



Wath Comprehensive School

SAFEGUARDING POLICY INCORPORATING CHILD PROTECTION

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Key Contacts in School

Role	Name	Contact details
Headteacher	Mr J Taylor	01709 760222
Designated Safeguarding Lead and Designated Teacher for Looked After Children	Mrs J Sharkey	01709 760222
Safeguarding Manager and LAC Co-ordinator	Ms K Smallwood	01709 760222
Designated Safeguarding Officer	Mrs E Haigh	01709 760222
Assistant to Designated Safeguarding Officer	Mrs E King	01709 760222
Named Safeguarding Governor	Mrs J Dickson	01709 760222
Chair of Governors	Mrs J Dickson	01709 760222

Policy Consultation & Review

This policy is available on our school website and on request from the school office. We also inform parents and carers about this policy when their children join our school through our safeguarding and e-safety leaflets.

The policy is available to all staff (including temporary staff and volunteers) on the Learning Platform and school website. Volunteers and temporary staff are provided with a safeguarding information pack. In addition, staff are directed to the Learning Platform and Part One of the statutory guidance '[Keeping Children Safe in Education](#)', DfE (effective 3rd September 2018), which they confirm they have read and electronic records are kept to this effect. Volunteers, and staff who do not have access to the Learning Platform, or an email address are given a hard copy to read and sign to say they have read the document.

This policy will be reviewed in full by the Governing Body on an annual basis.

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1. PURPOSE & AIMS

1.1 The purpose of Wath Comprehensive School's Safeguarding Policy is to ensure every child who is a registered pupil at our school is safe and protected from harm and we expect everyone who works in our school to share this commitment. This means we will always work to take all welfare concerns seriously and always act in the best interests of the child to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. This will include recognising when they are at risk and how to get help when they need it and identifying children who may benefit from early help. We also assess the risks and issues in the wider community when considering the wellbeing and safety of our pupils. The elements of our policy are prevention, protection and support.

1.4 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2 '**Everyone**' who comes into contact with children and their families has a responsibility in safeguarding children. It is important for children to receive the '**right help at the right time**' to address risks and prevent issues escalating. All staff are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be

extended to include material that will encourage our children to develop essential life skills. This is covered in Lifeskills, through assemblies, external providers, leaflets, notice boards and the school website.

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

3. WHAT IS ABUSE?

Abuse may fall into a number of categories: - **physical abuse, sexual abuse, emotional abuse and neglect.** Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

Appendix 3 defines each category of abuse in more detail.

Specific safeguarding issues are:

3.1 Child Sexual Exploitation (CSE)

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

CSE can occur in all communities and amongst all social and ethnic groups and can affect girls and boys. Very young children can also be affected or targeted, particularly in relation to online concerns. CSE is a complex form of abuse and it can be difficult for those working with children to identify and assess however, all those working in our school are made aware of the potential indicators of grooming and exploitation and how to refer concerns on appropriately.

More information on CSE is contained in Annex A of Keeping Children Safe in Education (2018), Child sexual exploitation: Definition and a guide for practitioners (DfE 2017), and Chapter 2.1.1 of the Rotherham LSCB child protection online procedures: <http://rotherhamscb.proceduresonline.com/index.htm>

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

3.2 Peer on Peer Abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

At Wath Comprehensive School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other children.

All staff in this school are aware that safeguarding issues can manifest themselves via peer on peer abuse which is likely to include such things as:

- Bullying, including online/cyber bullying and prejudice-based bullying;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment – Part 5 of Keeping Children Safe in Education (2018) gives guidance to schools on how to manage reports of child on child sexual violence and sexual harassment;
- Sexting (also known as 'youth produced sexual imagery');
- Initiation (sometimes referred to as 'hazing') type violence and rituals/gang activity.

All staff in this school are clear about the action to take where concerns about peer on peer abuse arise and all staff will always reassure victims that they are being taken seriously and that they will be supported and kept safe. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

More information on peer on peer abuse/sexual violence is contained in Part 5 and Annex A of Keeping Children Safe in Education (2018) and Chapter 2.1.2 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.3 Female Genital Mutilation (FGM)

Female Genital Mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old.

