

# Southborough CE Primary School



## Safeguarding and Child Protection Policy

Based on Keeping Children Safe in Education DfE guidance September 2020

### **Key Contact Personnel in School**

Designated Safeguarding Lead: Mrs Carol Brewin

Deputy Designated Safeguarding Lead: Mrs Emma Savage

Named Safeguarding Governor: Mrs Cassie Ripley

Date agreed by Governors: To be agreed Autumn 2020

Date of next review: Autumn 2021

# Contents

	Page no
What to do if you have a welfare concern flowchart	3
1. Introduction and Ethos	4
2. Policy Context	5
3. Definition of Safeguarding	5
4. Related Safeguarding Policies	7
5. Policy Compliance, Monitoring and Review	7
6. Key Responsibilities	7
7. Recognising Indicators of Abuse and Neglect	10
8. Child Protection Procedures	11
9. Record Keeping	12
10. Multi-Agency Working	12
11. Confidentiality and Information Sharing	13
12. Complaints	13
13. Staff Induction, Awareness and Training	13
14. Safe Working Practice	14
15. Staff Supervision and Support	14
16. Safer Recruitment	15
17. Allegations Against Members of Staff and Volunteers	16
18. Safeguarding Children with Special Educational Needs and Disabilities	17
19. Peer on Peer Abuse	17
20. Gangs, County Lines, Violent Crime and Exploitation	18
21. Mental Health	18
22. Online Safety	18
23. Curriculum and Staying Safe	18
24. The Use of Premises by Other Organisations	19
25. Security	19
26. Local Support	19
Appendix 1: Categories of Abuse	21
Appendix 2: National Support Organisations	23

*Please note, schools/colleges will need to add page references.*

# What to do if you have a welfare concern in Southborough CE Primary School

## Why are you concerned?

- For example
  - Something a child has said – e.g. allegation of harm
  - Child's appearance – may include unexplained marks as well as dress
  - Behaviour change
  - Witnessed concerning behaviour

## Act immediately and record your concerns. If urgent, speak to a DSL first.

- Follow the school procedure, logging an incident on CPOMS, if this is not possible, completing a green safeguarding concern form, lilac mental health concern form or blue on-line safety concern form.
  - Reassure the child
  - Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
  - Use child's own words
  - Sign and date your records
  - Seek support for yourself if required from DSL Carol Brewin, Pupil Wellbeing Manager or the DDSL. Emma Savage. Headteacher

## Inform the Designated Safeguarding Lead Carol Brewin or Deputy, Emma Savage

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the Kent Safeguarding Support Level Guidance document and procedures: [www.kscmp.org.uk](http://www.kscmp.org.uk)
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor Gemma Wilson, Tel: 03000 414708 or Local Authority Social Worker at the Front Door.

### If you are unhappy with the response

#### Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

#### Learners and Parents:

- Follow school complaints procedures <https://www.southborough.kent.sch.uk/policies/>

## Record decision making and action taken in the learner's child protection/safeguarding file

### Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

## Review and request further support (if necessary)

At all stages, the child's circumstances will be kept under review  
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

# 1. Introduction and Ethos

In our school our Christian vision shapes all we do

Matthew 5: 14-16

You are like light for the whole world. A city built on a hill cannot be hid. No one lights a lamp and puts it under a bowl; instead it is put on the lampstand, where it gives light for everyone in the house. In the same way your light must shine before people, so that they will see the good things you do and praise your Father in heaven.

Our school is a beacon of light in our community. The light of Jesus inspires us to use our gifts with integrity so that we can shine and flourish together. We encourage, nurture and respect each other as we grow in our learning and our living. Together we shine brightly.

Our Christian vision and values, Peace, Joy, Forgiveness, Perseverance, Compassion, Hope, underpin all of our actions. We believe everyone has limitless potential and that all of our children can achieve if given rich opportunities, experiences, care and guidance. With children who are eager to learn, parents and Governors who are supportive, our team of dedicated staff promote an inspirational culture of creativity with high aspirations where there are no barriers to a child's success. We challenge our children and ourselves to be the best we can be in a safe, rich and purposeful environment, while relishing life and learning at Southborough.

- Southborough CE Primary School is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Safeguarding is everybody's responsibility. Southborough CE Primary School recognise our statutory responsibility to safeguard and promote the welfare of all children.
- Staff working with children at Southborough CE Primary School are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Southborough CE Primary School believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Southborough CE Primary School recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encourage to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
- Our school core safeguarding principles are:
  - **Prevention**
    - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
  - **Protection**
    - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
  - **Support**
    - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
  - **Working with parents and other agencies**

- to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
- Southborough CE Primary School expects that if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.
- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
- The procedures contained in this policy apply to all staff, including and governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020.

