



*Nourishing the fitrah of each unique child*

## Safeguarding and Child Protection Policy

Review Cycle: Annual	Date of Current Policy: September 2025	Review Date: September 2026
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Date	Details of Policy Update
15/09/2025	Updated DDSL name



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## Key Contacts for Safeguarding and Child Protection at Unique Academy

Role	Name	Email	Telephone
<b>Designated Safeguarding Lead (DSL)</b>	Sanaa Arshad (Class Teacher)	<a href="mailto:concerned@uniqueacademy.education">concerned@uniqueacademy.education</a>	0208 004 5481 (Option 4)
<b>Deputy Designated Safeguarding Lead (DDSL)</b>	Ayesha Sadiqi (School Administrator)	<a href="mailto:concerned@uniqueacademy.education">concerned@uniqueacademy.education</a>	0208 004 5481 (Option 4)
<b>Trustee for Welfare, health and safeguarding Trustee</b>	Adnaan Haq (Trustee)	<a href="mailto:a.haq@uniqueacademy.education">a.haq@uniqueacademy.education</a>	0208 004 5481 (Option 4)
<b>Local Authority Designated Officer (LADO)</b>			
Hounslow LADO	Grace Murphy	<a href="mailto:lado@hounslow.gov.uk">lado@hounslow.gov.uk</a> <a href="mailto:Grace.Murphy@hounslow.gov.uk">Grace.Murphy@hounslow.gov.uk</a>	0208 583 5730 0208 583 4933 / 07975 820 130
<b>Local Authority Safeguarding contact numbers and emails</b>			
Children's Social Care, Head of Safeguarding	Lara Wood	<a href="mailto:lara.wood@hounslow.gov.uk">lara.wood@hounslow.gov.uk</a>	020 8583 3061
Prevent Coordinator	Najeeb Ahmed	<a href="mailto:najeeb.ahmed@hounslow.gov.uk">najeeb.ahmed@hounslow.gov.uk</a>	078 9054 0433
Prevent Lead	Joan Conlon	<a href="mailto:joan.conlon@hounslow.gov.uk">joan.conlon@hounslow.gov.uk</a>	078 1707 9190
Prevent Education Officer	Karmijit Rekhi	<a href="mailto:karmijit.rekhi@hounslow.gov.uk">karmijit.rekhi@hounslow.gov.uk</a>	079 7672 1119
Integrated Front Door	During Office Hours (After 5pm – 9am <a href="mailto:earlyhelpclub@hounslow.gov.uk">earlyhelpclub@hounslow.gov.uk</a> or <a href="mailto:childrensocialcare@hounslow.gov.uk">childrensocialcare@hounslow.gov.uk</a> )		02085836600 (Option 2) Weekdays or weekends: 02085832222 (or 111) Ask to speak to the duty social worker
If you are concerned about extremism in school, or if you think a child might be at risk of extremism, contact the helpline on 020 7340 7264 or <a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a>			
Police	In an emergency		999
	For non-emergency but possible crime		101

## Purpose and Scope of this Policy Statement

**Unique Academy** adopts a whole school approach to safeguarding and child protection. The all-round safety and well-being of children is paramount to our school.

The purpose of this policy statement is to:

- Protect children who attend Unique Academy from harm. This includes the children of adults and visitors to the school.
- Provide staff and volunteers, as well as children and their families, with overarching principles that guide our approach to child protection.

Safeguarding is everyone's responsibility, and this policy applies to anyone working on behalf of Unique Academy, including Trustees, SLT, employed staff, volunteers, agency staff and children. At Unique Academy, we understand that safer children make more successful learners.

## Policy Principles and Ethos

- The welfare of the child is paramount
- All children, regardless of their background, have equal rights to protection
- Children, and staff, should be able to talk freely about their concerns in the belief that they will be listened to and appropriate action will be taken
- Children feel safe and secure
- We recognise that both mental and physical health are relevant to safeguarding and the welfare of children
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support
- We recognise that all adults within the school, including permanent, supply staff, temporary staff, volunteers, parents and trustees, have a full and active part to play in protecting our pupils from harm.