School is aware of the common risk factors for FGM which include:

- Low level of integration into UK society;
- Mother or a sister who has undergone FGM;
- Girls who are withdrawn from PSHE;
- Visiting female elder from the country of origin;
- Being taken on a long holiday to the country of origin;
- Talk about a 'special' procedure to become a woman.

FGM may be likely if there is a visiting female elder, if there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

FGM is addressed as part of the procedures around '**Honour Based Violence**' which is defined as "crimes which have been committed to protect and defend the honour of the family and/or the community, including FGM, Forced Marriage and practices such as Breast Ironing"

The school has due regard to the **mandatory reporting duty**, which came into force in October 2015 (Serious Crime Act), of the FGM Act 2003, which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years. The person to whom the disclosure is made, must personally report to the police; the DSO will support.

Staff in this school will be vigilant and will report promptly any FGM or other Honour Based Violence concerns to the Designated Safeguarding Officer.

More information on these issues is contained in Annex A of Keeping Children Safe in Education (2018) and Chapters 2.2.10, 2.2.11 and 2.2.12 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.4 Preventing Radicalisation and Extremism (Prevent Duty)

The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being 'drawn into extremism and terrorism'.

In our school we use age-appropriate curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet. We are committed to ensuring that our pupils are

offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes;
- Glorifying violence, especially to other faiths or cultures;
- Making remarks or comments about being at extremist events or rallies outside school;
- Evidence of possessing illegal or extremist literature;
- Advocating messages similar to illegal organisations or other extremist groups;
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent);
- Secretive behaviour;
- Online searches or sharing extremist messages or social profiles;
- Intolerance of difference, including faith, culture, gender, race or sexuality;
- Graffiti, art work or writing that displays extremist themes;
- Attempts to impose extremist views or practices on others;
- Verbalising anti-Western or anti-British views;
- Advocating violence towards others.

We will engage with parents and families as we are in a key position to spot signs of radicalisation and we will assist and advise those families who do raise concerns and point them in the direction of support mechanisms i.e. the Local Authority, Police and/or the **Channel Programme**. We will provide a link, via our school website, to the Rotherham LSCB website which provides information on radicalisation for children and young people, their parents/carers and professionals:

<http://www.rscb.org.uk/>

As with other safeguarding risks, staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the **Channel** programme.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. Referrals to the Channel Panel in Rotherham are via the LA Children's Social Care Multi-Agency Safeguarding Hub (MASH) on 01709 336080.

More information on Prevent and Channel is contained in Annex A of Keeping Children Safe in Education (2018) and Chapter 2.1.6 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.ht>

3.5 Online Safety

The use of technology has become a significant component of many safeguarding issues. As a school we are aware that the predominant issues associated with online safety are:

- Content – exposure to illegal, harmful or inappropriate material; for example pornography, fake news, racist or radical and extremist views;
- Contact – harmful online interaction with others; for example commercial advertising as well as adults posing as children or young people;
- Conduct – personal online behaviour that increases the likelihood, or causes, harm; for example, making, sending and receiving explicit images (*the production and sharing of sexual images of under 18s is illegal*), or online bullying.

At our school, we understand the responsibility to educate our pupils about all online safety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom. We have a separate E-Safety Policy which can be found on the school website and the Learning Platform.

As a school, we will provide information for parents and carers on online safety plus links to useful websites. A selection of useful links can also be found in Annex C of Keeping Children Safe in Education (2018) and Chapter 2.1.5 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.6 Children with Special Educational Needs and Disabilities (SEND)

Our school understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Where there are any concerns raised about the safety and welfare of a child with SEND in our school, we will ensure that these will be treated in the same way as with any other child, with careful consideration of any additional needs.

More information on children with SEND is contained in Annex A of Keeping Children Safe in Education 2018, the NSPCC document '*We have the right to be safe – Protecting disabled children from abuse*' (Oct 14) and Chapter 2.1.3 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscb.proceduresonline.com/index.htm>

3.7 Children Missing Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance very carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when children are not at school. This means we need to have a least TWO up to date contacts numbers for parents/carers. We strongly encourage parents/carers to update the school as soon as possible if the contact details change.

