



Safeguarding and Child Protection Policy

Named personnel with designated responsibility for Safeguarding:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor	Chair of Governors
Mrs M Peacock	Mrs G Cunningham Mr P Bennett	PC R Lloyd	PC R Lloyd

Policy update: September 2021

Policy Review Dates: September 2022

Safeguarding Policy

Introduction

Safeguarding has a broader definition than Child Protection, it relates to actions taken to promote the welfare of children and protect them from harm.

At Mortimer Primary School we recognise our responsibility with regards to arrangements for safeguarding and promoting the welfare of children.

Our whole-school safeguarding policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures. The purpose of the policy is, therefore, to ensure that safeguarding concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child's wellbeing.

Mortimer Primary School is committed to safeguarding and promoting the welfare of all of its pupils and advocate a child-centred approach at all times. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

This policy is in line with the South Tyneside's Safeguarding Children and Adults Partnership, "Working Together to Safeguard Children" (2018), 'What to do if you are worried a child is being abused' (2015) and Keeping Children Safe in Education (2021).

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are not at immediate risk.

Everyone working in or for our school, including governors, share the same objective, to help keep children and young people safe, by contributing to:

- holding a current DBS recorded on the Single Central Record (section 128 checks where appropriate)
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.'

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

Definition of Safeguarding

Safeguarding and promoting the welfare of the child is defined as:

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

It also covers:

- pupils' health and safety
- the use of reasonable force
- meeting the needs of pupils with medical conditions
- providing first aid
- educational visits
- intimate care
- online safety
- appropriate arrangements to ensure school security

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside the school environment. All staff should consider whether children are at risk of abuse or exploitation in situations outside their families (e.g. sexual exploitation, criminal exploitation, and serious youth violence). All staff should also be aware that any child may benefit from early help and all staff should be prepared to identify children who may benefit from early help and bring this to the DSLs attention. (Appendix A)

All staff should be aware of the indicators of abuse and neglect (see page 13). They should be able to reassure victims of abuse that they are being taken seriously and that they will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Early identification is vital in this area as well as the specific safeguarding issues which are listed below. All staff should be aware that abuse, neglect and other safeguarding issues are rarely standalone events and cannot be covered by one definition or label alone.

Safeguarding can involve a range of potential issues such as:

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
(see Appendix B)

Female Genital Mutilation/ Honour Based Abuse/Forced Marriage (see appendix C)

Mental Health (see Appendix D)

Peer on Peer abuse (see Appendix E)

Serious Violence (see Appendix F)

Radicalisation and extremist behaviour (see Appendix G)
Online Safety (Appendix H)

Racist, disability, and homophobic or transphobic abuse

Substance misuse

Issues that may be specific to a local area or population e.g. gang activity and youth violence

Domestic violence

Homelessness

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Keeping Children Safe in Education (2021, page 4)

There are four main elements to our policy:

- **Prevention** – through teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos
- **Procedures** – for identifying and reporting cases, or suspected cases, of abuse.
- **Support Pupils at Risk**
- **Preventing Unsuitable Persons from working with Children** – our policy applies to all staff and volunteers working in the school including governors. Teaching assistant, mid-day supervisors, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention.

The school will therefore: -

- establish and maintain **an ethos** where children feel secure and are encouraged to talk, and are listened to
- ensure children **know that there are adults** in the school whom they can approach if they are worried or in difficulty
- Include **in the curriculum**, activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help
- include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