## Policy Aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to pupils, parents and other partners

## Legal Framework

The following safeguarding legislation and guidance has been considered when drafting this policy:

- The **Rehabilitation of Offenders Act (1974)** outlines provisions for when people with criminal convictions can work with children.
- The **Children Act (1989 and 2004 amendment)**, which gives a broad framework for the care and protection of children and includes provisions for Local Authority inquiries, care proceedings, and emergency provisions.
- Section 157 of the **Education Act (2002)**

- Schools' "PREVENT" duties under the **Counterterrorism and Security Act (2015)** with respect to protecting people from the risk of radicalisation and extremism can be found in: Statutory guidance on the Prevent duty.
- The **Safeguarding Vulnerable Groups Act (2006)**
- The **Teacher Standards 2012**
- The **Education (Independent School Standards) Regulations (2014)**
- **What to do if you're worried a child is being abused (2015)**
  - **Female Genital Mutilation Act (2003) S 5B(11)**, as inserted by section 74 of the *Serious Crime Act 2015*, places a statutory duty on teachers to report to the police where they discover/find that female genital mutilation (FGM) appears to have been carried out on a girl under 18. Responsibilities for safeguarding and supporting girls affected by FGM are found in *Statutory guidance on FGM*.
- **Early Years Foundation Stage statutory framework (2025)** is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5.
- **Working Together to Safeguard Children (2023)**, which sets out the multi agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.
- **Keeping Children Safe in Education (KCSIE, 2025)** is statutory guidance issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children. This policy has been updated to reflect the statutory changes introduced in **(KCSIE, 2025)**, including new guidance on online misinformation, alternative provision oversight, attendance as a safeguarding indicator, and inclusive terminology.

Other statutory provisions relevant to child protection and safeguarding include:

- The **Education Act (2002)** (section 175/157)
- The **Education (pupil information) (England) Regulations (2005)**
- **Prevent Duty Guidance for England and Wales (2015)**
- The **Sexual Offences Act (2003)** Home Office
- **Teaching on-line safety in schools, DfE, (2019)**
  - **The Human Rights Act 1998, the Equality Act 2010**, (including the Public Sector Equality Duty)
  - **Ofsted non-association independent schools' inspection handbook** updated September 2022
  - **Local Guidance from the Hounslow Safeguarding Children Partnership (HSCP)**: around particular safeguarding topics are available on at: <https://www.hscb.org.uk/>

A full list of the guidance this policy has referred to, and which staff can refer to for further information, can be found in Appendix 3: 'The Schools' Statutory Duty policy reflects the requirements of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children. It also reflects the provisions of the statutory framework for the Early Years Foundation Stage.

KCSIE 2025 reinforces the safeguarding implications of **human rights and equality legislation**. At Unique Academy, Staff must ensure all safeguarding decisions uphold dignity, fairness, and non-discrimination.

### Links to Other Policies and Supporting documents

This policy is one of a series in the school's integrated safeguarding portfolio, which include policies, procedures, guidance and other related documents regarding:

- Role description for the designated safeguarding officer
- Dealing with disclosures and concerns about a child

- Safer recruitment and selection policy, including Single Central Record of identity, qualification, and vetting checks for all staff and volunteers
- Induction, training, supervision and support
- Child protection records retention and storage
- Staff Code of Conduct
- Allegations against staff
- Whistle Blowing policy
- Confidentiality policy
- Visitors' policy
- Mobile Phone policy
- Photography and sharing images guidance
- Online Safety policy and Acceptable Use of IT
- Behaviour policy
- Anti-bullying policy
- Health and Safety policy
- Physical restraints
- Educational Visits Policy
- Complaints policy
- Adult and child supervision ratios

These policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review. They will also be made available on the school website and upon request at the school.

## Terminology

**Safeguarding** and promoting the welfare of children refers to the process of keeping children safe from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child Protection** is defined in the Children Act 1989 (s.47) as when a child is suffering or is likely to suffer significant harm. Under statutory guidance and legislation action must be taken to safeguard and promote the child's welfare.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**DSL** refers to the designated safeguarding lead at the school.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education 2024 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- The Integrated Care Board (ICB) for an area within the LA
- The chief officer of police for a police area in the LA area

## Roles And Responsibilities

At Unique Academy, we recognise that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children. That children may 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.