All staff in school understand the importance of regular attendance and our school has appropriate procedures to follow for unauthorised absence in place and for dealing with children that go missing from education, particularly on repeat occasions. This helps identify the risk of abuse and neglect, including sexual exploitation, and helps prevent the risks of their going missing in future. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and Forced Marriage.

More information on children missing education is contained in Annex A of Keeping Children Safe in Education 2018 and Chapter 2.3.2 of the Rotherham LSCB child protection online procedures:

<http://rotherhamscbproceduresonline.com/index.htm>

3.8 Additional Safeguarding Issues

Additional guidance on other safeguarding issues such as Substance Misuse, Domestic Abuse, Trafficking, Mental Health and many more is contained in Annex A of 'Keeping Children Safe in Education 2018' along with information about the indicators of abuse contained in Chapter 1.2.4 of the Rotherham LSCB child protection online procedures:

www.rotherhamscbproceduresonline.com/index.htm

3.9 Looked After Children (LAC)

A child who is looked after by a local authority (as defined in section 22 of the Children Act 1989) means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by the local authority. Every school must have a named designated teacher for LAC who works closely with the Virtual School Team and the Local Authority. The Designated Teacher for LAC in this school is Mrs J Sharkey and the Looked After Children Co-ordinator is Ms K Smallwood. We have a separate LAC policy which can be found in the policies section of the Learning Platform.

3.10 Private Fostering

A Private Fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18 if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Further information on Private Fostering can be found in Part One and Annex A of Keeping Children Safe in Education 2018 and chapter 2.3.7 of the Rotherham LSCB child protection online procedures:

www.rotherhamscbproceduresonline.com/index.htm

3.11 Criminal Exploitation of Children (County Lines)

The criminal exploitation of children is a geographically widespread form of harm that typically crosses county boundaries. Key to identifying potential involvement are 'missing episodes', that is when a child may have been trafficked and/or groomed for the purpose of transporting drugs. Like other forms of abuse and exploitation, this can affect any child under the age of 18, appear consensual and could involve violence or threats of violence and enticement.

3.12 Early Help and Support for Children in Need

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. We will work with local agencies in Rotherham to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. This may be a child who:

- Is disabled and has specific additional needs/has special educational needs (whether or not they have a statutory education, health and care plan);
- Is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently going missing from care or from home;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic abuse; being a young carer;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of being radicalised or exploited;
- Has returned home to their family from care; is a privately fostered child;
- Is showing early signs of abuse and/or neglect.

4. ROLES AND RESPONSIBILITIES

4.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Responsibility of The Governing Body

4.2 The Governing Body of Wath Comprehensive School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare

of our pupils, we also have a named governor who champions safeguarding within the school.

4.3 The Governing Body will ensure that:

- The Safeguarding Policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with 'Keeping Children Safe in Education 2018', Local Authority advice and the requirements of the Rotherham Local Safeguarding Children Board (LSCB) policies and procedures.
- The school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (2018); this means working with social care, the police, health services and other services to promote the welfare of children and protect them from harm.
- The school contributes to multi-agency plans to provide additional support to those children subject to child protection plans. This will mean that we will allow access to children's social care should they need to conduct a section 17 or a section 47 assessment (see chapter 1 of Working Together to Safeguard Children 2018 for more information on these assessments).
- The school has due regard to the **Prevent Duty** Guidance 2015, under Section 26 of the Counter-Terrorism and Security Act 2015, which aims to prevent children and young people from being drawn into extremism and terrorism.
- The school has due regard to the **mandatory** reporting duty, which came into force in October 2015, of the **Female Genital Mutilation** Act 2003 which places a **statutory duty** on teachers (along with social workers and healthcare professionals) to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years.
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and there is a named deputy member of staff identified to deal with any issues on a day to day basis. There will always be cover for this role.
- All staff undertake appropriate safeguarding and child protection training that is updated regularly; in addition, all staff members will receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from Governor Development Service or other local training providers.
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with Part Four of Keeping Children Safe in Education 2018 and local authority/LSCB guidance.

