Southwark Diocesan
Board of Education
Multi-Academy Trust
Developing Church of England Education

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KEEPING CHILDREN SAFE POLICY HANDBOOK

CHILD PROTECTION POLICY - 2026/27

MODEL CHILD PROTECTION POLICY FOR ACADEMIES IN THE
SOUTHWARK DIOCESAN BOARD OF EDUCATION MULTI-ACADEMY TRUST

Name of academy: St. Stephen's CE Primary School

Date: September 2026

POLICY REVIEW

This policy will be reviewed in full by the Local Governing Body of the academy no less than annually.

The policy was last reviewed and agreed by the Governing Body on September 2026

It is due for review on September 2027

Signature …… Date ……

Head Teacher

Signature …… Date ……

Chair of Local Governing Body

	Name	Contact Details
Designated Safeguarding Lead (DSL)	Laura Scallon	Please speak to the school office if you require the contact details: admin@ststephensce.lewisham.sch.uk 020 8692 1898
Deputy Designated Safeguarding Lead (DDSL)	Natalie Moore Kirsty Taylor	Please speak to the school office if you require the contact details: admin@ststephensce.lewisham.sch.uk 020 8692 1898
Governor for Safeguarding	Tayo O'Shea	Please speak to the school office if you require the contact details: admin@ststephensce.lewisham.sch.uk 020 8692 1898
Chair of Governors	Philip Ratcliff	Please speak to the school office if you require the contact details: admin@ststephensce.lewisham.sch.uk 020 8692 1898
Designated Teacher for Children Looked after (CLA)	Laura Scallon	Please speak to the school office if you require the contact details: admin@ststephensce.lewisham.sch.uk 020 8692 1898
Name of IT Manager/person in charge of E-safety	Laura Hollywood	Please speak to the school office if you require the contact details: admin@ststephensce.lewisham.sch.uk 020 8692 1898
Local Authority Designated Officer (LADO)	Caroline Aitken	LewishamLADO@Lewisham.gov.uk Phone: 020 8314 3306

Local Authority Safeguarding Board	Lewisham Safeguarding Children Partnership	mashagency@lewisham.gov.uk Phone: 020 8314 6660

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1. INTRODUCTION

1.1. Safeguarding is defined as providing help and support to meet the needs of children as soon as problems emerge, protecting children from maltreatment whether that is within or outside the home, including online, preventing the impairment of children's mental or physical health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework. (Working Together to Safeguard Children, DfE, 2026, OR (KCSiE 2026 paragraph 3)

This child protection policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the academy.

In particular this policy should be read in conjunction with:
the behaviour policy; the SEND policy; the online safety policy; the staff behaviour policy (sometimes called a code of conduct); the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods; and the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document must be provided to staff at induction.

1.2. PURPOSE OF A CHILD PROTECTION POLICY

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children. To enable everyone to have a clear understanding of how these responsibilities should be carried out.

LOCAL SAFEGUARDING CHILDREN PARTNERSHIP INTER-AGENCY CHILD PROTECTION AND SAFEGUARDING CHILDREN PROCEDURES

The school follows the procedures established by the Lewisham Safeguarding Children Board.

The school follows the procedures established by the Lewisham Children Board and their criteria for referral/early help thresholds.

'Schools and colleges have a pivotal role to play in multi-agency safeguarding arrangements. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.'

1.3. SCHOOL STAFF & VOLUNTEERS

All school and college staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

Induction training is mandatory and should include: the child protection policy; the behaviour policy; the staff code of conduct; the safeguarding response to children who go missing from education; and the role of the designated safeguarding lead.

All school staff will receive appropriate safeguarding children training, which is updated every year in line with statutory guidance. All school staff will receive appropriate safeguarding and child protection training at induction. This training will be regularly updated in line with statutory guidance and local safeguarding partnership requirements. In addition, all staff will receive safeguarding and child protection updates, as required and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively. So that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training will include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring. There will be at least annual training for staff on this academy's approach to online safety**.** In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Senior Lead -including the child protection policy and the staff behaviour policy. (may be known as the staff code of conduct)

1.4. MISSION STATEMENT

policy. Every member of our school family can stand as spiritual, confident, positive individuals rooted in Christian Values, empowered to face life's challenges, reach their full potential and serve their community.

Establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Ensure children know their concerns will be treated seriously and knowing they can safely express their views and give feedback

Establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children, who have additional/unmet needs are supported appropriately. This could include referrals to Children's Services if they are a child in need or have been /are at risk of being abused and neglected.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Staff should share any concerns they have about a child with the Designated Safeguarding Lead. However, it should be remembered that sometimes children will not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent staff from having a professional curiosity and speaking to the DSL.

IMPLEMENTATION, MONITORING AND REVIEW OF THE CHILD PROTECTION POLICY

The policy will be reviewed at least annually by the Local Governing Body. It will be implemented through the school's induction and training programme, and as part of day-to-day practice. Compliance with the policy will be monitored by the Designated Senior Lead and through staff performance measures. The safeguarding Trustee will oversee and report on the culture and practices to keep children safe across the schools in the MAT. The safeguarding Trustee can be contacted via the SDBE MAT Union Street offices.

T: 0207 234 9201 **E:** enquiries@southwark.anglican.org

2. STATUTORY FRAMEWORK

2.1. In order to safeguard and promote the welfare of children, the academy will act in accordance with the following legislation and guidance:

2.1.1. The Children Act 1989

2.1.2. The Children Act 2004

2.1.3. Children and Social Work Act 2017

2.1.4. Education Act 2002 (Section 175/157)

Outlines that Local Authorities and School Governing Bodies have a responsibility to " ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".