Procedures

The school will: -

- ensure it has a designated senior member of staff, who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available; there are 2 deputy designated members of staff as well as the Integrated Safeguarding Intervention Team on 0191 424 5010 directly IF NECESSARY
- recognise the importance of the role of the designated teacher and arrange support and training
- ensure that the designated member of staff will take advice from a child protection specialist when managing complex cases
- ensure the DSLs help promote educational outcomes by sharing information about welfare, safeguarding and child protection issues that children are experiencing, or have experienced, with teachers and other staff
- ensure every member of staff and every governor knows; -
 - a. the name of the designated person and his or her role
 - b. that they have an individual responsibility for referring child welfare concerns using the proper channels and within the timescales set out in the **South Tyneside's Safeguarding Children and Adults Partnership procedures**
 - c. where the schools safeguarding procedures and the **South Tyneside's Safeguarding Children and Adults Partnership** procedures are located in Main Office
 - d. ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children by setting out its obligations in **the School Prospectus**
- provide **training for all staff** from the point of their induction, updated every three years at a minimum; so that they know; -
 - a. their personal responsibility
 - b. the **South Tyneside Safeguarding Children and Adults Partnership** procedures
 - c. the need to be vigilant in identifying cases of abuse
 - d. how to support and respond to a child who tells of abuse
- undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this
- notify the local Social Services team if;
 - a. it should have to exclude a pupil on the child protection register, (whether fixed term or permanently)
 - b. if there is an unexplained absence of a pupil on the child protection register of more than two days duration from school, (or one day following a weekend), (or as agreed as part of any child protection or core group plan)
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance and written reports at initial case conferences, core groups and child protection review conferences

- keep clear, detailed written records of concerns about children, (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately
- ensure all records are kept secure and in locked locations
- ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively, in a timely manner, in accordance with agreed whistle blowing policies:

Supporting the Pupil at risk

- We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may have feelings of helplessness, humiliation and some sense of self-blame.
- This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant or they may be withdrawn.
- We recognise that some children adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- The school will endeavour to support the pupil through: -
 - a. the **content of the curriculum** to encourage self-esteem and self-motivation.
 - b. the **school ethos** which, (i) promotes a positive, supportive and secure environment, (ii) gives pupils a sense of being valued.
 - c. the school's **Behaviour Policy** is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but that he or she is valued and not to be blamed for any abuse which has occurred.
 - d. **Liaison with other agencies** which support the pupil, such as Social Services, Child and Adolescent Mental Health Services, the Educational psychology Service, Behaviour Support Services and the Education Welfare Service, NSPCC (website: help@nspcc.org.uk Tel: 08000280285)
 - e. A commitment to develop productive and **supportive relationships with parents** whenever it is in a pupil's best interest to do so.
 - f. Recognition that children living in **a home environment** where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
 - g. **Vigilantly monitoring children's welfare**, keeping records and notifying Social Services as soon as there is a recurrence of a concern.

Children with disabilities and SEND have an increased vulnerability to abusive situations because they may need intimate care and may have cognitive impairments that prevent an understanding of appropriate adult behaviour. Safeguarding children and young people with SEND requires understanding, foresight and reflection. Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focussed action plans that sufficiently respond to their needs. Regular training is provided.

- When a pupil on the child protection register leaves, information will be transferred to the new school immediately and receipts received confirming the transfer.

Supporting Children who need a Social Worker - Children may need a social worker due to safeguarding or welfare needs. These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health. The LA will inform the DSL who will hold the information in the best interests of the child. It may help inform decisions or responding to possible risks.

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

Preventing unsuitable people from working with children

The school will operate safe recruitment practices including ensuring appropriate **DBS** and reference checks are undertaken according to Circular DfES/0278/2002 Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service.

The school will consult with the designated LA Officer for Child Protection in the event of an allegation being made against a member of staff and adhere to the relevant procedures.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school, and that notification of any concern is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents as advised by the Local Authority's Code of Conduct.

Allegations regarding person(s) working in or on behalf of school (including supply staff and volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she 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 or
- Has behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Staff should refer concerns or allegations about supply staff to the Head teacher.

Paragraphs [214-217](#) give guidance on how to handle allegations against supply staff.

In this instance then the designated officer would be contacted, or the Head teacher. The LADO (Local Authority Designated Officer) **Angela Nolan 0191424 4701** would also be contacted.

We will apply the same principles as in the rest of this document and we will always follow the South Tyneside Safeguarding Children and Adults Partnership procedures. Detailed records will be made to include decisions, actions taken, and reasons for these. All records will be retained securely. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full-blood or half-blood by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons.

Examples of private fostering include:

- Children who need alternative care because of parental illness
- Children whose parents cannot care for them because their work or study involves long or antisocial hours
- Children sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children staying with families while attending a school away from their home area

There is a mandatory duty on the school to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Other relevant policies and protocols

South Tyneside's Missing Children Protocol

We acknowledge that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

We understand that physical intervention of a nature which causes injury or distress to a child may result in consideration under child protection or disciplinary procedures.

