

# EAST FARLEIGH PRIMARY SCHOOL



## SAFEGUARDING AND CHILD PROTECTION POLICY

Based on Keeping Children Safe in Education DfE guidance September 2016

Headteacher	Mr Paul Sapwell	
Chair of Governors	Mrs H Randall	
Designated Safeguarding Lead(s)	Paul Sapwell Rachel Hodges Janine Hart	Headteacher Deputy Head / SENCo Class 6 teacher
Named Safeguarding Governor	Wendy Williams	
Key worker for Early Years Foundation Stage	Mrs Dyer along with Naomi Evans, who will be the key worker during break and lunch times.	

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What to do if you have a welfare concern in East Farleigh Primary School?

**Why are you concerned?**

For example:

-  Disclosure
-  Child's appearance
-  Behaviour change
-  Witnessed concerning behaviour



**Immediately record your concerns**

Follow the school's procedure:

-  Clarify concerns if necessary, record on an incident / concern sheet
-  Use child's own words
-  Sign and date your records
-  Reassure the child



**Inform the Designated Safeguarding Lead(s)**

- Paul Sapwell    Headteacher
- Rachel Hodges    Deputy Head / SENCo
- Janine Hart    Class 6 teacher



**Consider**

Is the child at immediate risk of harm e.g. unsafe to go home? If so, then the DSL must be informed immediately.

In the very unlikely event the School DSLs are unavailable then our Area Education Safeguarding Adviser is Robyn Windibank – 03000412284

**If you are unhappy with the response**

Seek advice from the Education Safeguarding Team – 03000411994

**Record decision making and action taken in child's child protection / safeguarding file**

**Monitor**

Be clear about:

-  What you will monitor e.g. behaviour trends and appearances etc
-  How long you will monitor
-  If / who to feedback to and how you will record it

**Review and Re-refer if necessary**

At all stages the child's circumstances will be kept under review. The DSL / staff will re-refer if required to ensure the child's safety is paramount.

## INTRODUCTION AND ETHOS

The Governors and staff of East Farleigh Primary School take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.

Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as: pupil health and safety, bullying, racist abuse, harassment and discrimination, use of physical intervention, meeting the needs of pupils with medical conditions, providing first aid, drug and substance misuse, educational visits, immediate care, internet safety, issues which maybe specific to a local area or population. Child protection protects children from harm, or who are at risk of harm. Whereas safeguarding extends to the prevention of harm, and promotion of well-being for all children.

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead will ensure regular reporting on safeguarding activity and systems in school to the Governor Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

As part of the ethos of the school we are committed to:

-  Maintaining children's welfare as our paramount concern
-  Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to
-  Providing suitable support and guidance so that students have a range of appropriate adults who they feel confident to approach if they are in difficulties
-  Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others
-  Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
-  Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
-  Monitoring children and young people who have been identifies as "in need" including the need for protection; keeping confidential records which are stored securely and shared appropriately with other professionals
-  Developing effective and supportive liaison with other agencies

## CONTEXT

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:

-  DfE guidance Keeping Children Safe in Education 2016 (KCSIE)
-  Working Together to Safeguard Children 2015 (WTSC)
-  Framework for the Assessment of Children in need and their families (2000)
-  Kent and Medway Safeguarding Children Procedures (Online, 2016)

Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children

who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.

## DEFINITION OF SAFEGUARDING

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016).

All safeguarding policies will be reviewed on an annual (minimum) basis by the Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead / Head Teacher will ensure regular reporting on safeguarding activity and systems in school to the Governing Body. The Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

The school acknowledges that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

-  Bullying (including cyberbullying)
-  Children Missing Education (CME)
-  Child missing from home or care
-  Child Sexual Exploitation (CSE)
-  Domestic violence
-  Drugs and alcohol misuse
-  Fabricated or induced illness
-  Faith abuse
-  Female Genital Mutilation (FGM)
-  Forced marriage
-  Gangs and youth violence
-  Gender based abuse and violence against women and girls
-  Hate
-  Honour based abuse
-  Mental health
-  Missing children and adults
-  Online safety
-  Prevent duty (radicalisation and extremism)
-  Private fostering
-  Relationship abuse
-  Human trafficking and modern slavery
-  Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2016 and appendix 2)