- Safer recruitment practices are followed in accordance with Part Three of *'Keeping Children Safe in Education'* (2018) and also Chapter 5.2 of Rotherham LSCB Child Protection Procedures.

www.rotherhamscbproceduresonline.com/index.htm

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

4.4 Safeguarding will be a standing item on Governing Body agendas. They will receive regular updates throughout the academic year and a minimum of one full safeguarding report from the Safeguarding Manager. Updates and the report will show all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

4.5 At Wath Comprehensive School the Headteacher will ensure that the above policies and procedures, adopted by the Governing Body, are followed by all staff.

The Headteacher is also responsible for:

- Identifying a member of the senior leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying an alternate member of staff to act as the Designated Safeguarding Officer (DSO) and to ensure there is always cover for the role;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead

4.6 The Designated Safeguarding Lead is responsible for safeguarding and child protection at Wath Comprehensive School and oversees the Safeguarding Team.

The Designated Safeguarding Officer

4.7 The key role of the Designated Safeguarding Officer is to:

- Manage referrals from school staff or any others from outside the school;
- Work with external agencies and professionals on matters of safety and safeguarding;
- Raise awareness of safeguarding and child protection amongst the staff and parents;
- Ensure that child protection information is transferred to the pupil's new school.

The Designated Safeguarding Lead (DSL) and Designated Safeguarding Officer (DSO) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education 2018'*. The DSL and the Safeguarding Team will undergo training to provide them with the knowledge and skills required to carry out their role; this training will be updated every two years. In addition to their formal training, the DSL and Safeguarding Team will update their

knowledge at regular intervals (at least annually) via e-bulletins, meeting other designated safeguarding leads etc.

The Safeguarding Manager and DSO will provide advice and support to other staff on child welfare and child protection matters.

4.8 The DSO at Wath Comprehensive School will liaise with and make referrals to Children's Social Care and other agencies where necessary, take part in strategy discussions and other multi-agency meetings and contribute to the assessment of children, including Early Help assessments.

4.9 The DSO will maintain detailed, accurate written and electronic records of concerns and referrals ensuring that they are kept confidential and stored securely.

4.10 When a child leaves our school, the Assistant to the DSO will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery.

4.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained to the appropriate level recommended by Keeping Children Safe in Education 2018 and the Rotherham LSCB. (A training pack can be obtained by contacting sherran.finney@rotherham.gov.uk).

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Wath Comprehensive School adheres to child protection procedures that have been agreed locally through the Rotherham LSCB.

5.2 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.3 The Designated Safeguarding Officer (DSO) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse, or suspects that a child is at risk of harm must report it immediately to the DSO or, if unavailable, to the Assistant to the DSO, or other member of the Safeguarding Team. In the absence of any of the above, the matter should be brought to the attention of the DSL, or most senior member of staff.

5.4 If a child is in **immediate danger or at risk of harm**, a referral should be made to Children's Social Care and/or the police immediately. Anyone can make a referral, but in situations where referrals are not made by the DSO, they should be

informed as soon as possible afterwards that a referral has been made by someone else.

5.5 All concerns, discussions and decisions made and the reasons for those decisions should be recorded. The Safeguarding Team uses CPOMS (a secure electronic system).

5.6 Following receipt of any information raising concern, the DSO will consider what action to take and seek advice from Children's Social Care - Multi-Agency Safeguarding Hub (MASH) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.7 All referrals will be made in line with Rotherham Local Safeguarding Children's Board procedures – Chapter 1 *'Referring Safeguarding Concerns about Children'* www.rotherhamscbproceduresonline.com/index.htm

5.8 If, after a referral, the child's situation does not appear to be improving, we will consider following the Rotherham LSCB escalation procedures to ensure our concerns have been addressed and, most importantly, that the child's situation improves.

5.9 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with MASH, or the police, if the situation is an emergency and the Safeguarding Team, DSL, and the Headteacher are all unavailable and they are convinced that a direct report is the only way to ensure the pupil's safety.

5.10 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, they should contact the MASH directly with their concerns.

5.11 If staff members have concerns about another staff member, then this should be referred to the Headteacher. Where there are concerns about the Headteacher this should be referred to the Chair of Governors.