All staff working (including volunteers) are required to:

- Observe and comply with the staff code of conduct
- Attend all relevant safeguarding training (including the annual safeguarding induction training) and development provided by the school and be aware of all their responsibilities in line with part 1 of **KCSIE, 2025**.
- Complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty.
- Complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty.
- Know how to deal with a disclosure. If a pupil discloses to a member of staff that they are being abused, the staff member should follow the guidance set out in the appendix
- Share concerns about a child to the DSL in writing
- Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy, in line with the Child Protection Procedures and legal duty for reporting FGM as set out in this policy
- Understand Unique Academy's procedure and knows what to do in the event of an allegation made against someone working with children
- Be alert to the signs of harm and abuse, including issues that can manifest themselves due to child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting
- Staff should follow the Child Protection Procedures with regards to child on child abuse, children missing in education, those requiring mental health support, and the impact of technology in relation to online safety as outlined in this policy
- Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email
- Identify emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

The **Trustees** will:

- Keep up to date with the duties outlined in **KCSIE, 2025**, part 2.
- Assess the impact of this policy in keeping children safe.
- Undertake safeguarding training.
- Contribute any local, contextual information that may support children's safety and welfare.
- Nominate a Trustee to liaise with the Designated Safeguarding Lead (DSL) on Safeguarding issues and child protection policy and practice to ensure compliance with legislation, statutory guidance and local safeguarding partnership arrangements.
- Receive and liaise with the DSL to produce regular reports (at least annual reports) (DSL) about the effectiveness of safeguarding and child protection at the school.
- Ensure that the school remedies any matters without delay
- Ensure that learners are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse) and [Early Years Foundation Stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-years-foundation-stage-eyfs-statutory-framework)

- To ensure that teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance **KCSIE, 2025**, part 3.
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to learners, this includes having a process to manage low level concerns.
- Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe. Trustees ensure that all members receive appropriate safeguarding and child protection (including online) training at induction.
- The trustees ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

The **Designated Safeguarding Lead (DSL): Sanaa Arshad** is responsible for:

#### *Managing referrals*

- Ensuring that all cases of suspected or actual problems associated with child protection are referred to the local authority Local authority children's social care, in line with procedures set out in this policy
- Support staff who make referrals to local authority Local authority children's social care
- Refer cases to the Channel programme where there is radicalisation, as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS), as required
- Refer cases where a crime may have been committed to the Police, as required

#### *Working with others*

- Ensuring that effective communication and liaison takes place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to a pupil or member of staff
- Dealing with allegations of abuse in accordance with local and statutory procedures.
- Supporting the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- Liaise with relevant staff on matters of safety and safeguarding (including online and digital safety) and deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff
- Liaising with the Trustees nominated Trustee for Safeguarding.

#### *Training*

- Undertake DSL and Prevent awareness training as well as other accredited, enhanced training each year, as required to fulfil the role.
- Supporting staff with the requirements of the Prevent duty and advice and support staff on protecting children at risk from radicalisation
- Ensuring that appropriate training for staff is organised and renewed through ongoing professional development.
- Ensuring that adequate reporting and detailed, accurate and secure recording systems are in place of concerns and

referrals

- Ensure that records are kept in line with Data Protection Act 2018 and General Data Protection Regulation (GDPR)
- Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.

#### *Raising awareness*

- Ensuring that all staff understand child abuse, neglect, and exploitation and their main indicators, including increased risk for children in need and those with special educational needs and disabilities (SEND).
- Ensuring the Unique Academy's safeguarding and child protection policy and practice is relevant and consistent with the most recent statutory guidance and is reviewed annually
- Being aware of the latest national and local guidance and requirements and keeping the staff informed as appropriate.
- Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- Ensuring relevant records are passed on appropriately when pupils transfer to other schools or are being educated at alternative provision or off-site education.
- Being aware of children who are or who may be living in a private fostering arrangement.
- Undertake training in online safety to understand issues regarding risks associated with this as well as the additional risks that children with SEN and disabilities (SEND) face online, from online bullying grooming, and radicalisation
- The Designated and Deputy Safeguarding Lead will meet regularly to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate.

#### **Deputy Designated Safeguarding Lead (DDSL)**

At Unique Academy, the Deputy Designated Safeguarding Lead (DDSL) is trained to the same level as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, the deputy DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy DSLs will assume all of the functions above.

#### **Good Practice Guidelines and Staff Code of Conduct**

Our good practice guidelines include:

- Treating all pupils with respect
- Setting a good example by conducting ourselves with positive Islamic conduct including any low-level concern about any staff
- Discussing various topics related to safeguarding in assemblies, visitors and through the curriculum
- Involving pupils in decisions that affect them
- Encouraging positive, respectful and safe behaviour among pupils
- Being a good listener
- Being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- Understanding that abuse should never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up"
- Reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- Being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse

- Referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary, directly to police or Local authority children's social care.

## Abuse Of Position Of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust. This means that any sexual activity between a member of the school staff and a child is a criminal offence.