Bullying

Our policy on bullying is set out in a separate document. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Racist Incidents

Our policy on racist incidents is set out in a separate document. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety

Our Health & Safety Policy, set out in a separate document, is reviewed annually by the Governing Body. It reflects the consideration we give to the protection of our children both within the school, when undertaking school trips and visits.

Computing and Remote Learning Policy

Our policy on racist incidents is set out in a separate document. We acknowledge the use of technology has become a significant component of many safeguarding issues.

Children with Education Health Care Plans

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

Confidentiality and Information Sharing

Mortimer has regard to HM Information Sharing Advice 2018:

- Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required.
- The Head Teacher or Designated Teacher will disclose any information about a pupil to other members of staff on a need to know basis only.

- All staff must be aware that they 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.
- In the case of incidents occurring which may cause safeguarding concerns in other schools, for example, suspicious or inappropriate contact from members of the public, the Youth Support Service Lead for Safeguarding will be notified. Russell Saunders Tel No. 0191 424 6332/ 07866673429.

Governing Body responsibilities for safeguarding children

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It will: -

- Designate a governor for safeguarding children who will oversee the school's safeguarding children policy and practice and champion child protection issues
- Ensure an annual report is made to the Governing Body on safeguarding matters to include changes affecting safeguarding policy and procedures, safeguarding children training received, the number of incidents/cases, (no names), and safeguarding in the curriculum
- Ensure that this policy is annually updated and reviewed

If the Governing Body provides extended school facilities, before or after school, directly under the supervision or management of school staff, the school's arrangements for safeguarding children as written in this policy shall apply.

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and that there are arrangements to liaise with the school on these matters where appropriate.

Signed on behalf of the Governing Body: -

Head Teacher

Chair of Governors

Parent Governor

Teaching Staff Governor

Non-Teaching Governor

Date: September 2021

This policy will be reviewed in the Autumn term 2022

Child Protection Policy

Statement

Through our day to day contact with pupils and families, school staff have a crucial role to play in noticing indicators of possible abuse or neglect of children and referring concerns to the appropriate agency.

The principles informing this policy are the same as those underlying these other school policies and should be read in conjunction with them:

- Equal Opportunities Policy
- Behaviour Policy
- Sex Education Policy
- Anti-bullying Policy
- Computing Policy

Aims

Mortimer Primary School has a responsibility to prevent abuse by helping children acquire relevant information, skills and attitudes to resist and report abuse and to prepare them for adulthood.

Mortimer Primary School will be mindful of this responsibility in the curriculum especially through the teaching of citizenship, anti-bullying and behaviour policies, health and in sex and relationship education.

Head teacher's Responsibilities

All schools should have procedures for handling suspected cases of abuse of pupils, but the responsibility for investigating such cases lies with other agencies.

The Headteacher must ensure:

- There are procedures for handling cases of suspected abuse (including allegations against teachers) which are consistent with those agreed by the South Tyneside Safeguarding Children and Adults Partnership and easily available to all staff for reference.
- A "Designated Teacher" is appointed to coordinate action within the school and liaise with other agencies on suspected cases of abuse.
- The Designated Teacher receives appropriate training and support.
- All staff are alert to the signs of possible abuse and know to whom to report any concerns.
- Parents are aware of the school's child protection policy.

Designated Teacher

The designated teacher has specific responsibility for the coordination of child protection procedures within the school and for liaison with social services and other agencies.

The designated Safeguarding Lead is the Assistant Head Teacher, **Mrs M Peacock**. All cases of possible abuse must be reported to her in the first instance. If unavailable, report cases to the Head teacher or Deputy Head Teacher (Deputy Designated Safeguarding Leads) or the Integrated Safeguarding Intervention Team on 0191 4245010 directly IF NECESSARY.

The Designated Safeguarding Lead must know:

- How to identify the signs and symptoms of abuse and when to make a referral.
- The South Tyneside's Safeguarding Children and Adults Partnership and LA procedures.
- The roles and responsibilities of the investigating agencies and how to contact them.
- The requirements for record keeping.
- How child protection conferences are conducted and how teachers can contribute to them.