5.12 Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to our Confidential Reporting Policy, which can be found in the policies section on the Learning Platform.

6. WORKING WITH PARENTS & CARERS

6.1 Wath Comprehensive School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

6.2 When new pupils join our school, parents and carers will be informed that we have a Safeguarding Policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty

to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to MASH.

6.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have consent or it is necessary to do so in order to safeguard a child from harm. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

6.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place that child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSO making a referral to MASH in those circumstances where it is appropriate to do so.

6.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details – at least two in order to be able to make contact with a responsible adult should a concern arise e.g. illness, not being collected at the end of the school day, a child going missing or a safeguarding concern;
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

7. SAFER RECRUITMENT

7.1 At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of Part Three of *'Keeping Children Safe in Education 2018'*. We have written recruitment and selection policies and procedures in place and we always ensure that at least one member of every interview panel, when recruiting new staff, has completed safer recruitment training (as per the School Staffing (England) Regulations 2009). We will take advice from Rotherham LSCB about Safer Recruitment training opportunities to ensure that we keep up to date with any changes to guidance, policy and procedures.

7.2 At Wath Comprehensive School we will use the Safer Recruitment and selection process to deter, reject or identify unsuitable candidates. Part Three of Keeping Children Safe in Education 2018 describes in detail those checks that are, or may be, required for any individual working in any capacity at, or visiting, the school. We will always act reasonably when making decisions about the suitability of any

prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service), barred list checks and prohibition checks (for teaching posts), together with references and interview information.

7.3 We will maintain a Single Central Record of all safer recruitment/pre-appointment checks carried out in line with statutory requirements. The Single Central Record will contain information on all staff members on the following:

- An identity check;
- A barred list check;
- An enhanced DBS check/certificate;
- A prohibition from teaching check;
- A section 128 check (for management positions in independent schools (including free schools and academies));
- A check of professional qualifications;
- A check to establish the person's right to work in the UK;
- Further checks on people who have lived or worked outside the UK;
- Any other relevant information we feel should be included on the SCR such as volunteers, childcare disqualification, safeguarding and safer recruitment training records etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

STAFF CONDUCT AND THE USE OF 'REASONABLE FORCE'

7.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. There are circumstances, however, when it is appropriate for staff in our school to use 'reasonable force' to safeguard children and young people.

7.5 'Reasonable Force' covers the broad range of actions used by our staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. Staff in our school will be trained in how to use reasonable force and a list of those who have been trained will be kept by the Headteacher.

8. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

8.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise however, that sometimes the behaviour of adults may lead to concerns being raised about their behaviour or an allegation of abuse being made.

8.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

8.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the

procedures outlined in Rotherham Local Safeguarding Children Board Child Protection Procedures: Chapter 5.2 and Part 4 of the statutory guidance 'Keeping Children Safe in Education' (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO is a statutory post appointed by the Local Authority who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused or could cause harm to children.

8.4 If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This would also include where relationships and 'associations' that staff have in school and outside (including online) may have an implication for the safeguarding of children in our school. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors.

8.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day and will ensure that we will take part in further information gathering, discussions and allegation meetings as required by the LADO. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

8.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO via MASH on 01709 336080.

8.7 The 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 HR. If this should happen we will ensure that at the conclusion of a case we will review our procedures or practice to help prevent similar events happening in the future.

www.rotherhamscbproceduresonline.com/index.htm

9. RELEVANT POLICIES AND TRAINING

9.1 All staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

9.2 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Safeguarding policy October 2018
 - Staff Code of Conduct 2017
 - Anti-Bullying 2017
- Review date 2019

- Behaviour for Learning 2018
- Confidential Reporting Policy 2018
- Attendance and Punctuality 2017
- E-safety incorporating IT 2016 Review date 2018
- Health and Safety 2018 Review date 2019
- Medical Needs 2017
- Intimate Care (Part of the Physical Sensory Policy) Review date 2019
- Educational Visits 2016
- Lockdown Procedures 2018
- Looked After Children 2016 Review date 2019
- Complaints 2017
- Equality 2017
- Inclusion and SEND 2016
- Responding to a Sudden Death or Suicide 2018 Review date 2019
- Positive Mental Health Policy 2017

10. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children' DfE (2018)
- 'Keeping Children Safe in Education' DfE (2018)
- 'Keeping Children Safe in Education' DfE (2018) - Part One and Annex A for ALL staff.
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- 'What to do if you're worried a child is being abused?' NSPCC
<https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/what-if-suspect-abuse/>
www.rotherham.gov.uk/safeguardingwww.rotherhamscbproceduresonline.com/index.htm

Wath Comprehensive School

A Language College

Safeguarding

Information for Temporary Staff, Volunteers and Visitors

2018 -19



‘We at Wath Comprehensive School recognise our moral and statutory responsibility to safeguard and promote the welfare of students. We will endeavour to provide a safe and welcoming environment where students are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that students receive effective support, protection and justice’.

At Wath Comprehensive School we help to keep students safe by:

- having an up to date Child Protection Policy;
- having other safeguarding policies, such as anti-bullying and internet safety;
- checking the suitability of all our staff to work with young people;
- encouraging students to tell us if something is wrong;
- adhering to health and safety regulations;

- training all our staff to recognise and respond to safeguarding concerns;
- having a Safeguarding Team in school, in addition to appointing a designated person who has additional training in Child Protection;
- working in partnership with parents and carers;
- sharing information with appropriate agencies if we have concerns;
- managing and supporting our staff team.

We at Wath Comprehensive School recognise the responsibility placed upon our staff to deal with actual and suspected child abuse in a positive and effective way. Staff will endeavour to recognise and deal with concerns as quickly as possible and in accordance with the procedures outlined in the Safeguarding Policy Incorporating Child Protection, which is intended to provide guidance and protection for students, parents and school staff.

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education. Copies of the Safeguarding Policy Incorporating Child Protection are available from school and on the school website – www.wcs.rotherham.sch.uk

SIGNS AND INDICATORS OF ABUSE

Some indicators are highly suggestive of abuse, others less so. No list of indicators can be complete and it is important to consider the child's experience of living in their family and other things that are happening in their life. If a child has suffered one kind of abuse, the likelihood of suffering another kind is increased.

YOU MAY NOTICE

- Bruises, bites, burns, cuts and scratches.
- The child is in pain or discomfort.
- Changes in eating habits e.g. always hungry, stealing food, refusing to eat, hiding food, eating disorders.
- Irrational fears of certain people or situations.
- Sexualised behaviour and/or language inconsistent with age.
- Drawings, play or writing which arouses concern.
- Self-harm or risky behaviour.
- Bullying or being bullied.
- Unexplained changes in behaviour e.g. anxious or worrying behaviour, becoming aggressive, devious, secretive, withdrawn, lethargic etc.
- Becoming clingy.

COMMON SITES FOR UNEXPLAINED INJURY

- **EYES** - bruising, black (particularly both eyes)
- **CHEEK/SIDE OF FACE** - bruising, finger marks
- **NECK** -bruising, grasp marks
- **EARS** - pinch or slap marks, bruising
- **SKULL** - fracture or bleeding under skull (from shaking)
- **MOUTH** - torn frenulum

- **SHOULDERS** - bruising, grasp marks
- **CHEST** - bruising, grasp marks
- **UPPER & INNER ARM** - bruising, grasp marks
- **GENTALS** – bruising
- **KNEES** - grasp marks
- **BACK** } Linear bruising
- THIGHS** } Outline of belt/buckles
- BUTTOCKS** } Scalds/burns.

WHAT TO DO IF YOU HAVE CONCERNS

If you are concerned that a member of staff, volunteer or foster carer has:

- behaved in a way that has harmed or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children;

the Headteacher must be informed immediately. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on 01709 823914 or via MASH on 01709 336080.

If you have safeguarding concerns, or a student discloses any information that worries you, speak to the Designated Safeguarding Officer in school or, alternatively, complete a ‘record of safeguarding concerns’ form, which must be taken to the Safeguarding office before the end of the school day.

The Safeguarding Office is located next to the social area in Technology.