2.1.5. Lewisham Safeguarding Children Board Procedures Manual

2.1.6. Keeping Children Safe in Education (DfE, September 2026)

2.1.7. Working Together to Safeguard Children (DfE 2026)

2.1.8. The Children's Wellbeing and Schools Act 2026

2.1.9. The Crime and Policing Act 2026

2.1.10. The Education (Pupil Information) (England) Regulations 2005

2.1.11. Sexual Offences Act (2003)

2.1.12. Section 26, The Counter-Terrorism and Security Act 2015 (Prevent duty)

2.1.13. Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)

2.1.14. Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to **marry. Includes** taking someone overseas to force them to **marry** (whether or not the **forced marriage** takes place).

2.2. Serious Violence Strategy 2018

2.3. Staff Code of Conduct

2.4. St. Stephen's CE Behaviour Policy

2.5. St. Stephen's CE Policy for Children Missing Education

2.6. This policy should be read alongside St. Stephen's Gender-Questioning Children policy, which sets out our approach to supporting pupils who are exploring their gender identity.

2.7. Furthermore, it also states that governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of inter-agency safeguarding procedures set up by the local safeguarding children board.

DESIGNATED SAFEGUARDING LEAD AND DEPUTY DESIGNATED LEAD

Local governing bodies should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL. Governing bodies and proprietors should ensure the designated safeguarding lead has the appropriate status, authority, skills and experience within the school or college to carry out the duties of the post.

During term time the DSL and or a Deputy will always be available (during school or college

hours) for staff in the school or college to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be:

2.8. The Designated Senior Lead for child protection in this academy is:

NAME: Laura Scallon

The Deputy Designated Senior Leads for Child Protection in this school is:

NAME: Kirsty Taylor and Natalie Moore

To ensure continuity of safeguarding responsibilities, the school has in place robust cover arrangements for periods when the designated safeguarding lead is unavailable due to illness, leave, or other circumstances. The safeguarding team use a shared safeguarding mailbox.

4.2 THE BROAD AREAS OF RESPONSIBILITY FOR THE DESIGNATED SENIOR LEAD ARE:

Championing the educational achievement of pupils where there are child protection concerns;

Managing Child Protection Contact Referrals and cases;

Contacting the Families First Safeguarding Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention;

Completing Child Protection Contact for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern;

Liaise with the Head Teacher or Principal to inform him/her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies;

Support staff who make Child Protection Contact Referrals and other service referrals;

Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility;

Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child;

Act as a point of contact with safeguarding partners;

Liaise as appropriate with staff, including IT technician, the SENCo, the designated teacher for LAC, the Virtual School Head and the named person with oversight for mental health.

Recognising attendance as a key factor in safeguarding, Virtual School Heads should work with local authorities to set and report on ambitious targets to improve their attendance.

Promote positive engagement with parents and/or carers to safeguard children and support families facing challenging circumstances.

As required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;

Have procedures in place to re-assess concerns when a child's situation fails to improve;

Be aware of pupils who have a social worker;

Ensure procedures and guidance are in place to ensue all searches of pupils are witnessed (including the appointment of an appropriate adult for strip searches) and all searches for prohibited items are logged on the school safeguarding reporting system;

Filtering & monitoring responsibilities, including reviews at least every academic year (as set out in Appendix 5) should be carried out by the SLT member responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and IT support.

2.9. Training

The Designated Senior Lead should undergo formal training every two years. The DSL should also undertake Prevent Duty awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

2.9.1. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as family help assessments;

2.9.2. Have a working knowledge of how Lewisham conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

2.9.3. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part-time staff;

2.9.4. Be alert to the specific needs of children in need, those with special educational needs and young carers so that these children reach their academic potential

2.9.5. Understand and support the academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

2.9.6. Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the academy. DSLs will ensure staff are aware of the implications of the academy's use of artificial intelligence (AI) such as child exploitation and data protection. They will lead on ensuring the intelligent and strategic use of AI in the academy. They will ensure staff are aware of the difference between misinformation (based on being mistaken) and disinformation (based on intent). They will include in staff training how the academy deals with conspiracy theory. They will cover in the training the following offences cited in the 2023 Online Safety Act – cyberflashing, epilepsy trolling, threatening communications, encouraging serious self-harm and sharing intimate images, including deepfake images.

2.9.7. Are able to understand and respond to the specific risks relating to sexual violence and harassment

2.9.8. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online. Staff know that reasonable adjustments will be made in all areas of the life of the school for disabled pupils.

2.9.9. Be able to keep detailed, accurate, secure written records of concerns, Child Protection Contact Referrals alongside referrals to other agencies

2.9.10. Obtain access to resources and attend any relevant or refresher training courses;

2.9.11. Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them.

2.10. Raising Awareness

2.10.1. The Designated Safeguarding Lead should:

2.10.1.1. ensure the academy's policies are known, understood and used appropriately;

2.10.1.2. take the lead responsibility for understanding the IT filtering and monitoring systems in place.

2.10.1.3. Ensure that staff know that children may not feel ready or know how to tell someone they are being abused. This should not prevent staff from having professional curiosity and speaking to the DSL if they have concerns.

2.10.1.4. work with the local governing body to ensure that the academy's child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.

2.10.1.5. Ensure the child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contact Referrals about suspected abuse or neglect may be made. Ensure parents are aware of the school or college's statutory role regarding safeguarding of children.

2.10.1.6. Link with Lewisham Safeguarding Children's Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding;

2.10.1.7. Ensure staff are aware that, where a school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs. Schools should obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff). This includes written confirmation that the alternative provider will inform the commissioning school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can assure itself that appropriate safeguarding checks have been carried out on new staff.