Every member of staff at East Farleigh recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

## RELATED SAFEGUARDING POLICIES

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies below:

-  Behaviour
-  Computing / online safety and social media
-  Anti-bullying
-  Data protection and information sharing
-  Photographs in school
-  Drugs
-  Sex education
-  Personal and intimate care
-  Health and safety
-  Attendance
-  Risk assessments
-  First aid and accidents
-  Managing allegations against staff
-  Code of conduct for staff
-  Safer recruitment
-  Whistle-blowing

## ROLES AND RESPONSIBILITIES OF THE SCHOOL

-  Children are helped to understand the need for 'being safe' and ways in which they can protect themselves and others.
-  Through various aspects of the curriculum eg PSHCE, RE, Assemblies, opportunities are made to reinforce the dangers of abuse, how the children can be protected, how to help themselves and who can be trusted.
-  Opportunities are given to children to talk and voice their feelings in lesson time.
-  Children are supervised at all times during the school day. Two members of staff are on the playground/on the gate from 8.30am and no child is left unattended at the end of the school day. Gates are locked at the end of the school day and re-opened after school clubs.
-  All visitors to the school are required to report to the school office, to sign in the visitors' book and wear a visitors lanyard.
-  All staff are vigilant for people on site who are unknown. They are asked politely of their business in school and directed accordingly.
-  All staff are police checked on appointment to the school and any Governors, volunteers or outside agencies working with the children on a regular basis are CRB checked.
-  Attendance registers are monitored by staff, the Headteacher and EWO for any problems of attendance that may be associated with abuse.
-  Any concerns are brought to the attention of the EWO immediately.
-  Bullying in school is dealt with by making sure children are able to talk about threatening behaviour to a member of staff.
-  All staff are vigilant in all matters concerning Child Protection.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer. See appendix 3 for advice for staff on responding to safeguarding concerns.

## Designated Safeguarding Lead (DSL)

The school has appointed members of the leadership team (Paul Sapwell, Headteacher and Rachel Hodges, Deputy) as the Designated Safeguarding Leads (DSLs). The DSL have the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.

The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. This training will be approved by and meet the standards as required by the Kent Safeguarding Children Board. The DSL's training will be updated formally every two years but their knowledge and skills will be updated through a variety of methods at regular intervals, at least annually, to keep up with any developments relevant to their role.

The school has appointed additional staff to deputise for the DSL (Janine Hart, Class 6 teacher). Deputy DSL have attended appropriate training which enables them to fulfil this role. Whilst the activities of the Designated Safeguarding Lead may be delegated to the deputy, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Leads and this responsibility will not be delegated.

It is the role of the DSL to:

-  Act as the central contact point for all staff to discuss any safeguarding concerns
-  Maintain a confidential recording system for safeguarding and child protection concerns
-  Coordinate safeguarding action for individual children
-  In the case of Children in Care, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher).
-  Liaise with other agencies and professionals in line with Working together to safeguard children
-  Ensure that locally established procedures are followed and making referrals to other agencies, including Early Help and Specialist Childrens Services (SCS) as necessary
-  Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
-  Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans
-  Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
-  Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2016)

Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2016, part two.

## Members of Staff

All members of staff have a responsibility to:

-  Provide a safe environment in which children can learn
-  Ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
-  Identify and recognise children who may be in need of early help, who are suffering, or are likely to suffer significant harm
-  Provide help for children, where appropriate and reasonable

-  Take appropriate action to prevent safeguarding concerns escalating and work with other services as needed
-  Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
-  Be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy)
-  Maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
-  Respond to and refer any concerns about children or other members of the community in accordance with this policy
-  Contribute towards, read and adhering to the school policies

All members of staff in East Farleigh know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child. See appendix 3 for advice for staff on responding to safeguarding concerns.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).