DESIGNATED SAFEGUARDING STAFF

**SAFEGUARDING LEAD
MRS J SHARKEY
ASSISTANT HEAD**

**SAFEGUARDING MANAGER/LAC CO-ORDINATOR
Ms K SMALLWOOD EXT. 150**

- Oversees the day to day running of the Safeguarding office, providing guidance and support to the Designated Safeguarding Officer and assistant.
- Fulfils the role of the Designated Safeguarding Officer as and when necessary.
- Is the link in school for matters related to Looked After Children and responsible for associated duties.
- Reviews and updates Child Protection, LAC and other associated policies.

- Completes documentation requested by Rotherham Local Safeguarding Children Board.
- Provides relevant information to staff.

**DESIGNATED SAFEGUARDING OFFICER
MRS E HAIGH EXT. 159**

- Provides staff with a clear referral route.
- Refers to the appropriate agencies.
- Ensures support and advice is available.
- Is appropriately trained and knowledgeable of systems and procedures.
- Ensures staff are trained and aware of Child Protection issues.
- Maintains clear, accurate and secure records.
- Ensures parental involvement where appropriate.
- Provides information to appropriate professionals.
- Provides information/signposts parents and carers.

**ASSISTANT TO DESIGNATED SAFEGUARDING OFFICER/E-SAFETY
CO-ORDINATOR
MRS E KING EXT. 207**

- Provides support to students experiencing emotional wellbeing issues.
- Deals with E-safety incidents and responsible for other associated duties.
- Refers to appropriate agencies.
- Liaises with staff, professionals, parents and carers.
- Provides daily support to the Safeguarding Manager and Designated Safeguarding Officer.

***ANYONE CAN REFER A CASE DIRECTLY TO CHILDREN'S SOCIAL CARE,
BYPASSING THE SCHOOL LEADERSHIP TEAM IF THOUGHT NECESSARY.***

**To help us ensure the safety of students, please wear your
visitor badge at all times and return it to Reception when
leaving.**

Appendix 1

Wath Comprehensive School

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Mrs E Haigh, Designated Safeguarding Officer, if they have a safeguarding concern about a student in our school.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school
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Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Was there an injury? Yes / No

Did you see it? Yes / No

Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size?
Yes / No

Was anyone else with you? Who?

Has this happened before?

Did you report the previous incident?

Who are you passing this information to? Name:

Date:

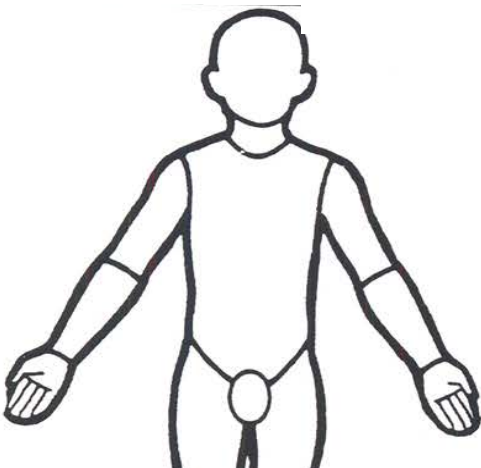
Position:

Time:

Your signature:

Date:

Older Child



Body Map

Appendix 2: When to make a referral to MASH

For information about thresholds, see [Rotherham Multi-Agency Continuum of Need Guidance](#) and [Multi-Agency Threshold Descriptors](#).

A referral should be made to MASH when:

- A child or young person makes a clear allegation of abuse;
- A child has been abandoned;
- Further concerns have arisen in relation to an open case to Children's Social Care;
- Concerns of significant harm have risen for a child receiving a service as a **Child in Need**;