2.10.1.8. Ensure that when children leave the academy, they ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file. The file should not be sent until the child is physically attending the new school.

2.10.1.9. obtain proof that the new school has received the safeguarding file for any child transferring and then destroy any information held on the child in line with GDPR requirements.

2.10.1.10. Consider if it would be appropriate to share any information with the new school in advance of a child leaving, for example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

3. THE LOCAL GOVERNING BODY

3.1. Governing bodies must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their academy are always effective and comply with the law.

3.2. The Local Governing Body of St. Stephen's CE will have a senior governor to take **leadership** responsibility for the academy's safeguarding arrangements.

3.3. All governors should receive training on child protection and safeguarding as part of their induction and at regular intervals thereafter. **The SDBE MAT recommends that governor training is updated annually.**

3.4. The nominated governor for child protection is:

NAME: Tayo O'Shea

The responsibilities placed on the local governing bodies include:

3.4.1. their contribution to inter-agency working, which includes providing a coordinated offer of family help when additional needs of children are identified;

3.4.2. ensuring that an effective child protection policy is in place, together with a staff behaviour policy;

3.4.3. ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2026) – Annex A and are aware of specific safeguarding issues;

3.4.4. ensuring that staff induction is in place with regards to child protection and safeguarding;

3.4.5. appointing an appropriate senior member of staff to act as the Lead Designated Senior Lead. It is a matter for the individual academy to choose to have more than one Deputy Designated Senior Lead;

3.4.6. ensuring that all of the DSLs, including deputies, should undergo formal child protection training every two years, in line with KCSIE and Lewisham procedures,

and receive regular, at least annual, safeguarding updates via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments, for example.

3.4.7. prioritising the welfare of children and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns;

3.4.8. where they are involved in recruitment, the requirements of "Safer Recruitment are met. They should ensure that short-listed candidates are made aware that online searches will be made as part of due diligence.

3.4.9. ensuring that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum;

3.4.10. ensuring appropriate, up to date and fit for purpose filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. They should understand, and check that staff understand, the expectations, applicable roles and responsibilities for IT filtering and monitoring systems. Additional information to support governing bodies and proprietors is provided in Keeping Children Safe in Education (DFE 2026). They should be assured that staff are aware of harmful online challenges and hoaxes. They should be assured that staff know how to escalate concerns identified by the academy's IT filters.

3.4.11. seek assurance that providers using the premises for non-school activities have appropriate safeguarding and child protection policies and procedures in place. They should ensure that there are arrangements in place for the providers to liaise with the school on these matters where appropriate.

Where schools host out-of-school providers on their premises, they should note in their safeguarding and child protection policy that whilst the provider is responsible for their own safeguarding and child protection policies and procedures, the school may refer any concerns they have about the provider to the local authority. Schools should follow their own safeguarding and child protection procedures where they have concerns about the out-of-school provider. This may include contacting the local authority designated officer in the case of concerns about adults.

4. WHEN TO BE CONCERNED "When to be concerned" wording with the better umbrella heading "Specific Safeguarding Issues".

4.1. Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the Indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

4.2. 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse.

Abuse, neglect and exploitation.

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.	
CHILD	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
PARENT	**FAMILY/ENVIRONMENT**
Parent with injuries	History of mental health, alcohol or drug misuse or domestic abuse.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

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 persistent criticism, belittling, or name-calling, as well as 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 over protection 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 cyber bullying), 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, though it may occur alone.	
CHILD	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre-school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
PARENT	**FAMILY/ENVIRONMENT**
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic abuse.
Previous domestic abuse	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties

Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child, include persistent criticism, belittling, or name-calling,	Lack of support from family or social network.

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.

CHILD	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
PARENT	**FAMILY/ENVIRONMENT**
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic abuse.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

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 penetration by an object replaces 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.

CHILD	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
PARENT	**FAMILY/ENVIRONMENT**
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic abuse.

Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

4.3. If staff have any concerns about a child's welfare, they should act on them immediately. If staff have a concern, they should follow this policy and speak to the Designated Senior Lead (or deputy). The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

4.4. Any staff member should be able to make a safeguarding referral to Lewisham Famalies First Contact Centre if necessary.

4.5. All staff should be aware of the process for making Child Protection Contact Referrals to Children's Services for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a Contact Referral, along with the role they might be expected to play in such assessments.

4.6. Staff should not assume a colleague or another professional will take action but should share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate provision.

Options will then include:

4.6.1. managing any support for the child internally via the academy's own pastoral support processes;

4.6.2. completing a Families First Assessment or a Request for Support referral.

4.6.3. a Child Protection Contact Referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

5. Specific Safeguarding Issues:

5.1. Safeguarding children with medical conditions

The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school or where they are repeatedly sent without essential medication, thereby putting the individual at risk.

5.2. Contextual Safeguarding and Extra-familial harms

Safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside the academy. All staff, but especially the designated safeguarding lead (or deputy) should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (**teenage relationship abuse — including physical, sexual, emotional abuse, and stalking)**, criminal exploitation (**including financial exploitation**), serious youth violence, county lines and radicalisation.

5.3. A child centred and coordinated approach to safeguarding

Safeguarding and promoting the welfare of children is **everyone's responsibility.** In order to fulfil this responsibility effectively, each professional should make sure their approach is child centred. This means that they should consider, at all times,

what is in the best interests of the child.

The academy staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

5.4. Children who may require early help and/or family help

5.5. All staff should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalation of concerns so that consideration can be given to a Child Protection Contact Referral to Children's Services if the child's situation doesn't appear to be improving.