### **Children and Young People**

Children and young people (pupils) have a responsibility to:

-  Contribute to the development of school safeguarding policies
-  Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
-  Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
-  Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

### **Parents and Carers**

Parents/carers have a responsibility to:

-  Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
-  Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
-  Identify changes in behaviour which could indicate that their child is at risk of harm online
-  Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
-  Contribute to the development of the schools safeguarding policies

A statement on the school website will inform parents and carers about our school's duties and responsibilities under child protection and safeguarding procedures. Parents can obtain a copy of the

school Child Protection Policy and other related policies on request and can view them via the school website:

<http://www.east-farleigh.kent.sch.uk/safeguarding/>

## RECOGNITION AND CATEGORIES OF ABUSE

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse. These are:

-  Physical abuse
-  Sexual abuse
-  Emotional abuse
-  Neglect

Please see Appendix 1 for more information. Staff should also refer to Part 1 of 'Keeping Children Safe in Education' for more details.

A copy of Kent County council's safeguarding children and child protection leaflet is kept in the staffroom and given to all staff to read. It contains details of procedures and the categories and definitions of abuse.

## SAFEGUARDING AND CHILD PROTECTION PROCEDURES

East Farleigh primary School adheres to the KSCB Safeguarding Children Procedures (Online, April 2016). The full KSCB procedures and additional guidance relating to specific safeguarding issues can be found on the KSCB website [www.kscb.org.uk](http://www.kscb.org.uk)

Additional guidance for staff includes

-  'What to do if you are Worried About a Child Being Abused' (DfE 2015)
-  Information Sharing advice for safeguarding practitioners (2015)
-  Kent and Medway Inter-Agency Threshold Criteria for Children in Need
-  The Assessment Framework for Children in Need and their Families (2000)

These documents can be found in the office.

'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach:

It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns. Advice may also be sought from the Early Help Triage Team. Note – this process is currently under review and therefore may change. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the Early Help process, and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If Early Help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child.

New referrals to services will be made using the agreed Kent process i.e. the Early Help Notification form or Inter-Agency Referral Form for referrals to SCS. These will be made with reference to the Kent Interagency Threshold Criteria for Children in Need (KSCB). In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the Central Duty Team. Concerns for children who are already known to services will be passed to the allocated worker / team.

All members of staff are aware of the process for making referrals to SCS for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed. Consent will be sought unless there is a valid reason not to do so; for example if to do so would put a child at risk of harm and/or would undermine a criminal investigation.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team Robyn Windibank 03000412284. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or Specialist Children's Services who may be able to discuss the concern and provide advice on appropriate action to be taken.

If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the settings concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

## CURRICULUM AND STAYING SAFE

This section gives an opportunity for staff to identify the specific ways in which child protection issues are addressed within the curriculum, policies and guidance or through school/community initiatives.

This may include:

-  PHSE
-  Behaviour Management Policy
-  Safe School Initiative
-  Peer mentoring
-  Community initiatives
-  Anti-bullying strategies
-  Care plans/Education plans
-  Pupil Councils (consultation / children's rights)
-  Complaints Procedure
-  Health and Safety
-  Risk Assessments
-  Extra-curricular activities

## RESPONDING TO CONCERNS

Concerns for a child or young person may come to the attention of staff in a variety of ways for example through observation of behaviour or injuries or disclosure. Any member of staff who has a concern for a child or young person however insignificant this might appear to be should discuss this with the DSL as soon as is practically possible. More serious concerns must be reported immediately to ensure that any intervention necessary to protect the child is accessed as early as possible.

If a child makes a disclosure of abuse to a member of staff they should:

-  Allow the child or young person to make the disclosure at their own pace and in their own way
-  Avoid interrupting except to clarify what the child is saying (attentive listening/reflective feedback)
-  Not ask leading questions or probe for information that the child or young person does not volunteer
-  Reassure the child or young person that they have been heard and explain what you will do next and to whom you will talk
-  Record the conversation as soon as possible
-  Inform the DSL

## RECORD KEEPING

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be recorded on an incident sheet, copies of which are kept in the staff room. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base which can also be quoted.

Records must be signed and dated with timings if appropriate. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis.

