St Martin's School

NORTHWOOD

7a Child Protection and Safeguarding Policy

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KEY CONTACT DETAILS

School contact details (Internal Staff can contact the above staff directly via Teams chat):

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Christine Pearson **Deputy Designated Safeguarding Lead** (DDSL)	cpearson@stmartins.org.uk Safeguarding@stmartins.org.uk	01923 825740 use Teams to contact 01923 825740 ext 230 use Teams to contact

Hillingdon Children's Safeguarding Partnership (SCP)	Home - Hillingdon Safeguarding Children Partnership Arrangements (Hillingdon LSCB) (hillingdonsafeguardingpartnership.org.uk)
Local Authority Designated Officer (LADO)	Hannah Ives TEL: 01895 250975/07753431285 EMAIL: hives@hillingdon.gov.uk
Local Authority Children's Social Services	(01895) 556633 strongerfamilieshub@hillingdon.gov.uk
Multi-Agency Safeguarding Hub (MASH)	TEL: 01895 556 633
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
NSPCC Report Abuse in Education Advice Line	TEL: 0800 136 663 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service (DBS)	ADDRESS: DBS customer services PO Box 3961 Royal Wootton Bassett SN4 4HF TEL: 03000 200 190 EMAIL: customerservices@dbs.gov.uk
Teaching Regulation Agency	ADDRESS: Teacher Misconduct Ground Floor South Cheylesmore House 5 Quinton Road

	Coventry CV1 2WT TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 5pm) EMAIL: CIE@ofsted.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000100 EMAIL: concerns@isi.net

Policy statement

This policy applies to St. Martin's School, which includes the EYFS setting. This policy is reviewed and updated annually, or as required, and is available on the School website. This policy has regard to the following guidance and advice:

- Keeping Children Safe in Education (September 2025) ("*KCSIE*")
  - Keeping children safe in education 2025Disqualification under the Childcare Act 2006 (Sept 2018)
  - What to do if you're worried a child is being abused; advice for practitioners (March 2015)
  - Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice (September 2021) ("SVSH") within KCSIE.
- Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf (publishing.service.gov.uk) (WTtSC)
  - Information sharing: advice for practitioners providing safeguarding services (July 2019)
- Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk)
  - Prevent duty guidance: Guidance for specified authorities in England and Wales (publishing.service.gov.uk)
  - The Prevent duty: safeguarding learners vulnerable to radicalisation - GOV.UK (www.gov.uk)
  - The use of social media for online radicalisation (July 2015)
  - Educate Against Hate - Prevent Radicalisation & Extremism
  - Prevent duty: risk assessment templates - GOV.UK (www.gov.uk)
- Relationships education, relationships, and sex education (RSE) and health education (July 2025) Relationships Education, Relationships and Sex Education and Health Education guidance 2025
- The DDCMS / UKIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK (www.gov.uk)
- The Charity Commission guidance on Safeguarding (October 2019)

This policy also takes into account the procedures and practice of Hillingdon Local Authority as part of the inter-agency safeguarding procedures set up by the three

safeguarding partners (pupil's GP, Metropolitan Police and The Hillingdon Children Safeguarding Partnership).
Hillingdon Children's Safeguarding Partnership – Home - Hillingdon Safeguarding Children Partnership Arrangements (Hillingdon LSCB) (hillingdonsafeguardingpartnership.org.uk)

Concerns about a child

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. The School adopts a 'whole school' approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Every member of staff should display 'professional curiosity', to ensure pupils are safe and to take account of the voice of the child.
Parents are encouraged to raise any concerns directly with the School, if necessary, using this child protection and safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the Independent Schools Inspectorate (ISI) directly.
The School has arrangements for listening to children and providing early help to meet the needs of children as soon as the need arises. Supporting Families: Early Help System guide - GOV.UK (www.gov.uk) Details of these arrangements are to be found in this policy (see page 6). This policy applies to children who have been harmed or are likely to suffer harm.

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is defined as follows:

The definition in KCSIE (2025) paragraph 3 is as follows (new wording in bold):

"Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **providing help and support to meet the needs of children as soon as problems emerge**
- protecting children from maltreatment, **whether that is within or outside the home, including online**
- preventing the impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes"

This means protecting children by applying 'contextual safeguarding', within or outside the home or online.
Abuse is a form of maltreatment of a child. Somebody may abuse, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may

be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. The School should consider treatment that is not physical, for example the impact of hearing, being aware of or witnessing ill treatment of others and all forms of domestic abuse/violence.

Abuse can be:

- physical abuse;
- emotional abuse;
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse, as well as further information regarding specific safeguarding issues such as child criminal and/or sexual exploitation CCE/CSE.

Procedures for dealing with concerns about a child

If staff have any concerns about a child's welfare, including information from parents, third parties or from the child themselves, they should act on them immediately. This includes suspecting or hearing any allegation or complaint of abuse, exploitation, or neglect from a child or any third party. Staff **should not assume** that somebody else will take action and must always share any information that might be critical in keeping children safe, following the relevant procedure below.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead (DSL).

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe
- ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken
- Use professional curiosity as there may be reasons why children do not feel ready to talk about their feelings/experiences
- Speak to DSL immediately if there are concerns

- Remember that it is legitimate to share information without consent where it is not possible to gain consent or if where gaining consent would place a child at risk.

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded, in writing at the time where appropriate, and in every case recorded on CPOMs. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any actions taken, the decision reached and the outcome. The information will be kept confidential and securely within the CPOMs system ensuring that the information is only accessible to those who need to see it and is shared in accordance with the guidance set out in Parts one and two of *KCSIE*.

Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy).
Staff should consider confidentiality and anonymity when dealing with an allegation of sexual violence and / or sexual harassment. The School must be aware that social media often breaches confidentiality in advance. The time and location of any incident and any action required to make the location safer eg school transport should be considered subsequently. The School should consider intra familial harms and any necessary support for siblings. The School should be aware that sexual abuse could be teenage relationship abuse.
Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The School operates its processes with the best interests of the pupil/s at their heart. There are a number of ways that pupils can ask for help; these include but are not limited to: Ask for Help form via the school learning wall; worry box in classroom and speaking to any member of staff.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Early Help – supporting families as soon as difficulties arise

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health, and care plan)
- Has a mental health need
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Is frequently missing/goes missing from education, home or care. Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Has a family member in prison, or is affected by parental offending;
- Is experiencing, or is at risk of experiencing family ostracism
- Is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child
- Is unexplainably or persistently absent from education on repeat occasions or for prolonged periods.
- Is vulnerable due to identifying as lesbian, gay, bisexual, or is sexual or gender questioning or who may be bullied even if not identifying as any of the above.

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

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the three safeguarding partners referral threshold document (pupil's GP, Metropolitan Police and The Hillingdon Children Safeguarding Partnership (the majority of boys will come under Hillingdon). The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

- Early Help Assessment – Hillingdon (EHA)

What staff should do if they have concerns about a child

If staff (including governors, supply staff, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger) they should, where

possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here". If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded on CPOMs. Where appropriate, the DSL will reassure the staff concerned that action is being taken even though the details of such action remain confidential.

What staff should do if a child is in danger or at risk of harm

If staff (including governors, supply staff, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should inform the DSL (or DDSL) who will make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in CPOMs. Where appropriate, the DSL will reassure the staff concerned that action is being taken even though the details of such action remain confidential.

For the majority of the boys, the safeguarding partner is Hillingdon and their procedures can be found on their website, as can the other local authorities with who we work.

Further guidance as to one-to-one tuition and other potentially sensitive situations, can be found in the Staff code of Conduct 7e

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above, informing the DSL (or DDSL). This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they should consult with the DSL and where appropriate submit a referral form to MASH or call them directly. Advice and support can also be sought from children's social care.
The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area.

Such risk assessments are discussed with the Head, DSL and DDSLs and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.
Staff will be instructed by DSL to update Prevent training regularly via Educare.

What staff should do if they discover an act of Female Genital Mutilation ("FGM")

Whilst, as a boys' school it is unlikely that FGM will be an issue, the boys may disclose something in relation to their sisters or other female family members and any concerns raised would be immediately reported to the relevant authorities.

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out.

What staff should do if they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.
If staff have any concerns about a child (as opposed to a child being in immediate danger) they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

How should staff respond to an incident of nudes and semi-nudes being shared by pupils

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.
For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.
Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.
If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.

The DSL will follow the DDMSC / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" (December 2020) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded on CPOMs, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with statutory requirements set out in *KCSIE* and local safeguarding procedures. No copies of imagery will be taken or retained.
It should be noted that under the Protection of Children Act 1978 and the Criminal Justice Act 1988, taking, possessing, or sharing sexualised images of any person under the age of 18 is a criminal offence. This is true despite the age of consent for having sex being just 16, and unfortunately the fact that the young person either consented to the pictures being taken, or took the pictures themselves, is not a defence.'

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

What staff should do if a child is absent from education

Children who are absent from education, particularly persistently, can be a vital warning sign to a range of safeguarding issues, including abuse, neglect, sexual abuse, and child sexual and/or criminal exploitation. It is therefore important that the School's response to such absence supports identifying such abuse and helps prevent the risk of them going missing in the future. The School's procedures for unauthorised absence and for dealing with children who are absent from education are in the relevant policy (missing children policy) and can also be found at Appendix 1 of this policy.[30]Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly

when a child absent from education is also identified as a welfare and/or safeguarding concern.[31]

St Martin's staff follow up any pupil absence. If the situation remains unresolved pupils with poor attendance are referred to the Educational Welfare Service for Hillingdon 01895 250858 or educationalwelfareservice@hillingdon.gov.uk A pupil absent from school for more than 10 consecutive days or with a pattern of ongoing poor attendance will be referred.

If the School has a concern regarding a pupil absent from education, they would contact the participation duty email at: childrenmissingeducation@hillingdon.gov.uk / 01895250858 prior to the pupil being removed from the roll in order that joint checks with the school to be able to complete all process to clarify where the pupil now attends school. If the pupil lives outside of Hillingdon, the participation team of the relevant council would be contacted via social services.

The school will inform the relevant local authority if a pupil leaves from a year group which is not a normal transition point. Normal transitions would be end of Year 2, 6 or 8. If a boy joins the school in a year group which is not a normal point of entry the school will inform the relevant local authority. Normal entry points would be Kindergarten, Reception or Year 3.

Where there are additional concerns about a child absent from education, for example a child for whom there are Child Protection concerns, the LADO will be notified. In making a decision about whether a referral to LADO is appropriate the following issues will be considered:

- Have there been concerns in the past about the child or family, which, together with a sudden disappearance from education provision are worrying?
- Have there been concerns about the child associating with significantly older young people or adults?
- Was there a significant incident prior to the child's unexplained absence?
- Is the child subject to a Child Protection Plan or Child in Need Plan?
- Is there current social care involvement?
- Is there reason to believe the child may be at risk of harm?
- Is there a history of mobility without reasonable explanation?