## **2. Policy Context**

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE Keeping Children Safe in Education 2020 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted: Education Inspection Framework' 2019
  - Framework for the Assessment of Children in Need and their Families 2000)
  - Kent and Medway Safeguarding Children Procedures (Online)
  - Early Years and Foundation Stage Framework 2017 (EYFS)
  - The Education Act 2002
  - The Education (Independent School Standards) Regulations 2014
  - The Non-Maintained Special Schools (England) Regulations 2015
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The way Southborough CE Primary School is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners will return in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

## **3. Definition of Safeguarding**

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
  - protecting children from maltreatment;
  - preventing impairment of children's mental and physical health or development;

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
- The school acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
    - Abuse and neglect
    - Bullying (including cyberbullying)
    - Children with family members in prison
    - Children Missing Education (CME)
    - Child missing from home or care
    - Child Sexual Exploitation (CSE)
    - Child Criminal Exploitation
    - Contextual Safeguarding (Risks outside the family home)
    - County Lines
    - Domestic abuse
    - Drugs and alcohol misuse
    - Fabricated or induced illness
    - Faith abuse
    - Female Genital Mutilation (FGM)
    - Forced marriage
    - Gangs and youth violence
    - Gender based abuse and violence against women and girls
    - Hate
    - Homelessness
    - Honour based abuse
    - Human trafficking and modern slavery
    - Mental health
    - Missing children and adults
    - Online safety
    - Peer on peer abuse
    - Preventing radicalisation and extremism
    - Private fostering
    - Relationship abuse
    - Serious Violence
    - Sexual Violence and Sexual Harassment
    - Upskirting
    - Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2020)

#### **4. Related Safeguarding Policies**

- This policy is one of a series in the school's integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
  - Behaviour Policy
  - Online Safety
  - Anti-Bullying
  - GDPR & Data Protection
  - Use of Photographs
  - Sex and Relationship Education
  - Health and safety, including plans for school reopening
  - Attendance
  - Risk assessments (e.g. school trips, use of technology, school re-opening)
  - First aid and accidents
  - Managing allegations against staff
  - Staff behaviour policy, including Acceptable Use of Technology Policies (AUP)
  - Safer recruitment
  - Whistleblowing

#### **5. Policy Compliance, Monitoring and Review**

- Southborough CE Primary School will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. Copies are also available in the CPOMS Library, staff room (including temporary staff room areas during COVID-19 arrangements), Pupil Wellbeing Manager & DSL /SEN Office, The Study and School Office.
- Parents/carers can obtain a copy of the school Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via the school website [www.southborough.kent.sch.uk/policies/](http://www.southborough.kent.sch.uk/policies/)
- The policy forms part of our school development plan and will be reviewed annually by the governing body which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Lead and Headteacher will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

#### **6. Key Responsibilities**

- The governing body and staff have read and will follow KCSIE 2020.
- The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.

- The governing body Headteacher and Leadership Team will ensure that the Designated Safeguarding Lead is properly supported in their role.

## 6.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the SMT, Carol Brewin as the Designated Safeguarding Lead (DSL). Additionally, the school has appointed a Deputy DSL Emma Savage, Headteacher who will work with the DSL and act in the DSLs absence.
- The DSL has overall responsibility for the day to day oversight of safeguarding and child protection systems in school. Whilst the activities of the DSL may be delegated to the deputy or a member of SLT, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSL. The DSL and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The Headteacher will be kept informed of any significant issues by the DSL.
- The DSL (and deputy) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSL to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual children
    - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
  - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
  - Ensure that locally established procedures as put in place by the three safeguarding partners (KSCMP), including referrals, are followed, as necessary.
  - Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor the school role in any multi-agency plan for a child.
  - Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns.
  - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers, SENCO and school leadership team.
  - Work with the Headteacher to ensure adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
  - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020).



