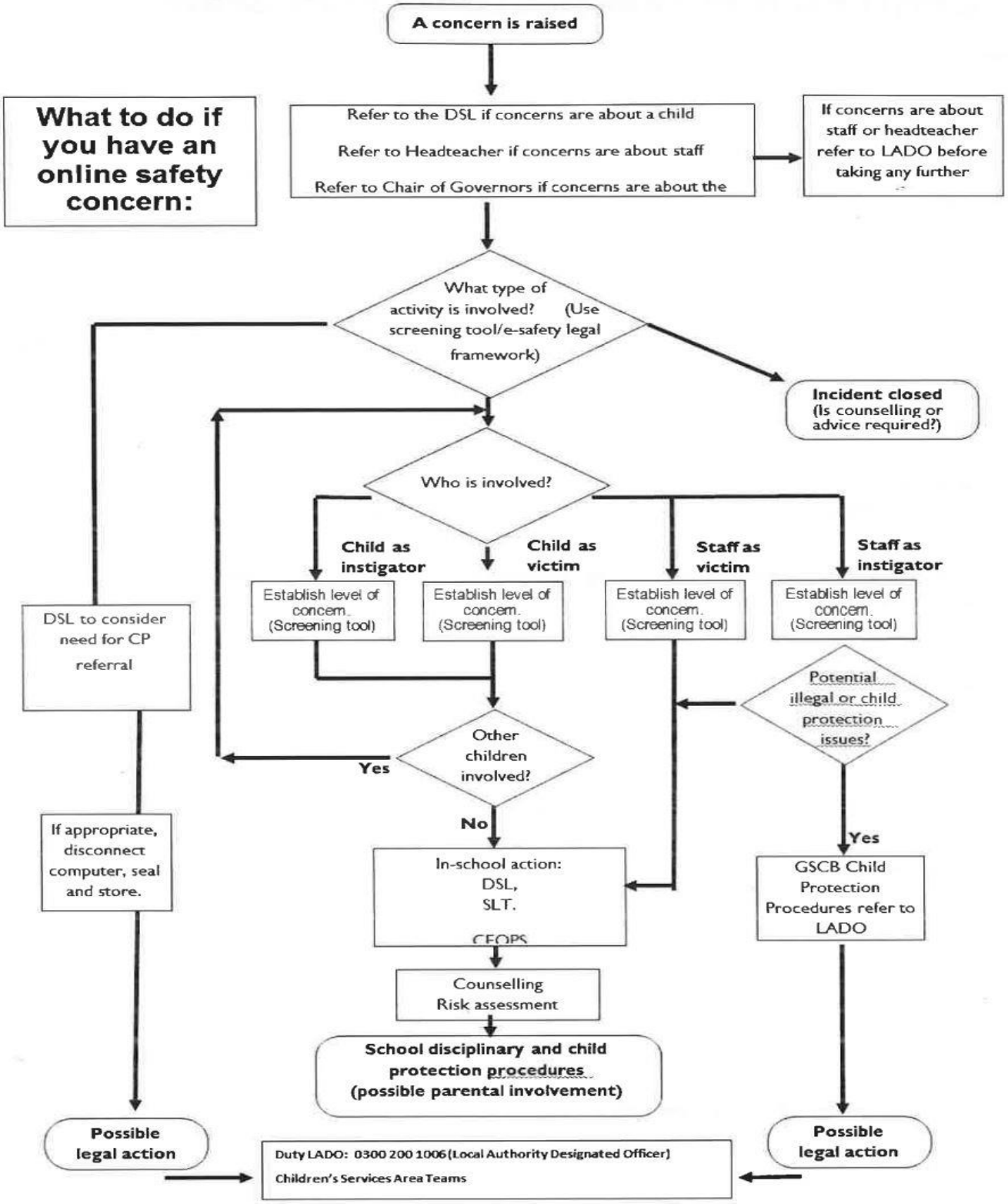
37. Linked Policies

This policy also links to our policies on:

- Behaviour,
- Staff Behaviour Policy (Trust code of conduct)
- Whistleblowing,
- Anti-bullying,
- Health & Safety
- Complaints,

- Attendance,
- PSHE
- RSHE
- First Aid
- Supporting pupils with medical conditions
- E-Safety, including staff use of mobile phones
- Intimate Care

Appendix I


What to do if you have an online safety concern:
A concern is raised
Refer to the DSL if concerns are about a child
Refer to Headteacher if concerns are about staff
Refer to Chair of Governors if concerns are about the
If concerns are about staff or headteacher refer to LADO before taking any further
What type of activity is involved? (Use screening tool/e-safety legal framework)
Incident closed (Is counselling or advice required?)
Who is involved?
Child as instigator
Child as victim
Staff as victim
Staff as instigator
Establish level of concern. (Screening tool)
Establish level of concern. (Screening tool)
Establish level of concern. (Screening tool)
Establish level of concern. (Screening tool)
DSL to consider need for CP referral
Potential illegal or child protection issues?
Other children involved?
Yes
No
If appropriate, disconnect computer, seal and store.
In-school action: DSL, SLT. CEOPS
Yes
GSCB Child Protection Procedures refer to LADO
Counselling
Risk assessment
School disciplinary and child protection procedures (possible parental involvement)
Possible legal action
Duty LADO: 0300 200 1006 (Local Authority Designated Officer)
Children's Services Area Teams
Possible legal action