There may be occasions when a child who is absent from education may have been the victim of a crime. In such cases police involvement will be necessary and a referral should be made.

Schools should always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. They should regularly review the alternative provision placements they make. Reviews should be frequent enough (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the placement should be immediately 48 reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.

'Working together to safeguard attendance' is now statutory guidance. (Ref Attendance Policy 15b)

What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information on CPOMs so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

What staff should do if a child requires mental health support

The School has an important role to play in supporting the mental health and wellbeing of its pupils. 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. The School aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils.
Pupils and staff have access to our part-time mental health practitioner (counsellor). Parents will be contacted, to give their consent, before a pupil attends any sessions with a counsellor. Assistant Head (Pastoral)/DSL is responsible for any referrals.
Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental_health_and_behaviour_in_schools.pdf (publishing.service.gov.uk). Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing, and resilience among young people.

What staff should do if they have safeguarding concerns about another staff member

If staff have safeguarding concerns about another staff member (including supply staff, agency staff, volunteers and contractors), then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including supply staff, agency staff, volunteers, and contractors) and refer the matter directly to the designated officer(s) at the Hillingdon LA.

What staff should do it they have concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it is happening here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found in the Code of Conduct 7e. There will be no disciplinary action taken against a member of staff for making such a report, provided that it is done in good faith.
If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

Arrangements for dealing with child-on-child allegations (including child-on-child sexual violence and harassment)

Child on child abuse is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. In the context of child-on-child abuse specific to girls, it should be recognised that girls are more likely to be victims and boys perpetrators.

These arrangements apply to all reports and concerns of child-on-child abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys". Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

The School acknowledges that even if there have been no reported cases of child-on-child abuse in relation to pupils within the School, such abuse may still be taking place and is simply not being reported. The School will ensure that children are aware of how they

can report abuse, and that they are aware of the procedures that the School will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.
The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The School also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the School's policy and procedures with regards to peer-on-peer abuse and can recognise the indicators and signs of child-on-child abuse and know how to identify it and how to respond to reports.

The School recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately by informing the DSL (and in her absence a DDSL) and will support the victim when they raise a concern. Staff will then fully record the incident on CPOMs, under the Safeguarding category.

The School recognises that children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and may be more prone to child-on-child group isolation or bullying (including prejudice-based bullying) than other children. The School will consider extra pastoral support for those children for example: form teacher/section head/DSL intervention or a referral may be made to the School counsellor/Psychotherapist. The School also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

The School takes the following steps to minimise the risk of child-on-child abuse by ensuring effective supervision and encouraging children to come forward with their concerns.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School may take advice from their safeguarding partners (for the majority of boys this will include the local SCP - Hillingdon) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator(s). If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice the safeguarding partners, parents are informed as soon as possible and that the pupils involved are supported during the

interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the safeguarding partners [and/ or the Police as appropriate].[46] The School will have regard to the procedures set out in *KCSIE* and the *SVSH* at all times.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia.[47] Allegations of Rape, assault by penetration and sexual assaults will be passed to the police.[48] If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.[49] The DSL may also decide that the children involved may benefit from early help, and may make the necessary referral in accordance with the safeguarding partners' referral process.

The School's approach to sexting is one of zero tolerance and involves active support to help pupils understand the consequences of such actions. This is clarified in the Mobile Phone Policy and the Acceptable Use Policy. It is worth noting, that pupils do not normally carry mobile phones in school, but some do have their own devices.

The School will follow the DDMSC / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020) when responding to an allegation that nudes and/or semi-nudes have been shared.
In the event of disclosures about child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by staff and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- whether there may have been other victims;
- the alleged perpetrator(s); and
- all the other children (and, if appropriate, staff) at the School especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (written or electronic) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report or have their experience minimised. The victim must feel supported and will not be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. For the victim to feel supported, staff may need to ask the child directly what

will help or give them a limited choice, for example a choice of venue for the interview, where they would feel most comfortable. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as is possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises (including during any before or after school-based activities), and School transport. The School will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.

The School will keep a record on CPOMs of all concerns, discussions and decisions made.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the School will decide on an appropriate course of action. Data analysis to identify possible trends or patterns can be effected, through the use of CPOMs.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the School's behaviour policy.

Arrangements for dealing with safeguarding concerns or allegations of abuse regarding teachers including supply staff and other staff

The School's procedures for managing allegations against staff (including supply staff, volunteers and contractors) who are currently working in the School whether in a paid or unpaid capacity follows DfE statutory guidance and the safeguarding partners (for the majority of boys this will include the local Safeguarding Children's Partnership - SCP - Hillingdon) arrangements and applies when staff have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.

Allegations that do not meet the above harms test should be dealt with using the School's procedure for handling low level concerns set out below.
Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the Local Authority Designated Officer (LADO). Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the Police.
If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority 'designated officer' (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.
When dealing with allegations about a staff member the School will apply common sense and judgment, deal with allegations quickly, fairly, and consistently and will support the person subject to the allegation.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. If an allegation is reported to the DSL (in the Head's absence), the DSL will inform the Head. Where the Head OR DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair of Governors and designated officer. However, staff may consider initially discussing any concerns with the DSL and may make any referral to the Chair of Governors (or Safeguarding Governor) via them.

2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the Police immediately.) All discussions should be recorded on CPOMs , and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care. The DSL is responsible for ensuring the child is not at risk.

3. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the designated officer and make a risk assessment of the situation. It may be necessary for the designated officer to make a referral to children's social care.

4. When to inform the individual, who is the subject of the allegation will be considered on a case-by-case basis and with guidance from the designated officer,

and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the School or whether alternative arrangements should be put in place until the allegation is resolved. Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the School is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the designated officer, *WT* and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will confirm the decision within one working day and will ensure they know who their point of contact is in the School and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

6. Where further enquiries are required to enable a decision about how to proceed, the designated officer and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the School. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.

7. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.

8. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.

9. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide

their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

10. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.[77]

The School has a duty of care to its staff, and whilst the welfare of a child is paramount, the School must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The School will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead to no further action, the case manager and the designated officer should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA")). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance

with the School's behaviour policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil. In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

Arrangements for dealing with safeguarding concerns or allegations of abuse about supply teachers and contracted staff

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead, but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, the School must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Arrangements for dealing with low level concerns or allegations (i.e. that do not meet the harms test) about teachers and other staff

A low-level concern is any concern that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The School takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust, and transparency in which the School's values and expected behaviour of its staff are constantly lived, monitored, and reinforced by all staff.

The School's code of conduct can be found on TEAMS. The aim of the code of conduct is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff are expected to comply with the standards contained within this code of conduct at all times.

Staff must share low level concerns with the Head (including where a low-level concern is raised about the DSL) without delay so that it can be dealt with appropriately, sensitively, and proportionately and in a timely manner. If the low-level concern relates to the Head, it should be shared directly with the Chair of Governors, who will work with the Safeguarding Governor to record and address these concerns.

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Head, working with the DSL as appropriate, will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way.

The School will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded by the Head (DSL or Chair of Governors) as appropriate. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held

securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained until the individual has left employment.

Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The School will also reflect on reported concerns in order to identify any patterns of concerning, problematic of inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the School will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will follow the above procedure and refer the matter to the designated officer.

Where a low-level concern relates to a person employed by a supply agency or a contractor, staff should share that concern with the Head. The concern will be recorded, and the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

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

Safer Recruitment

The School is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the School whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the School.

Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.[86]

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate.[87] A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

At shortlisting stage, the School should do its due diligence by completing an online search prior to interview. At interview, the emphasis should be on a values-based approach in terms of the culture and ethos of the School. The applicant should be made aware that an online search has occurred and should respond to any matters arising, the interview panel raising at interview anything about which there are questions.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Recruitment and Selection Policy 18a.
The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's Recruitment and Selection Policy.

The School's procedures for managing contractors attending the School site can be found School's Recruitment and Selection Policy.

Management of Safeguarding

The School's DSL is Matthew Bell who is a member of the leadership team.

Ryan Steward and Christine Pearson are the DDSLs and the people to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.
The DSL (and DDSLs') contact details can be found on the Key Contacts page at the start of this policy.
The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, refer incidents to third parties (including the local authority children's services, the DBS, Channel and the police) where appropriate, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors, particularly the Safeguarding Governor, to review and update the School's safeguarding policy. The DSL should take lead responsibility for online safety and the understanding of the filtering and monitoring systems and processes in practice. The DSL will ensure that the guidance in KCSiE is met where the School is used for non-school activities, specifically if the School receives allegations related to an incident that happened when an individual or organisation was providing activities on site, the School's safeguarding policy will be followed, including informing the LADO if necessary.
Where a pupil leaves the School, including for in-year transfers, the DSL will also ensure their child protection information is transferred to the new school (separately from the main pupil file) as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL and Head should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school.
The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.
During term time, the DSL and/ or a DDSL will always be available in person during school hours for staff in the School to discuss any safeguarding concerns. If a DSL or DDSL is not

available in person, they can be contacted by email or via phone via the school office. For out of hours/out of term activities, the School's arrangements are that the DSL should be contacted by the member of staff concerned. If this proves impossible, then the Head should be consulted.

The DSL or Deputy DSL should liaise with the three safeguarding partners (pupil's GP, Metropolitan Police and The Hillingdon Children Safeguarding Partnership) and work with other agencies in line with *WT*. "*NPCC - When to call the police*" can assist the DSL or Deputy DSL understand when they should consider calling the police and what to expect when they do. The DSL or DDSL will also be responsible for liaising with the senior mental health lead (Assistant Head Pastoral) and, where available, the Mental Health Support Team (form teachers, section heads, counsellor, Drawing and Talking therapists), where safeguarding concerns are linked to mental health.

Whilst the Head should ensure that the policies and procedures adopted are understood and followed by all staff, and the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

Full details of the DSL's role can be found at Annex C of *KCSIE*.

Training

Induction and training are in line with advice from the Local Safeguarding Children's Executive (LSCE) and the three safeguarding partners (pupil's GP, Metropolitan Police and The Hillingdon Children Safeguarding Partnership).

All Staff

All new staff will be provided with induction training that includes:

- the child protection policy (including the policy and procedures to deal with child-on-child abuse)
- the role and identity of the DSL(s) (and any DDSLs)
- the behaviour policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- the staff or code of conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- the safeguarding response to children who are absent from education;
- a copy of Part one of *KCSIE* at least (or, for staff that do not work directly with children, Annex A)
- School leaders and staff who work directly with children will also be required to read Annex B of *KCSIE*[105] *(and Part five of KCSIE)*.

Copies of the above documents are provided to all staff during induction.