The school's Staff Behaviour Policy and Code of Conduct sets out our expectations of staff and is signed by all staff members.

## Children Who May Be Particularly Vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including physical and learning disabilities, prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- Living away from home or in temporary accommodation
- Living in chaotic and unsupportive home situations
- Living transient lifestyles
- Affected by parental substance misuse, domestic violence or parental mental health needs
- vulnerable to being bullied, or engaging in bullying
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or disability
- Do not have English as a first language
- At risk of sexual exploitation, female genital mutilation, grooming, forced marriage or being drawn into radicalisation and extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

## Children With Special Educational Needs And Disabilities

At Unique Academy, we understand that children with special educational needs (SENd) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Unique Academy, therefore, supports staff through training and development as we recognise that additional barriers can exist when recognising abuse and neglect in this group of children. For staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

## Use Of Reasonable Force

'Reasonable force' refers to the physical contact to restrain and control children using no more force than is needed. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

- The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance ([Use of Reasonable Force in Schools 2013](#); [Reducing the need for restraint and restrictive intervention, 2019](#)).
- There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the school manages concerns where a professional may pose a risk to learners and our response to low level concerns can be accessed in our '**Allegations Against Staff**' policy.

## Key Safeguarding Areas

These topics are themes that can impact on children and families, there are specific areas of safeguarding that the setting has statutory responsibilities to address which are hyperlinked:

- Children in the court system
- Children affected by parental offending/imprisonment.
- [Children missing from education](#) – including persistent absence.
- [Child Exploitation](#) (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- [Domestic Abuse](#)
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- [Online Safety](#)
- [Mental health](#)
- [Child on child/ child on child abuse](#):
  - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
  - Abuse in intimate personal relationships between children.
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
  - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).

- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
  - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
  - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
  - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
  - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- [Preventing Radicalisation \(The Prevent Duty\)](#)
  - [Serious Youth Violence](#)
  - Substance Misuse
  - [Private Fostering](#)
  - [Young Carers](#)

Additional information about key safeguarding areas can also be found in **KCSIE, 2025**; the [NSPCC website - Types of Abuse](#).

### **Procedure For Students Identified As Being 'At Risk' Or Vulnerable To Exploitation, Child Sexual Exploitation; Honour Based Violence (Forced Marriage And Female Genital Mutilation), Children Who Are At Risk From Or Involved With Violent Crime And Child on child Abuse**

Where risk factors are present but there is no evidence of a particular risk, the DSL/Single Point of Contact (SPOC) at Unique Academy will advise staff on preventative work that can be done within the school to engage the pupil into activities and social groups.

The DSL will talk to the pupil's family where appropriate, sharing the school's concern about the pupil's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on the level of concern and agreement with the parent and the pupil (as far as possible):

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The school will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services or involving the local Safeguarding Children's Board. If the concerns about the student are significant and meet the additional needs/complex need criteria, he/she will be referred to the MASH. This includes concerns about a pupil who is affected by the behaviour of a parent or other adult in their household.

### **Children Missing Education**

Attendance, absence and exclusions are closely monitored by the school administrator and leadership team. The tracking and use of effective attendance management strategies enables the school to ensure each day that every child is accounted for.

The school takes a range of actions to tackle Persistent Absentees and completes official reports on children who are persistently absent from school. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, or mental health problems.

In line with KCSIE 2025, persistent absence must now be reviewed for underlying safeguarding concerns, including neglect, exploitation, or radicalisation. Attendance interventions must include welfare checks and DSL oversight as outlined in the DfE's *Working Together to Improve School Attendance*, which is now statutory.

## Children on Roll

Under the Education (Pupil Registration) (England) Regulations 2006, the proprietor of every Independent school situated in Hounslow is required to regularly make a return to Hounslow Local Authority giving the full name and address of every registered pupil of compulsory school age who fails to attend the school regularly or has been absent from the school for a continuous period of not less than ten school days, and specifying the cause of absence if known to the proprietor. They are also required to comply with the new CME Guidelines dated 1.9.16 and notify the LA of all children removed from school roll and all new additions to the register at non-standard transition points.

The admissions register at the school will be kept up to date and the Local Authority will be informed of all pupils who are removed from the school roll when they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education.
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered.
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, in line with the local authority guidelines, but no later than at the point of deleting the student's name from the roll.

No pupil will be removed from a school roll until all safeguarding checks have been completed or the whereabouts of a pupil have been established.