Domestic Abuse and Operation Encompass

The definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in a domestic abuse incident. Mrs G Cunningham and Mrs M Peacock are the two members of staff known as Key Adults. Domestic abuse incidents that occur outside of school but which might have had an impact on a child attending school the following day will be shared via a secure format to the identified Key Adult who will then be in an informed position to support the child in a way that is right for them. Operation Encompass was launched in January 2016. All parents have been informed about Operation Encompass. The school is also a part of Operation Encompass: The Next Steps.

Procedures for dealing with possible child abuse

This procedure must be followed in all cases where child abuse is suspected.

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. All school staff have a duty of care to report verbally all concerns promptly and immediately to the Designated Safeguarding Lead. All concerns must be then recorded onto CPOMS (Safeguarding and Child Protection Software for Schools). All staff have CPOMS logins and have received training regarding using the system. If the child has disclosed abuse, record the child's actual words. ***Do not ask the child to make a written statement.***

Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the designated senior person will consider:

- any urgent medical needs of the child
- making an enquiry to find out if the child is subject to a Child Protection Plan
- discussing the matter with other agencies involved with the family
- consulting with appropriate persons e.g. Safeguarding Adviser and/or Social Care

Then decide:

- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately OR
- not to make a referral at this stage
- talk with parents/young person
- seek advice from professionals working with the family
- if further monitoring is necessary
- if it would be appropriate to undertake an assessment and/or make a referral for other service.
- All information and actions taken, including the reasons for any decisions made, will be fully documented.
- If the child goes missing from education or is removed from roll to be educated at home, then any Child Protection file should be copied, and the copy sent to the Local authority. Original copies will be retained until the child's 25th birthday.

Types and signs of abuse

For definitions of the different types of abuse (and combinations) please see 'Keeping Children Safe in Education Statutory Guidance for Schools and Colleges' Sept 2021

Possible signs of physical abuse

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Improbable explanations for injuries.
- Untreated injuries or lingering illness not attended to.
- Admission of punishment which appears excessive.
- Shrinking from physical contact.
- Fear of returning home or of parents being contacted.
- Fear of undressing.
- Fear of medical help.
- Aggression/bullying.
- Over-compliant behaviour or a 'watchful attitude'.
- Running away.
- Significant changes in behaviour without explanation.
- Deterioration in work.
- Unexplained pattern of absences which may serve to hide bruises or other physical injuries.

Possible signs of emotional abuse

- Continual self—depreciation.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- 'Neurotic' behaviour - obsessive rocking, thumb-sucking, and so on.
- Air of detachment - 'don't care' attitude.
- Social isolation - does not join in and has few friends.
- Desperate attention - seeking behaviour.
- Eating problems, including overeating and lack of appetite.
- Depression, withdrawal.

Possible signs of sexual abuse

- Bruises, scratches, burns or bite marks on the body.
- Sexual awareness inappropriate to the child's age - shown for example in drawings, vocabulary, games, and so on.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.
- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Possible signs in older children

- Promiscuity, prostitution, provocative sexual behaviour.
- Self-injury, self-destructive behaviour, suicide attempts.
- Eating disorders.
- Tiredness, lethargy, listlessness.
- Over-compliant behaviour.
- Sleep disturbances.
- Unexplained gifts of money.
- Depression.
- Changes in behaviour.

Possible signs of neglect

- Constant hunger.
- Poor personal hygiene.
- Inappropriate clothing.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing or scrounging.
- Constant tiredness.

Possible signs of Child Criminal Exploitation

- Unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Changes in emotional well-being
- Misuse drugs and alcohol
- Missing for periods of time or regularly come home late

- Regularly missing school or education or do not take part in education

Possible signs of Child Criminal Exploitation: County Lines

- Increased absence from school/going missing from home
- Unexplained gifts or new possessions
- Carrying of weapons or know people who have access to weapons
- Unexplained injuries
- Acting reserved or like they have something to hide
- Signs of feeling scared
- Signs of self-harm

Possible signs of Child Sexual Exploitation

- Unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Changes in emotional well-being
- Misuse drugs and alcohol
- Missing for periods of time or regularly come home late
- Regularly missing school or education or do not take part in education
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or become pregnant.