Temporary staff and volunteers are provided with the Staff Induction Handbook.

All new staff receive a comprehensive induction procedure and online training, usually via Educare. In addition, all staff must digitally sign that they have read and understood the key policies.

All staff are also required to:

- Read at least Part one of *KCSIE* (or, for staff that do not work directly with children, Annex A) and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via Whole School Team (Safeguarding Channel).
- Understand key information contained in Part one (or, for staff that do not work directly with children, Annex A) of *KCSIE*. The School will ensure staff understanding by completion of Educare course 'Child Protection in Education' and subsequent quiz testing during September on the current year's KCSIE document.
- Receive training in safeguarding and child protection regularly, in line with advice from the Local Safeguarding Children's Executive (LSCE) and the three safeguarding partners (pupil's GP, Metropolitan Police and The Hillingdon Children Safeguarding Partnership). Training will include online safety and harmful sexual behaviours (including child-on-child sexual violence and harassment). It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Complete an Educare course in Cyber Security, in line with newly published standards for Filtering and Monitoring.
- Complete the latest Child Protection Educare course.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The School provides these via, for example, emails, e-bulletins, and staff meetings.

DSL(s)

The DSL receives updated child protection training (Level 3) at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the safeguarding partners (for the majority of boys this will include the local SCP - Hillingdon) approach to *Prevent* duties [and harmful sexual behaviours]. Further details of the required training content for the DSL are set out in Annex C of *KCSIE.*

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role, for example by attending Cluster Groups and completing relevant Educare courses. In particular, the School will support the DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

The DSL will be aware of the requirement for children investigated by Police to have an appropriate adult with them. (Home office code of conduct for Police)

The DDSLs are trained to the same level as the DSL.

Oversight of safeguarding, including arrangements for reviewing policies and procedures

David Finch is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. He is a member of the governing body and is considered a critical friend to the DSL.

The School considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt. The Designated Governor makes at least one visit per term to review the effectiveness of the safeguarding systems. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

Training for Governors ensures that they are regularly updated re statutory guidance. This ensures their strategic responsibilities and a robust whole school approach. If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

The school's arrangements to fulfil other safeguarding responsibilities

Teaching children how to keep safe - filtering and monitoring systems

The school (overseen by the governors) ensures that all pupils are taught about safeguarding, including online safety, through the curriculum and PSHE to help children to adjust their behaviours, both inside and outside of school, in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. The School recognises that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed. The School prioritises how to teach children of all ages and stages to keep themselves safe. For example, the concepts of and laws related to this and how to access support. In PHSE the issue of body confidence and self-esteem is covered specifically.

Internet safety (including when children are online at home) is an integral part of the School's Computing curriculum and also embedded in PSHE and Relationships Education and/or Relationships and Sex Education ("RSE"). Safety online is taught within computing lessons, through workshops during Safer Internet Days, Police visits, assemblies and PSHE. ThinkuKNow is a resource used as part of this approach and the children are taught that this applies to them at home as well as at school.

The Safer Internet Days provide, every two years, an opportunity for parents to be involved as part of helping children to keep safe online at home. The School's Digital Citizenship and E-Safety document is available for Parents in the Parent Intranet Area of the School website.

Parents are made aware of the potential risks to children online and the importance of staying safe online via documentation on the school website.

At school (including virtual school), or as part of homework, pupils may be asked or choose to use the internet to complete a variety of tasks. The most common of these are below:

- researching topics
- preparation for subsequent lessons
- complete tasks on sites the School has bought into such as Espresso or MyMaths
- use of MS Teams, MS Forms in which they may interact with their teacher or peers

MS Teams will likely involve interaction with their teacher and possibly their peers.

Websites the School uses which require pupils to login are within the document "Personal log-ins at SM" and can be found on the Parent Intranet in Departmental Documents.

Parents should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides

Resources for Parents

- Internet Matters
- Net Aware from the NSPCC
- UK Safer Internet Centre

Filtering and Monitoring

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using school devices, their own devices in school and the School's IT system. The School is responsible for updating these systems regularly, to review their effectiveness, including updating key words in the dictionary, constantly. The School's Esafety policy for pupils takes into account the 4 C's of content, contact, conduct and commerce. Systems are reviewed at least annually and the DSL, Director of Digital Strategy and IT support keep informed of filtering and monitoring standards.

Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)

The School's system is Senso and the IT Manager, Head, DSL and Director of Digital Strategy all receive alerts. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials (including advertisements) online; reduce the risk of children being subjected to harmful online interaction with others; restrict access to online risks such as online gambling, phishing or financial scams; and help manage online behaviour that can increase a child's likelihood of, or causes, harm.

The School recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected. Further detail of the School's policy and procedures in relation to online safety can be found in the School's E-Safety Policy which also includes detail on the use of mobile and smart technology in School, including the School's management of the associated risks, and the School's IT arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the School's systems. These systems will be reviewed periodically to audit and categorise the types of issues about which the system raises alerts and to check and test the system itself.

The DSL recognises their lead responsibility for Filtering and Monitoring, following the new standards in KCSiE 2023. All staff are to understand their role in maintaining children's online safety and cyber security and will complete yearly cyber security training with Educare, as will School Governors who also have strategic oversight.