Information to be recorded:

-  Child's name and date of birth
-  Child in normal context, e.g. behaviour, attitude (has there been an extreme change)
-  The incident(s) which gives rise for concern with date(s) and time(s)
-  A verbatim record of what the child or young person has said
-  If recording bruising/injuries indicate position, colour, size, shape and time on body map
-  Action taken

The basic details are vital to the information gathering process and do not constitute an investigation. Written information should be passed to the DSL. The Headteacher should always be kept informed of any significant issues.

Storage of records:

The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

## REFERRALS TO SOCIAL SERVICES

It is the responsibility of the DSL to decide when to make a referral to the Social Services Directorate. To help with this decision s/he may choose to consult with the Area Children's Officer (Child Protection). Advice may also be sought from Social Services who offer opportunities for consultation as part of the Child in need/child protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Social Services is made. In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.

Referrals to Social Services will be made using Kent's inter-agency referral form. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty social services office.

If a child or young person is referred, the DSL will ensure that the Headteacher and other relevant staff are informed of this.

If after consultation with the DSL a member of staff feels that appropriate action is not being taken in respect of his or her concerns for a child, s/he should refer directly to Social Services. The Headteacher should be informed of this decision.

## CONFIDENTIALITY AND INFORMATION SHARING

East Farleigh recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in appendix 3.

DfE Guidance on Information Sharing (March 2015) provides further detail which is located in the office. If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

## CONCERNS INVOLVING MEMBERS OF STAFF

Any concerns that involve allegations against a member of staff should be referred immediately to the Headteacher who will contact the Area Children's Officer (Child Protection) to discuss and agree further action to be taken in respect of the child and the member of staff.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

## COMPLAINTS

The school has a Complaints Procedure available to parents, pupils/students and members of staff who wish to report concerns. This can be found in the staff room/school office/school website/ etc.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found on the Useful Documents page on the school website.

## SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

Further information about a range of supporting organisations can be found in appendix 4.

## TRAINING OPPORTUNITIES

All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2016) which covers safeguarding information. School leaders have read the entire document and a copy is held in the office. All members of staff have signed to confirm that they have read and understood this part one of the document.

The Headteacher and all other staff who work with children in the school undertake yearly safeguarding training to equip them to carry out their responsibilities for child protection effectively. Any new members of staff will be trained up appropriately as part of their induction package.

We will ensure that the DSL also undertakes training in inter-agency working and refresher training to two yearly intervals to keep knowledge and skills up to date. A list of trained staff and dates can be found in the office.

## SAFE WORKING PRACTICE

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management and Physical Intervention Policies, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2015) which can be found in the office.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's Online Safety Policy and Acceptable Use Policy and Safe Practice with Technology – Guidance for Adults who Work with Children and Young People.

## SAFER RECRUITMENT

East Farleigh is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority.

The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

East Farleigh is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and includes appropriate recruitment information such as:

-  Dates of recruitment;
-  References;
-  Identity checks;
-  Criminal records check reference number, including date check was obtaining and details of who obtained it;
-  Eligibility to work in the UK checks;
-  Other essential key data.

The Governing Body will ensure that the Head Teacher, other senior staff responsible for recruitment and one member of the Governing Body complete accredited Safer Recruitment Training in line with government requirements.

The Headteacher will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

## PEER ON PEER ABUSE (Allegations of abuse made against other children)

All members of staff at East Farleigh recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

East Farleigh believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, as outlined in Section 7, above and in accordance with Kent Safeguarding Children Board procedures.

East Farleigh is aware of the potential gender issues that can be prevalent when dealing with peer on peer abuse including but not limited to, being sexually touched/assaulted or being subject to initiation/hazing type violence.

The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “Sexting in Schools and Colleges” guidance and KSCB guidance.

Further information in relation to the schools approach to “sexting” can be found in the school Online Safety Policy.

The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).