Possible signs of Serious Violence

- Increased absence from school
- Change in friendships or relationships with older individuals/groups
- A significant decline in performance
- Signs of self-harm
- Significant change in well being
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions
- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having being involved in offending, such as theft or robbery

Possible signs of Female Genital Mutilation

- See Appendix C for all information and the specific legal duties on teachers

Disclosure, record keeping and monitoring

If a child tells you about abuse:

DO:

- Reassure
 - Find a quiet place to talk where you will not be interrupted.
 - Listen but do not put pressure on the child to talk.
 - Ascertain the facts e.g.:
 - What is the injury?
 - Where is the injury? Is it an accident site?
 - When was it caused? What accounts are given?
 - Who caused it? Stated and suspected.
 - Were there any witnesses? Do their stories tally?
 - What action was taken afterwards by the family?
- Note** Deep questioning of the child should be avoided.
- Let the child know you are pleased to have been told.
 - Tell the child you believe them
 - Tell the child you will need to speak to other people to make sure it does not happen again, as far as you can say who those people are and why.
 - Offer continuing support and say you will do your best to stop it happening again.

DO NOT:

- Promise confidentiality that you cannot keep.
- Make false promises or reassurances about what will happen.
- Interrupt the child talking to go and inform others.
- Ask leading questions or sympathise inappropriately.

Next:

- Inform **Mrs. Peacock** the Designated Teacher or a Deputy DSL if unavailable
- Write an account of your conversation with the child

Record Keeping

The school will keep a clear and comprehensive summary of the concern which may include:

- Marks on a child's body
- Unusual/different behaviour
- Unexplained mood changes
- Puzzling statements or stories from the child
- Information from others
- Details of how the concern was followed up / resolved
- A note of any action taken, decisions reached and outcome

The school are committed to providing as much information as possible as part of the referral process in order to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

The school will ensure records are updated when a child's name is placed on the Child Protection Register.

What to record:

- Dates and times
- General demeanour
- Parental interest
- Home/family changes
- Behaviour
- Relationships with peers/adults
- Changes in classroom functioning
- Mood changes
- School attendance
- Injuries
- Responses to PE
- Medicals

Children on the Child Protection Register

If a child's name has been placed on the Child Protection Register the Designated Teacher will open a confidential child protection file on which will be held:

- Copies of all minutes of case conferences and reviews.
- Copies of all reports to case conferences and reviews.
- Any written information on the child prepared by staff within the school.

When a child's name is removed from the child Protection Register this file will be destroyed.

Note: No information of any kind relating to child protection, will be stored on the pupil's record file.

Photographs and videos

All parents complete a GDPR form stating their preferences upon entry to the school. During the course of the school year there will be several occasions when photographs and video recordings will be made celebrating special events or achievements of pupils. In the case of pupils

- working with partnerships outside of school, such as the Customs House or business partnerships, consent of parents to take photographs or videos will be requested.
- being photographed for the school website, consent of parents will be requested.

Child Protection Training

15 th October 2008	Safer recruitment training	Head teacher Governors
12 th December 2008	Recognising Domestic Abuse	Designated teacher
23 rd September 2009	Safeguarding Course	Head teacher
8 th March 2010	Network meeting for designated teachers	Designated teacher
9 th March 2010	Child protection update	Governors
29 th March 2010	Child protection update	Teaching staff
30 th March 2010	Child Protection for teaching and management	Teaching assistant
19 th April 2010	Child protection update	Support staff
4 th November 2010	Ofsted Safeguarding Children	Head teacher
6 th May 2011	Improving Looked After Children's attainment and Personal Education Plans	Designated teacher
22 nd September 2011	Looked After Children conference	Head teacher Designated teacher
7 th November 2011	Safer recruitment training	Head teacher
8 th November 2011	Child Sexual Exploitation	Head teacher Designated teacher
8 th December 2011	LAC network meeting	Designated teacher
15 th March 2012	LAC network meeting	Designated teacher
21 st March 2012	Child Protection update	Teaching staff
11 th June 2012	Child Protection training	Head teacher Designated teacher
19 th June 2012	Child Protection update	Governing body
19 th September 2012	Looked After Children conference	Head teacher Designated teacher
15 th November 2012	E Safety Training	All Staff
19 th December 2012	LAC Network Meeting	Designated Teacher
5 th February 2013	Designated Teacher Conference	Head Teacher Deputy Head Teacher
14 th May 2013	Child Protection Training	Head Teacher Designated Teacher
11 th September 2013	Ofsted Update Child Protection	Head Teacher
18 th September 2013	Designated Teacher Conference	Head Teacher Deputy Head Teacher
25 th September 2013	Ofsted Training – Raising awareness about domestic violence	Head Teacher Deputy Head Teacher
June 2014	Local Authority Data Protection training	Head Teacher Deputy Head Teacher
16 th March 2015	Child Sexual Exploitation	All Teaching Staff
June 2015	Child Protection LA Training	Governors
July 2015	Online Safeguarding Children from Abuse by Sexual Exploitation	All Teaching Staff