## 6.2 Members of Staff

### All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
  - Be prepared to identify children who may benefit from early help.
  - Consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.
  - Understand the early help process and their role in it.
  - Understand their school safeguarding policies and systems.
  - Undertake regular and appropriate training which is regularly updated.
  - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
  - Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
  - Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
  - Know how to maintain an appropriate level of confidentiality.
  - Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
  - Contribute towards, read and adhere to the school policies
  - All members of staff in Southborough CE Primary School know what to do if a child tells them he/she is being abused or neglected. Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child
- **The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead(s).**
  -

## 6.3 Children and Young People

### Children and young people (learners) have a right to:

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

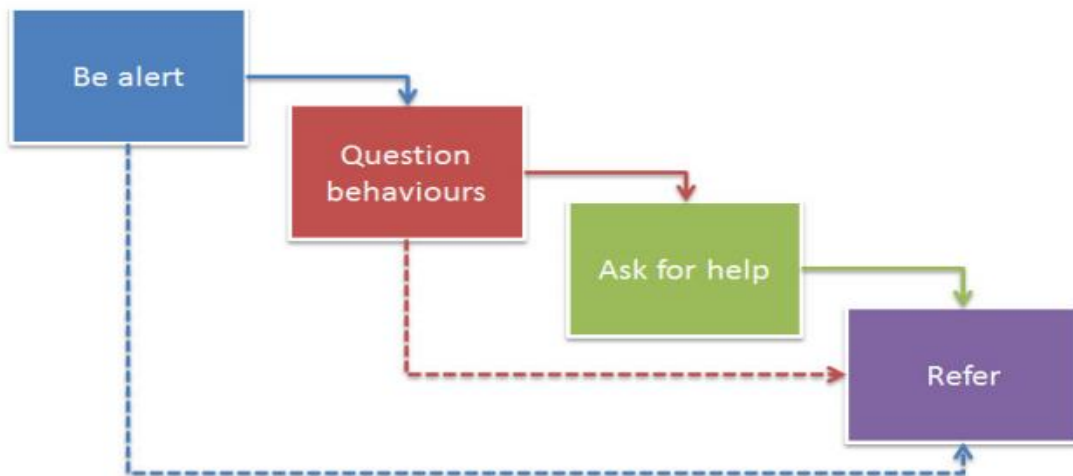
## 6.4 Parents and Carers

### Parents/carers have a responsibility to:

- Understand and adhere the relevant school policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school or other agencies.

## 7. Recognising Indicators of Abuse and Neglect

- All staff in school are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020. This is outlined locally within the [Kent Support Levels Guidance](#).
- Southborough CE Primary School recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
    - For further information see Appendix 1.
- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



'What to do if you are worried a child is being abused' 2015

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSL on a case by case basis.
- Parental behaviors' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children offsite. Children can be 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, and serious youth violence.

- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

## **8. Child Protection Procedures**

- Southborough CE Primary School recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
- Southborough CE Primary School adheres to the Kent Safeguarding Children multi-agency partnership procedures (KSCMP). The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://www.kscmp.org.uk/>
- All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- Southborough CE Primary School is an [Operation Encompass School](#). This means we work in partnership with Kent Police to provide support to children experiencing domestic abuse.
- Southborough CE Primary School recognise that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with KSCMP guidance which may involve multi-agency decision making.
- If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Front Door) and/or the police in line with KSCMP procedures.
- The DSL may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Front Door service who are the first point of contact for Integrated Children's Services (ICS).
- In the event of a request for support to the Front Door being necessary, parents/carers will be informed and consent to this will be sought by the DSL in line with guidance provided by KSCMP.
  - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
- If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that

they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.

- If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSL will consider following [KSCMP escalation procedures](#) to ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.

## 9. Record Keeping

- Staff will record any welfare concern that they have about a child on CPOMS. If it is not possible to access CPOMS, complete the school's green safeguarding incident/concern form (with a body map if injuries have been observed), in the case of a mental health concern a lilac mental health concern form or in the case of an online concern a blue online safety concern form and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with the DSL or Deputy DSL as this needs to take priority.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- **If it is not possible to access CPOMS, Incident/Welfare concern forms are kept in the Study, the Staffroom (including temporary staff room areas during Covid-19 arrangements) and in the Pupil Wellbeing Manager DSL/SENCO Office and School Office.**
- Safeguarding records are kept for individual children on CPOMS. Any hard copy files are stored separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue to provide support.

## 10. Multi-Agency Working

- Southborough CE Primary School recognises and is committed to its responsibility to work within the KSCMP multi-agency safeguarding arrangements. The leadership team and DSL will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
- Southborough CE Primary School recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a coordinated response to promote children's welfare and protect them from harm. This includes contributing to KSCMP processes as required. Such as, participation in relevant safeguarding multi-agency plans and meetings,

including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

## **11. Confidentiality and Information Sharing**

- Southborough CE Primary School recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Headteacher or DSL will disclose information about a learner on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- Southborough CE Primary School has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school is compliant with all matters relating to confidentiality and information sharing requirements. The school has appointed a member of the Senior Management Team (SMT) Debbie Norman, as the DPO.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).
- DfE Guidance on Information Sharing (July 2018) provides further detail. A copy is available in the staff room. Copies are also available in the CPOMS Library, Staff Room (including temporary Staff Room area during Covid-19 arrangements), Pupil Wellbeing Manager & DSL / SEN Office, the Study and School Office.