Pupils who have been experienced peer on peer abuse will be supported by:

-  Offering them an immediate opportunity to discuss the experience with a member of staff of their choice
-  Being advised to keep a record of concerns as evidence and discussions regarding how to respond to concerns and build resilience, if appropriate.
-  Providing reassurance and continuous support
-  Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who are alleged to have abused other pupils will be helped by:

-  Discussing what happened, establishing the specific concern and the need for behaviour to change
-  Informing parents/carers to help change the attitude and behaviour of the child
-  Providing appropriate education and support
-  Sanctioning them in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including denial of online access), fixed-term and permanent exclusions.
-  Speaking with police or other local services (such as early help or children’s specialist services) as appropriate

East Fairleigh is aware of and will follow the KSCB procedures ([www.kscb.org.uk](http://www.kscb.org.uk)) for supporting children who are at risk of harm as a result of their own behaviour.

## SAFEGUARDING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND OR DISABILITIES

East Farleigh acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

East Farleigh will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

## ONLINE SAFETY

It is recognised by East Farleigh that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However the DSL is acknowledged as having overall responsibility for online safeguarding within the school.

East Farleigh identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

-  Content: being exposed to illegal, inappropriate or harmful material
-  Contact: being subjected to harmful online interaction with other users
-  Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2016.

East Farleigh recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2016 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the school community. Further information reading the specific approaches relating to this can be found in the schools Online Safety Policy, Acceptable Use Policy and Image Use Policy which can be found in the office.

East Farleigh will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.

The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.

East Farleigh acknowledges that whilst filtering and monitoring is an important part of schools online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology. This is covered in more depth within the school Online Safety Policy.

East Farleigh will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

## THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Head Teacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

If this assurance is not achieved then an application to use premises will be refused.

## SECURITY

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## MONITORING AND REVIEW

All school personnel and governors will have a copy of this policy and will have the opportunity to consider and discuss its contents prior to the approval of the Governing Body being formally sought.

The policy will be reviewed annually.

All staff should have access to this policy and sign to the effect that they have read and understood its content.

## LOCAL SUPPORT

All members of staff at East Farleigh are made aware of local support available

Contact details for Area Safeguarding Adviser (Education Safeguarding Team)

 Robin Windibank 03000 412284

Contact details for Online Safety in the Education Safeguarding Team

 Rebecca Avery, Education Safeguarding Adviser (Online Protection)

 Ashley Assiter, e-Safety Development Officer

03000 415797

esafetyofficer@kent.gov.uk (non-urgent issues only)

Contact details for the LADO

 Telephone: 03000 410888  
 Email: kentchildrenslado@kent.gov.uk

Childrens Specialist Services

 Central Duty Team: 03000 411111  
 Out of Hours Number: 03000 419191

Early Help and Preventative Services

Kent Police

 101 (or 999 if there is an immediate risk of harm)

Kent Safeguarding Children Board (KSCB)

 kscb@kent.gov.uk  
 03000 421126

## Appendix 1: Categories of Abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children. All members of staff should read and understand part one of 'Keeping children safe in education' 2016 and staff who have direct contact with pupils should also read annex A.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### Signs that MAY INDICATE Sexual Abuse

-  Sudden changes in behaviour and school performance
-  Displays of affection which are sexual and age inappropriate
-  Self-harm, self-mutilation or attempts at suicide
-  Alluding to secrets which they cannot reveal
-  Tendency to cling or need constant reassurance
-  Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
-  Distrust of familiar adults e.g. anxiety of being left with relatives, a child minder or lodger
-  Unexplained gifts or money
-  Depression and withdrawal
-  Fear of undressing for PE
-  Sexually transmitted disease
-  Fire setting

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

### Signs that MAY INDICATE physical abuse

-  Bruises and abrasions around the face
-  Damage or injury around the mouth
-  Bi-lateral injuries such as two bruised eyes
-  Bruising to soft area of the face such as the cheeks
-  Fingertip bruising to the front or back of torso
-  Bite marks
-  Burns or scalds (unusual patterns and spread of injuries)
-  Deep contact burns such as cigarette burns
-  Injuries suggesting beatings (strap marks, welts)
-  Covering arms and legs even when hot
-  Aggressive behaviour or severe temper outbursts.