- Further concerns have arisen of increased or additional risk to a child currently subject to a **Child Protection Plan**;
- A child sustains an injury and there is professional concern about how it was caused;
- There are any circumstances which suggest that a child is suffering or is likely to suffer **Significant Harm**;
- An unborn child may be at risk of significant harm – for more information see **Safeguarding Unborn and Newborn Babies Procedure** and **Concealment and Denial of Pregnancy Procedure**;
- A non-mobile infant sustains any injury - the presence of any bruising, of any size, in any site should initiate a detailed examination and inquiry into its explanation, origin, characteristics and history, and the child should then be referred to MASH;
- A baby or child or young person is not meeting appropriate developmental milestones or they appear to have faltering growth – for more information see **Safeguarding Children at Risk Due to Faltering Growth Procedure**;
- A member of the public makes an allegation that someone has abused a child;
- Professional concern exists about abuse or neglect, despite no allegation being made;
- A child has been made the subject of an Emergency Protection Order or a **Police Protection Order**;
- Concerns have arisen for a child who is the subject of a **Supervision Order** or Care Order;
- Despite professional intervention, either on a single agency basis or as part of early help intervention, because of suspected neglect or abuse there is concern that a child is suffering or is likely to suffer significant harm or requires additional support – see **Practice Guidance: Significant Harm - The Impact of Abuse and Neglect** for more information;
- There are concerns that a child or young person is being sexually exploited - for more information see **Safeguarding Children and Young People from Sexual Exploitation Procedure**;
- A child is reported missing from home or care and there are additional concerns about their vulnerability – for more information see **Safeguarding Children and Young People who go Missing from Home and Care**;
- There are concerns a child may be harmed because of use of technology or social media – for more information see **E-Safety: Safeguarding Children Exposed to Harm through the Digital Media**;
- Concern exists about a child having contact with a person who may pose a risk, or potential risk, to children (see **Persons who Pose a Risk to Children Procedure**;
- A child is being denied access to urgent or important **Medical Assessment** or services;
- There are suspicions that a child might be harmed because of fabricated or induced illness (see **Safeguarding Children in Whom Illness is Fabricated or Induced Procedure**;
- A child is at risk of being subjected to illegal procedures, for example:
 - **Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure**;
 - **Safeguarding Children and Young People from Forced Marriage Procedure**;
 - **Safeguarding Children and Young People from Honour Based Violence Procedure**;
 - There are grounds for concern that a person may be a victim of human trafficking (see **Safeguarding Children who may have been Trafficked from Abroad Procedure** and **National Referral Mechanism: guidance for child first responders (Home Office, August 2013)**).
- A child is at risk or vulnerable to being drawn into terrorism - for more information see **Supporting Children and Young People Vulnerable to Violent Extremism Procedure**;

- A child is at risk of being harmed through experiencing or seeing or hearing the ill-treatment of another, e.g. through **Domestic Abuse** (see **Safeguarding Children at Risk because of Domestic Abuse Procedure**);
- A child is at risk of being harmed because of concerns about their parents' mental health see - **Safeguarding Children at Risk where a Parent has Mental Health Problem Procedure**;
- Either an adult or a child makes allegations of non-recent abuse, for more information see - **Safeguarding Children and Young People Involved in Organised or Multiple Abuse, and other Complex Investigations Procedure**;
- A child has harmed another child (which may be a single event or a range of ill treatment), which is generally referred to as 'peer on peer abuse' see **Abuse by Children and Young People Procedure**

Appendix 3: Definitions of abuse

Physical Abuse:

This is 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.

Emotional Abuse:

This is 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 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.

Sexual Abuse:

This involves forcing or enticing a child 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.

Neglect:

This is 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)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 4

Useful Contact numbers and e-mail addresses/websites:

Local Authority Children's Social Care – Multi-Agency Safeguarding Hub (MASH) for all referrals, advice and support including referral to Early Help and Family Engagement services:

- 01709 336080

South Yorkshire Police non-emergency number – 101

In an emergency ring 999

Rotherham LSCB: www.rotherham.gov.uk/safeguarding

www.rotherhamscbproceduresonline.com/index.htm

National Helplines/Websites:

NSPCC Confidential helpline – 0808 800 5000

help@nspcc.org.uk

Childline – 0800 1111

<https://www.thinkuknow.co.uk/>

www.disrespectnobody.co.uk

<http://www.saferinternet.org.uk/>

<https://www.internetmatters.org/?gclid=CIm4ldHXI8wCFYdAGwodwhEM5g>

<https://www.pshe-association.org.uk/>

educateagainsthate.com

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>