## **12. Complaints**

- The school has a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This is available through the School Office and on our website [www.southborough.kent.sch.uk](http://www.southborough.kent.sch.uk)
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. Details are available through the School Office.

## **13. Staff Induction, Awareness and Training**

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) which covers safeguarding information for all staff.
  - School leaders, including the DSL will read the entire document.
  - School leaders and all members of staff who work directly with children will access annex A within Keeping Children Safe in Education 2020.

- All members of staff have signed to confirm that they have read and understood KCSIE. This information is recorded on the Single Central Record/Staff Safe.
- The DSL will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the school internal safeguarding processes as part of their induction.
- In addition to specific child protection training, all staff (including agency and third-party staff) will receive regular safeguarding and child protection updates (list how this will be achieved for example, via email, alerts via CPOMS, staff meetings/refresher training) at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff members (including agency and third-party staff) will be made aware of the school expectations regarding safe and professional practice via the staff behaviour policy/code of conduct and Acceptable Use Policy (AUP).
- Staff will be encouraged to contribute to and shape school safeguarding arrangements and child protection policies through the consultation process.
- The DSL and Headteacher will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body Cassie Ripley, all members of the governing body committee will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

#### **14. Safer Working Practice**

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school policies.
- Staff will be aware of the school's **Behaviour Policy**, physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded in the class orange file along with all witness accounts. Any injuries sustained should be recorded in the staff or pupil first aid file. Staff should be aware of the school's **Behaviour policy**.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking) etc and staff will adhere to the school's Online Safety & Acceptable Use Policy.

#### **15. Staff Supervision and Support**

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

- All new staff including newly qualified teachers and support staff will receive induction training.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:
  - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
  - All staff are supported by the DSL in their safeguarding role.
  - All members of staff have regular reviews of their own practice to ensure they improve over time.
- The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

### **FOR SCHOOLS WITH EARLY YEARS AND FOUNDATION STAGE PROVISION**

- The school will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.

## **16. Safer Recruitment**

- Southborough CE Primary School is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
- Southborough CE Primary School will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS):
  - The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
  - The school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
  - The Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- Southborough CE Primary School are committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

## 17. Allegations Against Members of Staff and Volunteers

- Southborough CE Primary School recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third party staff (including supply teachers) and visitors to behave in a way that:
  - Indicates they have harmed a child, or may have harmed a child;
  - Means they have committed a criminal offence against or related to a child;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

### If your setting has an allegations against staff policy add this here

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. The leadership team at Southborough CE Primary School takes all concerns or allegations received seriously.
- Allegations should be referred immediately to the Headteacher who will contact the [Local Authority Designated Officer](#) (LADO) to agree further action to be taken in respect of the child and staff member.
- In the event of allegations of abuse being made against the Headteacher staff are advised that allegations should be reported to the chair of governors/chair of the management committee/proprietor of an independent school who will contact the LADO. **In the event of concerns/allegations about the Headteacher, where the Headteacher is also the sole proprietor of an independent school, this should be reported directly to the LADO.**
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
- All members of staff are made aware of the school Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
  - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- Southborough CE Primary School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone 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. The DBS will consider whether to bar the person.
  - If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.



## 18. Safeguarding Children with Special Educational Needs and Disabilities

- Southborough CE Primary School acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSL will work closely with the SENCO, Amanda Robertson to plan support as required.
- Southborough CE Primary School will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

## 19. Peer on Peer Abuse

- All members of staff at Southborough CE Primary School recognise that children are capable of abusing their peers. Southborough CE Primary School believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- Southborough CE Primary School recognises that peer on peer abuse can take many forms, including but not limited to:
  - bullying (including cyberbullying)
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - sexual violence and sexual harassment
  - 'upskirting', which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
  - sexting (also known as youth produced sexual imagery)
  - initiation/hazing type violence and rituals.
- Southborough CE Primary School recognises youth produced sexual imagery (also known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).
  - We will follow the advice as set out in the non-statutory UKCIS guidance: ['Sexting in schools and colleges: responding to incidents and safeguarding young people'](#) and the local [KSCMP](#) guidance: "Responding to youth produced sexual imagery".
- When responding to concerns relating to child on child sexual violence or harassment, school will follow guidance outlined in part five of KCSIE 2020 and ['Sexual Violence and Sexual Harassment Between Children in Schools and Colleges'](#).
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school policies, including child protection, anti-bullying and behaviour.

- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be offered supported by:
  - Providing pastoral support.
  - Working with Parent / Carers.
  - Referral to support groups.
  - Contacting Policy/Front Door.

## **20. Gangs, County Lines, Serious violence, Crime and Exploitation**

- Southborough CE Primary School recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
  - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - Children who go missing for periods of time or regularly come home late
  - Children who regularly miss school or education or do not take part in education
  - Change in friendships/relationships with others/groups
  - Children who associate with other young people involved in exploitation
  - Children who suffer from changes in emotional well-being
  - Significant decline in performance
  - Signs of self-harm/significant change in wellbeing
  - Signs of assault/unexplained injuries

## **21. Mental Health**

- All staff will be made 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. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.
- Staff 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.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

## **22. Online Safety**

Refer to the schools Online Safety and Acceptable Use Policies.

## **23. Curriculum and Staying Safe**

- Southborough CE Primary School will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
  - We recognise that school play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

- Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
- Southborough CE Primary School is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.

## **24. The Use of Premises by Other Organisations**

- Where services or activities are provided separately by another body using the school premises, the Headteacher and Governing Body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, an application to use premises will be refused.

## **25. Security**

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## **26. Local Support**

- All members of staff in Southborough CE Primary School are made aware of local support available.
  - **Contact details for Area Safeguarding Adviser (Education Safeguarding Team)**  
West Kent – Worrall House (Tonbridge & Malling, Tunbridge Wells, Maidstone). 30 Kings Hill Avenue, West Malling, ME19 4AE  
  
Peter Lewer, Area Safeguarding Adviser (Education)  
Office: 03000 412284  
[peter.lewer@theeducationpeople.org](mailto:peter.lewer@theeducationpeople.org)

Joanne Barnett, Area Safeguarding Assistant  
Office: 03000 412445 Mobile: 07976581937

Rachel Unsworth, Safeguarding Admin Support (part-time)  
Office: 03000 412284

[www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)

- **Contact details for Online Safety in the Education Safeguarding Team**
  - Rebecca Avery, Education Safeguarding Adviser (Online Protection):
  - Ashley Assiter, e-Safety Development Officer
  - 03000 415797
  - [esafetyofficer@kent.gov.uk](mailto:esafetyofficer@kent.gov.uk) (non-urgent issues only)
  - [esafetyofficer@theeducationpeople.org](mailto:esafetyofficer@theeducationpeople.org) (non-urgent issues only)
- **Contact details for the LADO**
  - Telephone: 03000 410888
  - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
- **Integrated Children's Services**
  - Front door: 03000 411111
  - Out of Hours Number: 03000 419191
- **Kent Police**
  - 101 or 999 if there is an immediate risk of harm
- **Kent Safeguarding Children Multi-Agency Partnership (KSCMP)**
  - [kscmp@kent.gov.uk](mailto:kscmp@kent.gov.uk)
  - 03000 421126
- **Adult Safeguarding**
  - Adult Social Care via 03000 41 61 61 (text relay 18001 03000 41 61 61) or email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk)
- **Early Help and Preventative Services**
  - [TunbridgeWellsEarlyHelpServices@kent.gov.uk](mailto:TunbridgeWellsEarlyHelpServices@kent.gov.uk)
  - 03000 416200

## Appendix 1: Categories of Abuse

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

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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

### Signs that MAY INDICATE Sexual Abuse

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

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

### Signs that MAY INDICATE physical abuse

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

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

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

#### **Signs that MAY INDICATE emotional abuse**

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

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

#### **Signs that MAY INDICATE neglect.**

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

## Appendix 2: National Support Organisations

The following links may help DSLs provide further advice and support to their learners, staff and parents/carers. Additional links can be found in KCSIE 2020 in Annex A and C.

### Support for staff

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

### Support for Learners

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)

### Support for adults

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

### Support for Learning Disabilities

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

### Domestic Abuse

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phoneline: <https://respectphoneline.org.uk>

### Honour Based Abuse

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

### Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)

### **Substance Misuse**

- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Talk to Frank: [www.talktofrank.com](http://www.talktofrank.com)

### **Mental Health**

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)

### **Online Safety**

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC/ Net Aware: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety) and [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

### **Radicalisation and hate**

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