Professional Guides: Understanding and Responding to AI-Generated Child Sexual Abuse Material

The IWF and CEOP Education (National Crime Agency) have issued updated guidance to help schools respond to AI-generated child sexual abuse material (AI-CSAM). Here's what's changed and what schools must do now:

What's new:

- AI-generated images (e.g. face-swaps, nudification) are now clearly defined as illegal pseudo-images
- Recognises growing risks from adult offenders using AI for sextortion
- Emphasises that intent doesn't matter—even "fake" images are criminal

What schools should do:

- Treat AI-generated CSAM the same as traditional CSAM
- Don't delete – preserve devices and evidence
- Inform the DSL immediately – escalate via safeguarding pathways

- Report to police (call 101 or 999 if immediate danger) as the primary pathway, with additional reports to CEOP or IWF as appropriate
- Use Childline's Report Remove for pupil-led takedowns
- Update policies and training to include AI-related harms
- Educate pupils on legal risks of creating or sharing AI-generated content

This guidance ensures schools are prepared to respond to modern digital threats with the same urgency and legal clarity as traditional safeguarding concerns.

Read the guidance here: iwf.org.uk/media/ceel0u4z/ai-guidance-england-final.pdf

Relationships Education AND/OR Relationships and Sex Education ("RSE")

Relationships Education AND/OR RSE is compulsory from September 2020 although the School has flexibility to decide how it discharges its duties within the first year of compulsory teaching. The School will have regard to the DfE's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching Relationships Education AND/OR RSE.}
Relationships Education AND/OR RSE will form part of the School's Life Studies (PSHE) programme.

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online.

It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).

Looked after children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.
The DSL is the designated member of staff[137] who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable.[138] The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.[139]
The School is required to undertake a risk assessment[140] before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements[141] considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.[142]
Visiting Speakers, whilst on the School site, will be supervised by a School employee.[143]
On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence and will wear a visitor's badge with photo. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.
Further details are contained in the Visiting Speaker Policy 7i

Early Years Provision Safeguarding Arrangements

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Recruitment and Selection Policy.
The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.
Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Mobile Phone Policy. For example, 'It is permissible to access and use school systems from a personal mobile phone when appropriate, for example, signing pupils out using the Schools Buddy system and authenticating computer use via the Authenticator app.'

Staff are not at any time permitted to use recording equipment or take photographs using their mobile phones, for example: to take recordings of children, or sharing images. Legitimate recordings and photographs should be captured using school equipment such as cameras, ipads and the school mobile phones. In exceptional circumstances permission may be sought from the headteacher to use a personal device.

Mobile phones, cameras or other recording equipment should not be used in a space where EYFS children are present (eg. classroom, playground) by any staff and/or parents.

Staff who act in breach of this may be subject to disciplinary action.

While we would prefer parents not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times. We therefore ask that parents' usage of mobile phones, whilst on the school site is courteous and appropriate to the school environment.

We also allow parents to photograph or video school events such as shows or sports day using their mobile phones – but insist that parents do not publish images (e.g. on social networking sites) that include any children other than their own.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Ryan Steward (DDSL and Senior Deputy Head), overseen by Matthew Bell, DSL for the whole school.

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.[155]
The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).[156]

APPENDIX 1 - Signs and Types of Abuse

All School staff should be aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL (or deputy). [157]

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines. [158]

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or deputy).
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 (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.[159]
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.[160]

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.[161] Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as peer on peer abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.[162] Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

- What to do if you're worried a child is being abused: advice for practitioners March 2015 (WTDIf)

Sexual harassment: is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes, or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.[163] Further information can be found in the *SVSH* advice.

Child-on-child sexual violence and/or harassment: Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the *SVSH* advice.

Sharing of nudes and/or semi-nudes: the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "*Sharing nudes and semi-nudes: advice for education settings working with children and young people*" sets out the classification of incidents, and how each should be handled.

Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim. [164]

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.

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.[166]

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger.[167] Safeguarding issues can also manifest themselves via peer on peer abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting.[168] Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families[169]); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

Child sexual exploitation (CSE): CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. 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 victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16 and 17 year olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE 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.

The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends, and
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The DfE has published guidance on this entitled "*Child sexual exploitation: guide for practitioners*".[171]
CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

Child criminal exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. 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 victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.
CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

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

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

County lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of "deal line".

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and 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 (mainstream and special), further and higher educational institutions, pupil referral units, children's homes, and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- who go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

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

CSE Child sexual exploitation: definition and guide for practitioners

CCE Preventing youth violence and gang involvement

CCE Criminal exploitation of children and vulnerable adults: county lines guidance.

Modern Slavery: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "*Modern slavery: how to identify and support victims (June 2021)*"

Cybercrime: is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.
Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk

Mental health: all staff should 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. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.
If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or a deputy.
The DfE has published advice and guidance on *Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools*. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance *Promoting Children and Young People's Emotional Health and Wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol.[174]

So called 'honour based' abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.
Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.
FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil* may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

*a relative of a pupil, for example a sister

If staff have a concern that a relative of a pupil may be at risk of FGM, they should speak to the DSL (or deputy) who will (where appropriate) activate local

safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.
There is a statutory duty on teachers to personally 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.[179] If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (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), teachers should follow the School's local safeguarding procedures.
Further information can be found in the *Multi-agency statutory guidance on female genital mutilation and the FGM resource pack*, particularly section 13.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff should report to DSL or DDSL, who can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.
Multi-agency practice guidelines: Handling Cases of Forced Marriage

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.[183] 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.
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. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation or who may be susceptible to being drawn into extremism and act

proportionately, which may include making a Prevent referral. All staff at St Martin's should familiarise themselves with Prevent duty guidance: England and Wales (2023) - GOV.UK (www.gov.uk). Staff will complete regular Prevent training via Educare. Staff should contact the DSL or Deputy DSLs, who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

The Prevent Duty Guidance is a key referral document, as is Channel Guidance.