Sept 2015	Online Safeguarding Children from Abuse by Sexual Exploitation	All Support Staff
5 th Oct 2015	Child Protection and Safeguarding	All Teaching Staff and School Direct Students
20 th October 2015	Ofsted Online Safeguarding	Head Teacher Deputy Head Teacher
23 rd Nov 2015	E Safety Awareness	All Staff
30 th Nov 2015	PREVENT Training	All Staff
14 th Jan 2016	Encompass Training	Head Teacher
14 th June 2016	CEOP Training	Deputy Head Teacher and Computing Co-ordinator
July 2016	Kidsafe Training	Computing Co-ordinator and TA
16 th November 2016	Safeguarding Core training	Deputy Head Teacher
27 th March 2017	Child Protection Core training	All Staff
5 th November 2018	Keeping Children Safe in Education Update	All Staff
28 th Jan 2019	PREVENT Training	All teaching staff
4 th March 2019	Safeguarding Core training	All Teaching staff and students
2 nd May 2019	Operation Encompass: The next steps	All staff
3 rd May 2019	DSL Training	Head Teacher and Deputy Head Teacher
June 21 st 2019	Kidsafe Training	Computing Lead
September 4 th 2019	Policy Update	Head Teacher and Deputy Head Teacher
September 9 th 2019	KCSIE 2019 Update to teaching staff	Deputy Head Teacher
October 1 st 2019	DSL Network Meeting	Head Teacher Deputy Head Teacher
October 3 rd 2019	KCSIE 2019 Update to all non-teaching staff	Deputy Head Teacher
May 12 th 2020	ESafety	All members of SLT plus Computing Lead Teacher
September 15 th 2020	KCSIE 2020 Update to all staff	Assistant Head Teacher
September 29 th 2020	SWGfL Online Safety Day	Assistant Head Teacher Computing Lead Teacher
October 2020	KCSIE 2020 Update to Governors	Assistant Head Teacher
May 18 th 2021	Safeguarding Children	Head Teacher Assistant Head Teacher
June 8 th 2021	Domestic Abuse Level 1	Assistant Head Teacher
June 8 th 2021	DSL Network Meeting	Head Teacher Assistant Head Teacher
October 5 th 2021	DSL Network Meeting	Head Teacher Assistant Head Teacher
October 14 th 2021	KCSIE Update to all teaching staff	Assistant Head Teacher
October 19 th 2021	KCSIE 2021 Update to	Assistant Head Teacher

	Governors	
November 4 th 2021	KCSIE 2021 Update to SAs	Assistant Head Teacher
November 17 th 2021	Safer Recruitment Training	Assistant Head Teacher
January 4 th 2022	Whole staff safeguarding update	Whole staff
January 20 th 2022	Proposed Changes to KCSIE 2022 Webinar	Head Teacher and Assistant Head Teacher
January 25 th 2022	Child Safeguarding Practice Review	HT/DHT/AHT

Appendix A – Early Help

Any child may benefit from early help; the following may alert you to the potential need:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behavior
- frequently missing from school or home
- is at risk of modern slavery, trafficking, CCE/CSE
- is at risk of being radicalised or exploited
- has a family member in prison
- family circumstances such as drug and alcohol misuse, adult mental health or domestic violence
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of FGM or a forced marriage
- is a privately fostered child
- is persistently absent from education, including part of the day