- 🏠 Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs that MAY INDICATE emotional abuse

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs that MAY INDICATE neglect.

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

## Appendix 2: Specific Safeguarding Issues (Also See Annex A of Keeping Children Safe in Education 2016)

### Children Missing Education

East Farleigh Primary School recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. East Farleigh is aware that a child going missing from education is a potential indicator of abuse or neglect.

East Farleigh has a procedure in place for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. For further information, please access the schools policy and procedures regarding attendance and inclusion.

### Child Sexual Exploitation (CSE)

All staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued in the Department for Education in February 2017 <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.’

East Farleigh identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Every member of staff at East Farleigh recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks. They are aware that sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

### ‘Honour based’ violence

Members of staff at East Farleigh are aware that ‘Honour-based’ violence (HBV) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBV and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBV, or already having suffered HBV. All members of staff are aware that all forms of HBV are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBV.

The DSL will complete the FGM e-Learning package (<https://www.fgmelearning.co.uk/>). The DSL will also ensure that information and training is made available as appropriate to all members of staff. This includes:

“FGM The Facts”:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482799/6\\_1587\\_HO\\_MT\\_Updates\\_to\\_the\\_FGM\\_The\\_Facts\\_WEB.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482799/6_1587_HO_MT_Updates_to_the_FGM_The_Facts_WEB.pdf)

 “FGM an Overview:” <http://www.local.gov.uk/sites/default/files/documents/what-fgm-2dd.pdf>

All members of staff will follow the school and KSCB procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

#### Female Genital Mutilation (FGM) mandatory reporting duty

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Summary of the FGM mandatory reporting duty

#### Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. Staff should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmfco.gov.uk](mailto:fmfco.gov.uk)

#### Radicalisation

[Name of School] recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

East Farleigh will ensure all members of staff complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process. This could include the NCALT e-Learning [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) or Home Office training on Prevent <https://www.elearning.prevent.homeoffice.gov.uk/>. The DSL will attend additional training which includes further information on the Prevent Duty.

Every member of staff at East Farleigh recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as

protecting children from other risks. All members of the community at East Farleigh will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to radicalisation and extremism online can be found in the schools Online Safety Policy.

## Appendix 3: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)

### 1. Receive

-  Keep calm
-  Listen to what is being said without displaying shock or disbelief
-  Take what is being said to you seriously
-  Note down what has been said

### 2. Respond

-  Reassure the pupil that they have done the right thing in talking to you
-  Be honest and do not make promises you cannot keep e.g. "It will be alright now"
-  Do not promise confidentiality; you have a duty to refer
-  Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
-  Reassure the child that information will only be shared with those who need to know

### 3. React

-  React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
-  Do not ask leading questions; "Did he/she...?" Such questions can invalidate evidence.
-  Do ask open "TED" questions; Tell, explain, describe
-  Do not criticise the perpetrator; the pupil may have affection for him/her
-  Do not ask the pupil to repeat it all for another member of staff
-  Explain what you have to do next and who you have to talk to

### 4. Record

-  Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
-  Do not destroy your original notes
-  Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
-  Record statements and observable things rather than your interpretations or assumptions

### 5. Remember

-  Contact the Designated Safeguarding Lead (DSL)
-  The DSL may be required to make appropriate records available to other agencies
-  KSCB: [www.kscb.org.uk](http://www.kscb.org.uk)

### 6. Relax

-  Get some support for yourself, dealing with disclosures can be traumatic for professionals

## Appendix 4: National Support Organisations

### Support for staff

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

### Support for Pupils

-  NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
-  ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
-  Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
-  Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
-  The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### Support for adults

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

### Support for Learning Disabilities

-  Respond: [www.respond.org.uk](http://www.respond.org.uk)
-  Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

-  Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
-  Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
-  Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
-  Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### Honour based Violence

-  Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### Sexual Abuse and CSE

-  Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
-  Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
-  Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
-  CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
-  Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
-  Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### Online Safety

-  Childnet International: [www.childnet.com](http://www.childnet.com)
-  UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
-  Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
-  Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
-  Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)

-  ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
-  Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

#### Radicalisation and hate

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