If early help is appropriate, the DSL or a Deputy will generally lead on liaising with other agencies and setting up further assessments as appropriate.

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

5.5.1. is disabled and has certain health conditions and has specific additional needs;

5.5.2. has special educational needs (whether or not they have a statutory education, health and care plan);

5.5.3.

5.5.4. has a mental health need;

5.5.5. is pregnant and/or is a parent themselves;

5.5.6. has exhibited early signs of abusive, violent and/or harmful behaviours;

5.5.7. is from a black, Asian or mixed-heritage background, give that research tells us that these pupils are particularly subject to fatal abuse and/or neglect;

5.5.8. is a young carer; The school is alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.'

5.5.9. identifies as LGBT and gender questioning;

5.5.10. is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

5.5.11. has unexplained and/or persistent absences from education;

5.5.12. is frequently missing/goes missing from care or from home;

5.5.13. has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit

5.5.14. is misusing drugs or alcohol themselves;

5.5.15. is at risk of modern slavery, trafficking or exploitation; including criminal or sexual exploitation;

5.5.16. has a parent or carer in custody, or is affected by parental offending;

5.5.17. is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse. All staff are aware of the possible detrimental and long-term impact of domestic abuse on children's health, well-being, development and ability to learn;

5.5.18. is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage;

5.5.19. has returned home to their family from care;

5.5.20. has a social worker. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and mental health.

5.5.21. is showing early signs of abuse and/or neglect;

5.5.22. is at risk of being radicalised into terrorism or exploited;

5.5.23. is a privately fostered child. 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.
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.
School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The school itself has a duty to inform the local authority of the arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

5.6. Academies in the SDBE MAT will not discriminate unlawfully against pupils because of their protected characteristics, as defined in the Equality Act 2010. Leaders will make reasonable adjustments to provision as appropriate.

5.7. Academy staff will be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

5.8. Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

5.8.1.1. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;

5.8.1.2. If our academy uses alternative provision, we will follow the DfE guidance 'Arranging Alternative Provision';

5.8.1.3. Assumptions that children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs;

5.8.1.4. Communication barriers and difficulties in managing or reporting these challenges — risks that they do not understand that what is happening to them is abuse;

5.8.1.5. Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child);

5.8.1.6. Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased;

5.8.1.7. A disabled child's understanding of abuse; Issues over cognitive understanding — being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school, or the consequences of doing so.

5.8.1.8. these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

5.8.1.9. the need for intimate care or that these children are isolated from others;

5.8.1.10. that these children are more likely to be dependent on adults for care;

5.8.1.11. Lack of choice/participation;

5.9. Child on child abuse (including harassment and violence)

5.9.1. All staff will be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but may not be limited to:

5.9.1.1. bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying);

5.9.1.2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

5.9.1.3. sexual violence, such as rape, assault by penetration and sexual assault;

5.9.1.4. sexual violence and harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse. This may include abuse in intimate personal relationships between peers of any age or gender.

5.9.1.5. 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;

5.9.1.6. youth produced sexual imagery (also known as youth produced sexual imagery); and

5.9.1.7. initiation/hazing type violence and rituals.

5.9.1.8. serious physical assault and harm, or the threat of harm with a weapon.

5.9.2. All staff will be aware that abuse is abuse and child-on-child abuse (including harassment and violence) will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore, they will recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child-on-child abuse is unacceptable and will be taken seriously. All staff should recognise that racism, faith-targeted abuse, and other forms of discriminatory behaviour may have a significant impact on a child's welfare, wellbeing and sense of safety and should be considered within safeguarding practice where appropriate.

5.9.3. Academies may wish to use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at: https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

5.9.4. In order to minimise the risk of child-on-child abuse St. Stephen's CE will:

5.9.4.1. provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.

5.9.4.2. have systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.

5.9.4.3. ensure victims, perpetrators and any other child affected by Child-on-Child abuse will be supported.

5.9.4.4. develop robust risk assessments where appropriate.

5.9.4.5. have relevant policies in place (list specifics here)

5.9.5. Local Safeguarding Children Board procedures may include guidance for referring and reporting child on child abuse.

5.9.6. Child-to-Parent Abuse

Children can cause harm to other family members, not only be harmed by them
Now explicitly named in the guidance as "child to parent or care giver abuse"
The same recognition, recording and response duties apply as with any other form of family abuse

5.10. Serious violence

Serious violence is a continuing safeguarding concern. It may involve physical assault, carrying, threatening with, or using weapons, often in the context of peer conflict or bullying, and it can also be associated with criminal exploitation.

All staff should be aware of indicators, which may mean that children are at risk from, or involved with, serious violent crime. Indicators may include increased absence, a change in friendships, a change in relationships with older individuals or groups, a decline in performance, signs of self-harm and/or unexplained injuries, unexplained gifts and/or new possessions. These risks are higher for children with disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending. Schools should also try to be alert to when children might be at highest risk around the school day (for example, immediately after school).

Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the designated safeguarding lead (or a deputy). The DSL should then assess risk and, where relevant, put in place a 'safety and support plan'. Depending on the risk and where relevant, consider action to de-escalate peer conflict.

Where information indicates a risk to others and/or the individual pupil, for example where a pupil has previously carried, threatened with, or used a knife or weapon, it is incumbent on the receiving school to assess risk, and accordingly, put in place a safety and support plan for when the child arrives.

5.11. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in Annex A KCSiE DfE 2026.

CSE can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children do not realise they are being exploited and may believe they are in a genuine romantic relationship. As with CCE, victims are not always recognised and can be criminalised for actions they take whilst under coercion. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.