Appendix 2

CHILD PROTECTION RECORD – Front Sheet

Date file opened:			
Child Name:			
Date of birth:			
Any other names by which the child is known/has been known:			
Status: ***CIN, CP, CIC***			
Address:			
Other family members: ***(include full name, relationship, if under 18 include age and school where known)***			
Any other child protection files held in school relating to another child closely connected to this child?	Yes *(name of other child/ren)*		No
Name and contact number of key workers:			
Name and contact details of GP:			

Chronology recording sheet (For Use by DSL)

Sheet Number:

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:	Class:	
Date	Information/Details of concerns or contact	Print Name and Signature

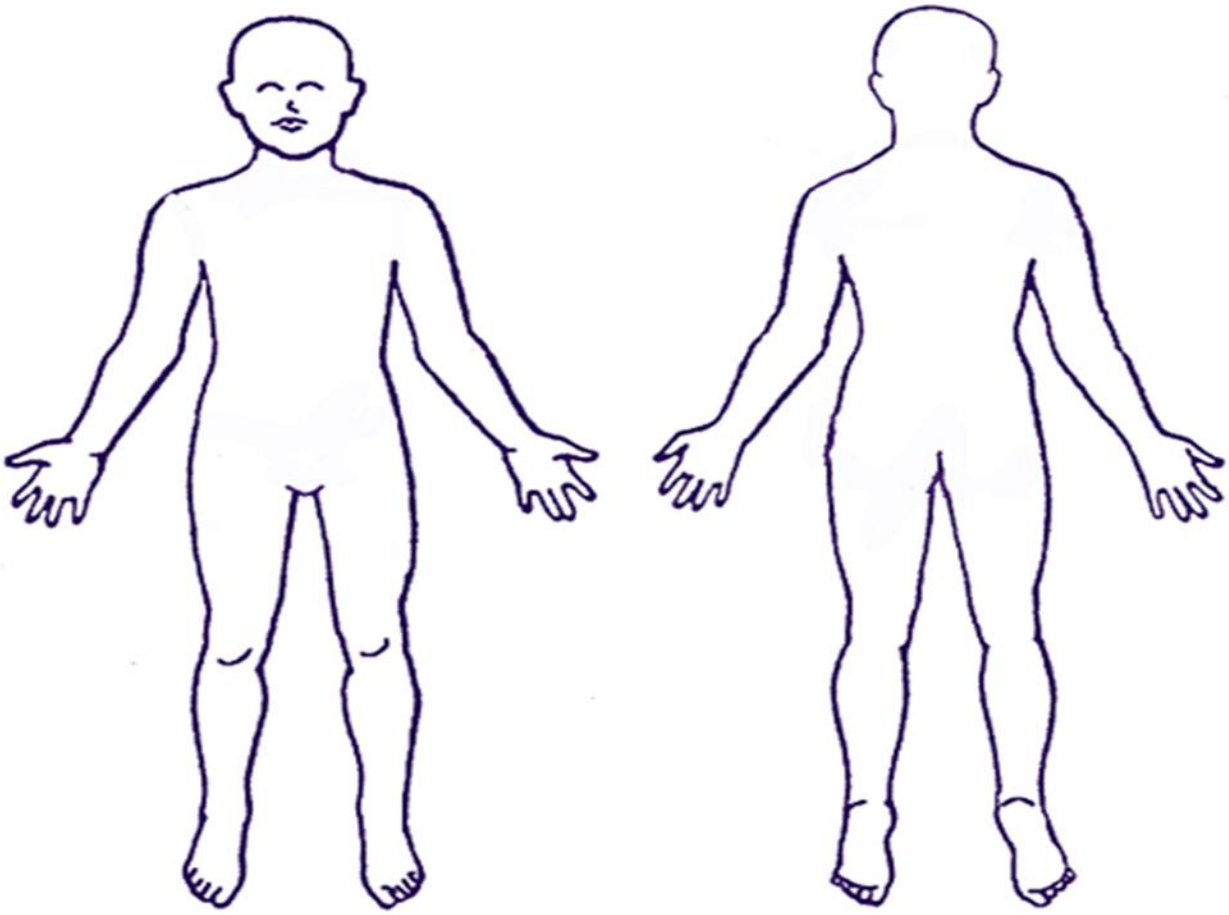
Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	**Class:**
Date and Time of Incident:	**Date and Time (of writing):**
Name: …….. …… **Print** **Signature** **Job Title:**	
Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?	

Please hand this form to your Designated Safeguarding Lead straight away.

Body map to identify injuries/ marks – if required



Description of injuries / marks

Please hand this form to your Designated Safeguarding Lead straight away.

Part 2 - for use by DSL

Time and date information received, and from whom.	
<u>Action taken</u>	
<u>Parent's informed?</u> Y/N and reasons.	
<u>Outcome</u>	
Signed	
Printed Name	

Further advice on child protection is available from:

NPCC: When to call the police

NSPCC: https://www.nspcc.org.uk/what-you-can-do/report-abuse/

NSPCC - Domestic-abuse Signs Symptoms and Effects

Childline: http://www.childline.org.uk/pages/home.aspx

CEOPS Thinkuknow: https://www.thinkuknow.co.uk/

Anti-Bullying Alliance: http://anti-bullyingalliance.org.uk/

Beat Bullying: http://www.beatbullying.org/

Childnet International making the internet a great and safe place for children. Includes resources for professionals and parents http://www.childnet.com/

Thinkuknow (includes resources for professionals and parents)
https://www.thinkuknow.co.uk/

Safer Internet Centre http://www.saferinternet.org.uk/

GSCB: Gloucestershire Safeguarding Children Board

Online Safety in schools and Colleges :