The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

<b>London Borough of Hounslow Children Missing Education Officer</b>	
Telephone: 020 8583 2768	Email: <a href="mailto:cme@hounslow.gov.uk">cme@hounslow.gov.uk</a>

Unique Academy will only authorise leave of absence in exceptional circumstances. The Head Teacher, another member of the leadership team, will determine the length of time that the child can be away from the school.

## Intimate care

It is essential that intimate and personal needs should be met whilst at the same time allowing the highest standards of safety, privacy, respect and dignity to be maintained. All children dependent on their abilities, age and maturity will be encouraged to act as independently as possible.

Children who require help and support with intimate and personal care must have consent from the parents and children's views should be actively sought wherever possible.

At Unique Academy, adults will not:

- Change in the same place as children
- Shower or bathe with children
- Assist with any intimate or personal care task which a child can undertake by themselves
- Engage in inappropriate physical behaviour with children

## Allegations Against Staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in **KCSIE, 2025** and in the school's Allegations of Abuse Against Staff policy and procedures.

The Designated Safeguarding Lead: **Sanaa Arshad** will act immediately.

In the event the Head Teacher is the subject of the allegation, the staff member must report the allegation to the LADO and will be advised on the appropriate course of action. In some cases, allegations may be so serious that they will require immediate intervention by contacting the police and/or Local authority children's social care services.

If the allegation against a teacher or member of staff (including volunteers) meets any of the following criteria, the Head Teacher must report it to the Local Authority Designated Officer (LADO) the same day:

- They have behaved in a way that has harmed a child, or may have harmed a child.
- They possibly committed a criminal offence against or related to a child.
- They've behaved towards a child or children in a way that indicates he/she may pose a risk of harm to children.

For other allegations, the DSL will decide if further enquiries are required prior to referral to the Local Authority Designated Officer (LADO).

Where the DSL considers that a referral may be warranted under Child Protection Procedures and an allegation appears to meet the criteria, they will inform the Local Authority's Designated Officer.

The Local Authority's Designated Officer (LADO) must be informed of all allegations that come to the school's attention that meet the criteria, so that he/she can consult the police and social care colleagues as appropriate.

The Local Authority Designated Officer should also be informed of any allegations that are made directly to the police or to Local authority children's social care. All alleged physical injuries must be investigated by the appropriate external agencies.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

## Low Level Concerns

This should be read in conjunction with the staff code of conduct and **KCSIE, 2025**. A low-level concern is not insignificant. This process should be used in events where a concern about professional conduct does not meet the threshold set out at the beginning of this section.

- Reports should be made to the DSL/Deputy DSL (or the LADO, if it is regarding the Headteacher). Unique Academy aims to create an environment where staff are encouraged and feel confident to self-refer where they have found themselves in a situation.
- The DSL will address unprofessional behaviour and support the individual to correct it at an early stage providing a responsive and proportionate handling of such concerns when they are raised.
- Review and correct any deficits in the school's safeguarding system.

## Whistle Blowing If You Have Concerns About A Colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount. The school's whistleblowing code enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. Unique Academy's Whistle blowing policy can be located at the Reception desk area.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Trustees by sending an email to: [trustees@uniqueacademy.education](mailto:trustees@uniqueacademy.education)

General guidance on whistleblowing can be found via: <https://www.gov.uk/whistleblowing>

Whistleblowing Advice Line is available for all worker - 0800 028 0285. Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which may include the attitude or actions of colleagues. If necessary, they will speak with the Head teacher, or with the Local Authority Designated Officer (LADO).

We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

Staff may also report their concerns directly to Local authority children's social care or the police if they believe direct reporting is necessary to secure action.

## Staff Training

It is important that all staff receive help to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. To achieve this:

- New Trustees, governors, staff, teaching assistants and volunteers will receive basic safeguarding induction training.
- Basic safeguarding training will include information on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding policy, staff code of conduct, **KCSIE, 2025**, FGM, Prevent and other related policies. There are mechanisms in place, such as safeguarding updates, to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education. Staff should also read, "[Working Together to Safeguard Children](#)." December 2023
- All Designated Safeguarding Leads (DSLs) will undergo updated Safeguarding training for DSL's every two years. DSLs should undertake Prevent awareness training
- Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, booking onto whole-school training mop-up sessions. To book sessions visit safeguarding partnership website: <https://hounslowscpv.enable.co.uk/register>
- The Designated Safeguarding Lead will provide briefings to the school on any changes to safeguarding legislation and procedures and relevant learning from local and national serious case reviews. These will occur annually or more frequently when necessary.
- All staff and volunteers new to the school will be given appropriate safeguarding training as part of their induction programme to the school. Updates will feature regularly in all staff and SLT meetings, as appropriate.
- Newly recruited staff will complete the online training as part of their induction and will receive school-specific training, including being made aware of local risk factors for extremism.
- The DSL will attend Local Authority and other training courses as necessary and other appropriate inter-agency

training, when available.