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; going missing or returning late; excessive receipt of texts/calls; returning home under the influence of drugs/alcohol; inappropriate sexualised behaviour for age; evidence or suspicion of physical or sexual assault; relationships with controlling or significantly older individuals; multiple unknown callers; frequenting areas known for sex work; concerning internet/social media use; increasing secretiveness; and self-harm or significant changes in emotional wellbeing.
This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. Whatever form it takes, exploitation may constitute modern slavery and relevant child protection procedures
must be followed if modern slavery or trafficking is suspected as per Modern slavery: how to identify and support victims - GOV.UK

Indicators of CCE can include: children who appear with unexplained gifts or new possessions; children who associate with other young people involved in exploitation; changes in emotional wellbeing; misuse of drugs and alcohol; going missing for periods of time or regularly returning home late; and regularly missing school or education.

5.12. County Lines

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

Exploitation is an integral part of the county lines offending model, with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence and weapons to ensure compliance of victims.
Children can be targeted and recruited into county lines in a number of locations including any type of schools (including special schools) and pupil referral units. Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence towards victims (and their families) if they attempt to leave.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who go missing (from school or home) and are subsequently found in areas away from their home, have been the victim, perpetrator or alleged perpetrator of serious violence (e.g. knife crime), are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs, are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection, are found in accommodation that they have no connection with, often called a 'trap house' or 'cuckooing' or hotel room where there is drug activity, owe a 'debt bond' to their exploiters, and have their bank accounts used to facilitate drug dealing.

5.13. **Honour or faith-based abuse (including female genital mutilation and forced marriage)**

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.
It often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female genital mutilation comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs (for non-medical reasons). It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

It is an offence, under the Marriage and Civil Partnership (Minimum Age) Act, to cause a child under 18 to enter a marriage in any circumstances, without the need to prove that coercion was used. This includes non-legally binding 'traditional' ceremonies which would still be viewed as marriages by the parties and their families. Any concerns that students may be getting married should be referred to the DSL.

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers157 that requires a different approach.

Risk factors for FGM include low level of integration into UK society; a mother or sister who has undergone FGM; girls withdrawn from PSHE; a 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.
Indications that FGM may have already taken place may include: difficulty walking, sitting or standing; spending longer than normal in the bathroom due to difficulties urinating; spending long periods away from the classroom with bladder or menstrual problems; prolonged or repeated absences with noticeable

behaviour changes on return; reluctance to undergo normal medical examinations; confiding in a professional without being explicit about the problem; talking about pain or discomfort between her legs.

5.14. **Mental Health**

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the schools DSL.

5.15. **Children who are questioning their gender**

KCSiE 2026 places guidance on children who are questioning their gender within the statutory safeguarding framework. The school will respond in a child-centred, cautious and evidence-informed way, recognising that these matters may involve safeguarding, welfare, equality, confidentiality, parental responsibility, data protection and the rights, safety, privacy and dignity of all children. The school will not treat a child questioning their gender as a safeguarding concern in itself; however, staff must consider whether the child may have additional vulnerabilities, unmet needs, mental health concerns, bullying, harmful online influences, family tensions or other risks that require support or safeguarding action.

Where a child simply confides in a member of staff about feelings relating to gender but does not request any change in how they are treated at school, staff should respond sensitively, listen without judgement, avoid making assumptions or promises of confidentiality, and follow normal safeguarding procedures if any concern about the child's wellbeing or safety arises.

Staff must pass any request for support or change to the DSL promptly and factually. The DSL will consider whether the request raises any safeguarding, welfare or wellbeing issues and will ensure that the child is supported by an appropriate trusted adult while the matter is considered. Staff should not advise, encourage or discourage a child to take any particular course of action, and should avoid making assurances about outcomes before the DSL and senior leaders have considered the matter.

If a child or parent/carer requests a change relating to social transition, including a change of name, pronouns, uniform, facilities, sports participation or other day-to-day arrangements, staff must refer the request to the DSL before any changes are made. The school will not initiate social transition, and individual staff must not make informal changes unless a school-level decision has been made.

The DSL will lead a recorded safeguarding consideration of the request, taking account of the child's age and maturity, voice and lived experience, any SEND or mental health needs, peer relationships, family context, clinical input where available, relevant records, and any impact on other children. Decisions will be made on a case-by-case basis, with senior leadership oversight and clear written records of the rationale, actions agreed and review points.

The school's consideration will include listening to the child's views; considering the child's age, maturity and wider circumstances; checking whether there are safeguarding, SEND, mental health, attendance, bullying or online safety concerns; considering the views of parents and carers unless doing so would increase risk; and assessing the implications for other children and for the safe, fair and lawful operation of the school.

Parents and carers should ordinarily be involved, and their views should carry great weight, unless the DSL judges that involving them would place the child at greater risk of harm. Where there is disagreement between parents/carers, or uncertainty about the child's best interests, the school will seek advice from

appropriate safeguarding, local authority, legal or clinical sources before confirming arrangements.

Where the school identifies a safeguarding concern, staff will follow the usual child protection procedures in this policy, including seeking advice from children's social care, the local authority safeguarding team, the LADO or other relevant professionals where appropriate. Where there is no safeguarding concern, but the child needs pastoral support, the school will agree proportionate support arrangements and review them regularly.

The school will maintain clear arrangements for single-sex spaces and sport in line with statutory guidance, while considering reasonable alternative provision where needed to protect the safety, comfort, privacy and dignity of the child and of other children. Any alternative arrangements will be risk assessed, clearly recorded and reviewed.

Records relating to a child questioning their gender will be kept securely, shared only with those who need to know in order to safeguard or support the child, and managed in line with data protection, confidentiality and record-keeping expectations. Any agreed arrangements will identify who is responsible for communicating with the child, parents or carers, staff and relevant professionals.