Staff have received training on identifying and dealing with radicalisation and extremism. All staff complete the online training module of Channel General Awareness or Prevent Awareness and new staff will complete this as part of their induction process.

Indicators of susceptibility

Indicators of susceptibility include:

Identity

- the student/pupil is distanced from their cultural /religious heritage and experiences;
- discomfort about their place in society;
- personal Crisis – the student/pupil may be experiencing family tensions;
- a sense of isolation;
- low self-esteem;
- they may have dissociated from their existing friendship group and become involved with a new and different group of friends;
- they may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances

- migration;
- local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations

- the student/pupil may have perceptions of injustice;
- a feeling of failure;
- rejection of civic life;

Experiences of Criminality

- involvement with criminal groups
- imprisonment; and poor resettlement/reintegration on release
- Special Educational Needs
- social interaction

- empathy with others
- understanding the consequences of their actions; and awareness of the motivations of others

More critical risk factors could include:

- being in contact with extremist recruiters;
- accessing violent extremist websites, especially those with a social networking element;
- possessing or accessing violent extremist literature;
- using extremist narratives and a global ideology to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining or seeking to join extremist organisations; and
- significant changes to appearance and/or behaviour;
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

FAST (Families against Stress and Trauma) identifies some features that may be exhibited by young people who are being radicalised.

There is no catch-all description, or fool proof signs that we can look out for, however, there are factors which mean a young person may be more vulnerable to those seeking to radicalise them, including;

- A conviction that their religion or culture is under threat and treated unjustly.
- A tendency to look for conspiracy theories and distrust of mainstream media.
- The need for identity and belonging.
- The need for more excitement and adventure.
- Being susceptible to influence by their peers/friends.

Mental health issues should not be considered a factor in isolation, but can exacerbate other vulnerabilities mentioned above.

In addition, there are certain behaviour changes that we are well placed to notice which indicate that the child may have fallen under the influence of an extremist group, and are at risk of acting upon their new beliefs;

- Have they become more argumentative and domineering?
- Are they quick to condemn those who don't agree, and do they ignore viewpoints which contradict their own?
- Do they express themselves in a divisive 'them and us' manner about others who do not share their religion or beliefs?
- Has their language changed? Have they asked inappropriate questions, or expressed themselves in a way that sounds scripted? Have they used derogatory terms?
- Has their circle of friends changed, including on social media, and are they distancing themselves from friends they were previously close to?
- Do their friends express radical or extremist views?

- Have they lost interest in activities they used to enjoy?
- Are they spending increasing amounts of time online, and are they overly secretive about what they are doing?
- Have they changed their style of dress or personal appearance to fit with newfound ideas?
- Have they expressed sympathy with violent extremist groups such as ISIS, condoning their actions and ideology?
- Have they expressed sympathy or understanding for other young British people who have joined these groups.
-

Risk of susceptibility to Radicalisation and Extremism

Risk	Yes/No	Responsibility of:
Does the School have a policy?	Yes	The DSL
Does the School work with outside agencies on Radicalisation and Extremism?	Yes	Police, Channel Panel and Local authority
Has the School got a nominated Radicalisation and Extremism lead and single point of contact?	Yes	The DSL
Do the staff have a process to voice their concerns?	Yes	The DSL
Do the pupils have a process to voice their concerns?	Yes	As part of information in PSHE and assemblies. Form Tutor, Head of Section, Head of Wellbeing, School Council, Prefects Peer Mentors are all readily accessible to pupils.

Are there opportunities for pupils to learn about Radicalisation and Extremism?	Yes	PSHE, tutor time and assemblies
In the School particularly prone to Radicalisation and Extremism?	The School is not in an area identified as a priority by the government. The local context of the School is that it has an ethnically diverse pupil mix with a significant Muslim population. The pupils are drawn from a number of boroughs and diverse backgrounds. There are levels of religious observance varying from devout to little outward evidence in daily life. There is some risk of radicalisation and extremism. Pupils' access to social media and the internet outside school cannot be monitored by school staff.	All staff and pupils to be made aware of the signs and dangers of radicalisation and extremism and to report any behaviour of concern immediately to the DSL who will then report it to Local authority. Fiona Gibbs fgibbs@hillingdon.gov.uk Parents are advised to monitor their son's use of social media and the internet.
Are external speakers vetted before talking with the boys?	Yes	Visiting Speaker Policy Member of staff responsible for booking speaker to ensure vetting has taken place. Speaker must never be left unsupervised with boys. Any inappropriate content to be challenged.

How does the School ensure that appropriate steps are taken?	Once a concern has been raised, it will be reported, in the first instance to local authority. A decision on referral to the Channel Panel will be taken in consultation with Channel panel coordinator and the Local authority. If referral is not made to Channel, the individual will be directed by the local authority to other support services. The Police may be informed in the event of concern regarding an immediate risk.	The DSL
Are there documented cases of Radicalisation and Extremism?	None proven	Concerns logged.

Making a Referral

If a referral is to be made, a National Prevent referral form should be completed. A copy can be found in the Admin/Safeguarding folder. This should then be sent to the email address preventreferrals@met.pnn.police.uk for those pupils living in Hillingdon.