Appendix B – Child Sexual Exploitation and Child Criminal Exploitation

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity in exchange for something the victim needs or wants and/or financial advantage or increased status. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Also: refer to www.gov.uk/government/child-sexual-exploitation-definition-and-a-guide-for-practitioners-local-leaders-and-decision-makers-working-to-protect-children-from-child-sexual-exploitation (February 2017)

Child Criminal Exploitation including County Lines

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

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

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. Both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation

CSE is a form of child sexual abuse. It may involve physical contact, including assault by penetration or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. It may include non-contact activities, such as making children watch unsuitable images or activities and encouraging them to behave in an inappropriate way. It may also include grooming a child in preparation for abuse via the internet.

Signs of CCE / CSE include:

- Underage sexual activity
- Inappropriate sexual or sexualized behavior
- Sexually risky behavior, ‘swapping sex’
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends

- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behavior or personality (chaotic, aggressive, sexual, mood swings, volatile behavior, emotional distress)
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime/police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

Appendix C – Honour Based Abuse including Female Genital Mutilation (FGM)

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators.

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

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

4 types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: Partial/total removal of clitoris	Excision: Partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour'
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women.

It is **illegal** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behavior, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule:

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **without delay**.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). Where FGM has taken place, since 31 October 2015 there has been a 23 mandatory reporting duty placed on teachers that requires a different approach (see following section).

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Section 5b of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation – procedural information' (October 2015)

As KCSIE now states:

'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social-workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions' (page 29)

Appendix D – Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem but staff are well placed to observe children and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Abuse, neglect and other potentially traumatic adverse childhood experiences can have a lasting impact and it is key that staff are aware of how these experiences can impact on their mental health, behaviour and education.

Staff should act on any mental health concerns that are also safeguarding concerns, following the child protection policy and speaking to the designated safeguarding lead or a deputy.

DFE guidance is available on Preventing and Tackling Bullying and Mental Health and Behaviour In Schools Guidance, as well as Public Health England Guidance on Promoting Children's Emotional Health and Wellbeing and lesson plans and teaching materials from Rise Above.

Appendix E – Peer on Peer abuse (child on child)

Peer on peer abuse can happen both inside and outside of school as well as online and all staff have an important role to play in preventing and responding to it where they believe a child may be at risk. Even if there are no actual reports, this does not mean that it isn't

happening, all staff will remain vigilant. All staff will also challenge inappropriate behaviours between peers. Any staff who have concerns should speak to the DSLs.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying, including cyber/online bullying (by text message, on social networking sites, and so on) and prejudice-based and discriminatory bullying. Pupils should be just as clear as to what is expected of them online as well as offline.
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling (this now has an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault (this now has an online element which facilitates, threatens and/or encourages physical abuse)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.
- initiation/hazing type violence and rituals

Appendix F – Preventing Radicalisation

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.

At Mortimer Primary School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received PREVENT training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Local Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

The Counter Terrorism and Border Security Act 2019 places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly funded or independent and organisations covered by the Early Years Foundation Stage framework. All children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

Schools Leaders must:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively
- Be aware of local procedures for making a Prevent referral

Other duties on schools include:

- Effective partnership working with other local agencies, e.g. Local Authority, police, health.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of **South Tyneside's Safeguarding Children and Adults Partnership** policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists

Understanding and recognising risks and vulnerabilities of radicalisation

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. It could also be through direct contact with extremist groups and organisations or through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **Significant Harm**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified. Radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

Possible indicators include:

- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions and means
- Associated with known extremists
- Seeking to recruit others to an extremist ideology

The Prevent Duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 to “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty and is part of the schools wider safeguarding obligations.

Guidance can be found in the revised Prevent duty guidance: for England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

Appendix G – Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Our approach enables us to protect and educate our pupils in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

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

Where children are being asked to learn online, we remain extra vigilant – please see our Computing and Remote Learning Policy.

Opportunities to teach online safety come through a range of avenues including assemblies, lesson content, Kidsafe sessions and taking part in E-safety week.