This approach should be read alongside the school's safeguarding, equality, behaviour, anti-bullying, attendance, records, confidentiality, online safety, SEND, mental health and RSHE policies. Staff training will include the KCSiE 2026 expectations on gender-questioning children so that staff know how to respond, record concerns and refer requests to the DSL, avoid informal arrangements and follow safeguarding procedures where concerns arise.

5.16. **The Prevent Duty: Safeguarding Children and Young People from Radicalisation**

Children can be vulnerable to extreme ideologies and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from radicalisation must be part of all school and college safeguarding approaches.

All schools and colleges are subject to the Prevent Duty under Section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions to have "due regard to the need to prevent people from being drawn into terrorism." This has become known as the 'Prevent Duty.'

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children's behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent 'notice, check, share' approach, which may lead to the DSL making a Prevent referral.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead, who has received training about the Prevent Duty and is able to support staff with any concerns. Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel.

Early indicators of radicalisation or extremism may include: showing sympathy for extremist causes; glorifying violence; possessing illegal or extremist literature; out-of-character changes in dress, behaviour and peer relationships; secretive behaviour; online searches or sharing extremist material; intolerance of difference; and verbalising anti-Western or anti-British views.

5.17. **Domestic Abuse, including where children see, hear or experience its effects.**

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

That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse — they may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).
The National Domestic Abuse Helpline can be called free of charge and in confidence, 24 hours a day, on 0808 2000 247.

Operation Encompass is an information-sharing scheme between the police and relevant education settings operating in all police forces across England and Wales. In November 2025, a new statutory duty was placed on the police to notify a child's education setting, and where relevant, local authorities, if they have reasonable grounds to believe a child may be a victim of domestic abuse. This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.
See Appendix 4 for information regarding Operation Encompass

6. Sexual violence and Harassment

This section should be read in conjunction with the section on child-on-child (including harassment and violence) abuse.

This academy will adopt an approach which assumes that sexual violence and harassment 'can happen here.' This form of abuse can take place online or offline. Whilst both boys and girls may be victims of this kind of abuse, this academy is aware that it is mostly girls who are victims.

This academy will adopt a whole-school approach to this issue, as reflected in KCSiE 2026 part 5 and annex B. in this academy.

Staff will define sexual behaviours using the terminology of S Hackett and the Ofsted report on sexual violence in schools, 2021, namely:

Normal – developmentally expected, socially acceptable, consensual, mutual and reciprocal, shared decision-making

Inappropriate – single instances of inappropriate sexual behaviour, socially acceptable behaviour within a peer group, context may be inappropriate, generally consensual and reciprocal

Problematic – concerning behaviour, developmentally unusual and socially unexpected, no overt elements of victimisation, consent issues may be unclear, may lack reciprocity or equal power, may include levels of compulsivity

Abusive – victimising intent or outcome, includes misuse of power, coercion and force to ensure victim compliance, intrusive, informed consent lacking or not able to be freely given by victim, may include elements of expressive violence

Violent – physically violent sexual abuse, highly intrusive, instrumental violence that is psychologically and/or sexually arousing to the perpetrator, sadism

This academy's approach to the consensual sharing of nude or semi-nude images and/or videos is to report this immediately to the DSL, who will then work the Social Care and External Agencies.

The whole-school approach to causing some-one to engage in sexual activity without consent or to engage in sexual activity with a third party is DSL, who will then work the Social Care and External Agencies.

Leaders in this academy are aware of the recommendations from the 2021 DfE report on sexual violence and harassment between children in schools and colleges. They seek to implement the recommendations on an ongoing basis. This academy's approach to responding to and reporting sexual violence and harassment is as outlined in KCSiE 2026 paragraphs 466-469.

7. DEALING WITH A DISCLOSURE

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

7.1. If a child discloses that he or she has been abused in some way, the member of staff/ volunteer will:

7.1.1. listen to what is being said without displaying shock or disbelief;

7.1.2. accept what is being said;

7.1.3. allow the child to talk freely;

7.1.4. reassure the child, but not make promises which it might not be possible to keep;

7.1.5. never promise a child that they will not tell anyone, as this may ultimately not be in the best interests of the child;

7.1.6. reassure him or her that what has happened is not his or her fault;

7.1.7. stress that it was the right thing to tell;

7.1.8. listen, only asking questions when necessary to clarify;

7.1.9. not criticise the alleged perpetrator;

7.1.10. explain what has to be done next and who has to be told;

7.1.11. make a written record (see Record Keeping);

7.1.12. Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed.)

7.2. Support

Dealing with a disclosure from a child and safeguarding issues generally can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Lead.

If a school /college staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– Allegations involving school staff/volunteers.

8. RECORD KEEPING

All academy staff will be confident of the processing conditions under the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025 – data protection laws. which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff will discuss with the designated safeguarding lead.

8.1. When a child has made a disclosure, the member of staff/volunteer will:

8.1.1. Record as soon as possible after the conversation. Use the schools Child Protection Recording system which, in the SDBE MAT is CPOMS.

8.1.2. Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child

8.1.3. Use a body map to indicate the position of any injuries and a clear description of the injury

8.1.4. record statements and observations rather than interpretations or assumptions;

8.1.5. not destroy the original records in case they are needed by a court.

8.2. All records will be given to the Designated Senior Lead promptly. No copy will be retained by the member of staff or volunteer.

8.3. The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

9. CONFIDENTIALITY

9.1. Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in St. Stephen's CE Primary School.