For Advice and Concerns

Hillingdon Local Authority – Fiona Gibbs fgibbs@hillingdon.gov.uk

Metropolitan Police Service Northwood – 01923 828212

Non-emergency police number – 101

Non-emergency advice DfE dedicated number 02073407264 or counter-extremism@education.gsi.gov.uk

Anti-terrorist hotline: 0800 789 321

Resources for Teachers: Educate Against Hate

- Prevent Duty Guidance (Prevent)

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions[186]: Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.
These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- the potential for children with SEND or certain health conditions being disproportionally impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.[187]

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans ("LGBT"): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.[188] Children who are LGBT are likely to incur risks if there is no trusted adult or safe space. The School ensures there is a safe space available at all times, for example in the First Aid room or SENCo suite.

Domestic abuse: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).
Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.
Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.
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. Experiencing 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.
Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

- Sexual Violence and Sexual Harassment Between children in Schools.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.[189]

Effects of Domestic Abuse

- Anxiety or depression
- Feeling frightened
- Becoming withdrawn
- Bed wetting
- Running away
- Aggressiveness or behavioural difficulties
- Problems with school, poor concentration
- Difficulty sleeping, emotional turmoil
- Eating disorders or alcohol or drug misuse

Long-term effects

- Lack of respect for the parent
- Loss of self confidence
- An inability to trust and form relationships
- Becoming overprotective or feeling responsible for the parent
- Feeling a 'loss of childhood'
- Problems at school, low education attainment
- Running away

Signs of Domestic Abuse

Staff are aware of signs of domestic abuse:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders

- problems in school or trouble learning
- tantrums
- withdrawal.

St Martin's refers to Operation Encompass to provide emotional and practical help for children.

National Domestic Abuse Helpline (Refuge) 0808 2000 247

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness, they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.[190]

Children who go missing from school: A child going missing from School is a potential indicator of a range of safeguarding issues including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage. Staff must follow the School's procedures for dealing with children who go missing, particularly persistently.[191] The School's procedure for dealing with children who go missing can be found in the School's Missing Children Policy. All unexplained absences will be followed up in accordance with the Missing Children Policy.
The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).[192] This will assist the local authority[193] to:

a) fulfil its duty to identify children of compulsory school age who are missing from education; and
b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident[194] of any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.[195]
Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare. The School's policy supports identification of abuse and provides preventative measures against the risk of the child going missing in the future. This applies when issues are first emerging as well as where

children are already known to the local authority children's social care and need a social worker.

Elective Home Education (ELE):

Many home-educated children have a positive experience; however, this is not always the case and home education can mean some children are less visible to the services that are there to safeguard them. Where a parent has expressed their intention to remove a child from school with a view to educating at home, LAs, schools, and other key professionals should work together to coordinate a meeting with parents where possible.

educationalwelfareservice@hillingdon.gov.uk
childrenmissingeducation@hillingdon.gov.uk / 01895250858

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.
Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.
It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11year olds and 12-17 year olds available on the gov.uk website.
The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.[197]

Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to

support professionals working with offenders and their children, to help mitigate negative consequences for those children.[198]

Conspiracy Theories

These are stories or ideas that claim events are secretly being controlled by powerful groups, often without evidence. They can make children fearful, mistrustful of adults or authorities, and vulnerable to harmful influence.

Disinformation

This is the deliberate creation and spread of false or misleading content, such as fake news.

Misinformation

This is the unintentional spread of this false or misleading content.

APPENDIX 2 - Telephone Numbers of Children's Services Within These Postcodes

- Information Sharing
- Finding a pupil's local council via their postcode

Home Postcode	London Borough/Council	Children's Services Telephone Number
AL2	St Albans City & District Council	01992 588757
HA0	London Borough of Brent	020 8937 4300
HA1	Harrow Council	020 8901 2690
HA2	Harrow Council	020 8901 2690
HA3	Harrow Council	020 8901 2690
HA4	London Borough of Hillingdon	01895 556633
HA5	Harrow Council	020 8901 2690
HA6 **HA6**	London Borough of Hillingdon Three Rivers Council	01895 556633 0300 123 4043
HA7	Harrow Council	020 8901 2690
HA8	London Borough of Barnet	020 8359 4066
HA9	London Borough of Brent	020 8937 4300
HP6	Chiltern District Council	0845 460 0001
HP7	Chiltern District Council	0845 460 0001
NW2	London Borough of Brent	020 8937 4300
NW10	London Borough of Brent	020 8937 4300
SL2	Slough Borough Council	01753 476589
UB3	London Borough of Hillingdon	01895 556633
UB4	London Borough of Hillingdon	01895 556633

UB5	Ealing Council	020 8825 8000
UB6	Ealing Council	020 8825 8000
UB8	London Borough of Hillingdon	01895 556633
UB9	South Bucks Council	0845 460 0001
UB10	London Borough of Hillingdon	01895 556633
WD3	Three Rivers Council	0300 123 4043
WD4	Dacorum/Herts County Council	0870 000 3344
WD5	Three Rivers Council	0300 123 4043
WD6	Hertsmere Borough Council	020 8207 2277
WD7	Hertsmere Borough Council	020 8207 2277
WD17	Watford Borough Council	01923 226400
WD18	Watford Borough Council	01923 226400
WD19	Three Rivers Council Watford Borough Council	0300 123 4043 01923 226400
WD23	Hertsmere Borough Council Watford Borough Council	020 8207 2277 01923 226400
WD24	Watford Borough Council	01923 226400
WD25	Watford Borough Council	01923 226400

APPENDIX 3 - KCSiE flowchart