9.2. All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies.

9.3. Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9.4. School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

When deciding what information to share, schools and colleges should consider:
- the relevancy of the information, including to the current safeguarding risk,
- what is necessary for the receiving setting to know, and
- whether it is clearly presented and appropriately contextualised.

The data protection laws 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.

10. SCHOOL PROCEDURES

10.1. If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

10.2. While it is the DSL's role to make Child Protection Contact Referrals, any staff member can make a Child Protection Contact Referral to Children's Services if a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM, Forced Marriage etc). In these circumstances a Child Protection Contact Referral should be made to Children's Services and/or the Police immediately. Where Child Protection Contact Referrals are made by another member of staff, the DSL should be informed as soon as possible.

10.3. If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police via 101. This is a mandatory reporting duty.

10.4. If the allegations raised are against other children, the school should follow Local Authority procedures and Children Who Abuse Others. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of child-on-child abuse.

10.5. The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations.

10.6. Particular attention should be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a Child Protection Plan and a written record will be kept. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children. The school monitors attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school.

10.7. If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and

separate from the child's academic file. When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

10.8. The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

11. COMMUNICATION WITH PARENTS

11.1. St. Stephen's CE will ensure the Child Protection Policy is available publicly either via the school or college website or by other means.

11.2. Parents should be informed prior to a referral, unless it is considered to do so might place the child at increased risk of significant harm by:

11.2.1. the behavioural response it prompts such a where a child being subjected to abuse, is forced to remain silent;

11.2.2. leading to an unreasonable delay;

11.2.3. leading to the risk of loss of evidential material.

11.3. The academy will also consider not informing parent(s) where this would place a member of staff at risk.

11.4. The school will endeavour to ensure that parents understand the responsibilities placed on the school staff for safeguarding children.

11.5. Where reasonably possible schools and colleges should hold more than one emergency contact number for each pupil.

12. ALLEGATIONS INVOLVING ACADEMY STAFF AND VOLUNTEERS

12.1. There are two levels of concern/allegation:
Allegations that may meet the harm threshold.
Allegations/concerns that do not meet the harm threshold ('low level concern').

12.2. The term 'low-level' concern does not mean it is insignificant — it means the behaviour does not meet the threshold for referral to the LADO. Example behaviours include: being overfriendly with children; having favourites; taking photographs of children on a mobile phone; engaging with a child one-to-one in a secluded area or behind a closed door; or using inappropriate sexualised, intimidating or offensive language.

12.3. A good low-level-concerns culture helps to identify any weakness in the school's safeguarding system.

12.4. An allegation is any information which indicates that a contracted member of staff/ a supply member of staff, trainee teachers and volunteer may have:
behaved in a way that has, or may have harmed a child;

possibly committed a criminal offence against/related to a child;

behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children; or

behaved or may have behaved in a way that indicated they may not be suitable to work with children.

12.4.1. This relates to members of staff, supply staff, trainee teachers and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place.

12.4.2. Any allegation or low-level concern should be reported immediately to the Headteacher. The Head Teacher will follow the guidance in KCSiE 2026 part 4. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

12.4.3. In the event of allegations of abuse being made against the Head Teacher, where the Head Teacher is also the sole Proprietor of an independent school or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the DSL if appropriate make any referral via them.

12.4.4. Where allegations are received about an individual using the premises for the purpose of running activities for children, the LADO should be informed.

12.4.5. The Chair of the Local Governing Body in this academy is:

NAME: Philip Ratcliff
CONTACT NUMBER: available from the school office

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this academy is:

NAME: Fr. Michael Bailey
CONTACT NUMBER: available from the school office

12.4.6. The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

12.4.7. Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

12.4.8. The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

12.4.9. The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer.

12.4.10. Children's Services 020 8314 6660

12.4.11. SOOHS (Out of Hours Service-Children's Services) – 020 83146000-

12.4.12. If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

12.4.13. If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance Lewisham Local Authority Safeguarding Children Board procedures.

12.4.14. If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

12.4.15. The Head Teacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

12.4.16. Where a staff member feels unable to raise an issue with their employer/through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

Lewisham Children's Services - **:** 020 8314 6000

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

12.4.17. Lessons from safeguarding concerns about adults should include all cases and not just those which are substantiated.

12.5. **What St. Stephen's CE will do if they have concerns about safeguarding practices within the academy.**

12.6. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding arrangements.

12.7. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the senior leadership team.

13. Safer working practice and Safer Recruitment

13.1. The statutory guidance will be followed (see KCSiE 2026 Part 3). This includes:

13.2. Outlining the school's commitment to safeguarding and promoting the welfare of children in all advertising.

13.3. At least one safer recruitment trained adult will undertake the shortlisting and be present on any interview panel.

13.4. Providing a copy or link to the school's CP/ safeguarding policy to applicants.

13.5. Requesting a self-declaration at interview so any relevant information can be discussed.

13.6. Seeking references prior to interview and checking employment history.

13.7. Following shortlisting, carrying out pre-employment checks (including the applicant's online presence).

13.8. The shortlisted applicant should be required to sign a hard copy of the application at interview to confirm that the information they have given is true (applicable for online applications received).

13.9. All interview documentation should be retained in the staff file of the successful applicant.

13.10. Recording required information on the school's Single Central Record.

13.11. The Crime and Policing Act 2026 made changes to regulated activity, meaning that any person volunteering in a school or college in a role that involves teaching, training, instructing or supervising children frequently or on more than 3 days in a 30-day period or overnight is now in regulated activity.

13.12. Existing volunteers who newly fall into regulated activity from 1 September 2026 must be checked (enhanced DBS + barred list, or in defined circumstances a standalone barred-list check). The 3-day/30-day threshold counts cumulatively across settings — if a volunteer helps at more than one school or college, the schools should work together to decide who obtains the check.

13.13. Volunteers who are not in regulated activity should still have a written risk assessment on file, considering the nature of the role, what the school knows about the volunteer, and whether a lower level of check (an enhanced DBS without barred list, or a basic DBS) is appropriate.

13.14. To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document Guidance for safer working practice for those working with children and young people in education settings (May 2019) available at https://www.saferrecruitmentconsortium.org/

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).
Please see the school's behaviour management policy for more information.

APPENDIX 1:
KEEPING CHILDREN SAFE IN EDUCATION
(DfE 2026)

Part One: Information for all school and college staff

Annex A: Further Information

All staff should have access and have read Part one and Annex A (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. They should also have the opportunity to seek clarity from designated staff for any content.

This is to assist staff to understand their role and discharge their responsibilities as set out in this guidance.

Staff will be asked to sign to say they have read these sections (please see Appendix 2 below) and should subsequently be re-directed to these documents again should any changes occur.

APPENDIX 2: DECLARATION FOR STAFF
Child Protection Policy and Keeping Children Safe in Education (DfE 2026)

Academy Name: St. Stephen's CE Primary School
Academic Year 2026-27

Please sign and return to Laura Scallon by 11th September 2026

I, _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s).:

(1) The School/College's Child Protection Policy
(2) Part 1 and Annex A: **Further Information** of **'Keeping Children Safe in Education'** DfE Guidance, 2026

I am aware that the DSLs are:
Laura Scallon
Natalie Moore
Kirsty Taylor

and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available on the Google Drive and the School Webite.

Signed:
……

Date:
……

APPENDIX 3:
ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD FLOWCHART



APPENDIX 4:
OPERATION ENCOMPASS
Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

Operation Encompass Safeguarding Statement:

- Since November 2025, Operation Encompass has been a statutory duty on police forces in England and Wales, not a voluntary scheme. Where police have reasonable grounds to believe a child may be a victim of domestic abuse, they must notify that child's education setting (and, where relevant, the local authority). This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently.

- The duty applies to all children in education from reception (typically aged 4/5) up to the age of 17, and who are enrolled in registered primary and secondary schools, including independent schools, private schools, alternative provision settings (e.g., Pupil Referral Units), as well as further education colleges or 16 to 19 academies in England or Wales.

- Our academy is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

- Operation Encompass means that the police will share information about Domestic Abuse incidents with our academy PRIOR to the start of the next school day when they have been called to a domestic incident.

- Our parents are fully aware that we are an Operation Encompass school.

- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

- OUR KEY ADULTS ARE: Laura Scallon, Natalie Moore and Kirsty Taylor

APPENDIX 5:
How the school meets the Digital Technology in Schools Standards Flowchart

The school provides a safe environment to learn and work, and filtering and monitoring and filtering are key elements to safeguard staff and pupils from potentially harmful and inappropriate online material.

Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. All staff undertake training to understand the risks of poor filtering and monitoring and know how to share their concerns.

KCSiE 2026 requires the DSL to have lead responsibility for understanding the filtering and monitoring systems and processes. In KCSiE 2026 the list of additional guidance on "appropriate" filtering and monitoring Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK has been expanded to include the Generative AI: product safety standards - GOV.UK.

The DfE published guidance for Meeting Digital and Technology standards requires a member of SLT and governor to assume responsibility that the standards are met and that the roles and responsibilities for staff and third parties/external providers are assigned.

The school is directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

This school has the following assigned:

SLT - The procurement of the filtering and monitoring systems, decision making on restrictions/blocking/filtering, reviewing the effectiveness and overseeing reports are the responsibility of the SLT. They are also responsible for ensuring staff understand their role through staff training, adherence to policy and procedure and reporting concerns.

DSL – the DSL is responsible for receipt of filtering and monitoring reports, following up on safeguarding concerns and ensuring checks are undertaken by IT providers on the filtering and monitoring systems.

Reviews at least every academic year (as set out below) should be carried out by the SLT member responsible for filtering and monitoring, with the support of the school's designated safeguarding lead and IT support. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks.

IT service provider - is responsible for maintaining, checking and reviewing the filtering and monitoring systems, providing filtering and monitoring reports to the DSL, implementing agreed actions following any concerns or checks to the system.

In meeting this standard, the school has agreed to:

- Undertake an annual review to identify risks and ensuring adherence to policy. Ensure that a review of their effectiveness is carried out at least once every academic year. They should include checks that filtering is working appropriately on all internet-connected devices in all relevant locations, and a record should be kept of these checks.'
- Provide regular staff training for online safety.
- Ensure pupils are given the knowledge and skills to understand how to keep themselves safe online and learn about their digital footprint and the implications.
- The school sets out safety considerations and legal responsibilities when using Generative AI (teacher-facing or pupil-facing), guidance can be found at Generative artificial intelligence (AI) in education - GOV.UK. [Name your school's own position on staff and pupil use of generative AI tools here — even a short statement pointing to a separate AI acceptable-use policy is enough to satisfy this.]
- To ensure online safety is promoted in school and is an embedded theme across all relevant curricular learning activities.
- Provide regular opportunities for communication with parents/carers to raise their awareness of online safety issues and deliver workshops or share information on relevant online safety topics and trends.
- Schools can use the department's Plan technology for your school - GOV.UK to self- assess against the filtering and monitoring standards and receive personalised recommendations on how to meet them (KCSiE update 2025).
- Guidance on e-security is available from the National Education Network NEN and Cyber security training for school staff | National Cyber Security Centre to support schools to help them improve their resilience against cyber-attacks.