- The DSL will undertake Prevent training as provided by the Home Office
- The Senior Leadership team and Trustees will undertake training with a designated provider
- All staff will also receive safeguarding and child protection updates via noticeboards, staff meetings, emails, e-bulletins, throughout the year.

## Safer Recruitment

Unique Academy complies with the requirements of **KCSIE, 2025** and the LSCB/HSCB by carrying out the required checks and verifying the applicant's identity, qualifications and work history. Unique Academy's Staff Recruitment and selection policy and procedures set out the process in full and can be made available on request.

At least one member of each recruitment panel will have attended safer recruitment training.

A curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.

There should be online searches as part of due diligence checks on shortlisted candidates in line with compliance with the law on data protection and UK GDPR.

All relevant staff involved in the early years and/or before or after school care for children under eight are made aware of the disqualification from childcare legislation and their obligations to disclose relevant information to the school. Awareness of this legislation is shared with all new staff and volunteers via a clause in their employment contracts.

We obtain written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school.

Unique Academy maintains a single central record of recruitment checks undertaken.

Unique Academy undertakes online pre-recruitment checks for shortlisted candidates, in line with **KCSIE 2025**. Appropriate digital screening checks will be carried out to identify safeguarding or reputational risks before interview.

## Volunteers

Volunteers, including Trustees, will undergo checks commensurate with their work in the school, their contact with pupils and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised with children.

## Contractors

At Unique Academy, we check the identity of all contractors working on site and request DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

## Site Security

Visitors to the school, including contractors, will be limited and by appointment only. Visitors will be asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in.

All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## Extended School And Off-Site Arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school, we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day visits, we will check that effective child protection arrangements are in place. Where external organisations use school premises outside of core hours, UA must assess and record any safeguarding risks. This includes vetting the organisation's safeguarding policies and ensuring emergency contacts and supervision protocols are in place.

## Staff Pupil Online Relationships

At Unique Academy, we provide advice to staff regarding their personal online activity. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. These rules are found in the school's 'Acceptable Use' policy, which is signed by all staff, communicated and displayed in the classroom for pupils.

## Safeguarding and Child Protection Procedures

### Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people.

**KCSIE, 2025** refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

Staff will follow the necessary child protection procedures if an incident occurs. They will be made aware that:

- Where a child is in immediate danger or at risk of harm, a referral should be made to the Integrated Front Door team and/or the police immediately
- Anyone can make a referral
- Staff should not assume that somebody else will take action/share information that might be critical in keeping children safe
- Where referrals are not made by the Designated Safeguarding Lead, the Designated Safeguarding Lead should be informed, as soon as possible, that a referral has been made.
- The reporting of concerns relating to Female Genital Mutilation (FGM) is mandatory
- The DSL or deputy DSLs will always be available to discuss safeguarding concerns
- When a member of staff at suspects that any pupil may have been subject to abuse, or a pupil has suggested that abuse has taken place either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSLs if the DSL is off site.

The Deputy DSL will:

- Ensure the allegation is acted on within the school day.
- Ensure that the LADO is informed if the allegations are against the Head teacher
- Deal with the allegation in accordance with the agreed procedures
- Be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation
- It is best practice to ensure that all colleagues who are involved in the allegation are informed of the outcome, so there is closure or continual vigilance as necessary

This safeguarding and child protection policy, which includes the name of the Designated Safeguarding Lead will be clearly advertised in the school and on the website to help ensure that all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website.

## Female Genital Mutilation (FGM)

The FGM Mandatory Reporting Duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015).

The legislation requires teaching staff to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl under 18 that an act of FGM has been carried out on her; or they
- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

## Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures which can be accessed in our **Anti Bullying** policy.

## Taking Action

**Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".** Key points for staff to remember for taking action are:

- In extreme cases take action necessary to help the child, if necessary, call 999
- Report your concern as soon as possible to the DSL, definitely by the end of the day
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern
- Seek support for yourself if you are distressed.

## If You Are Concerned About A Pupil's Welfare

There will be occasions when staff may suspect that a pupil may be at risk. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the **welfare incident/concern form** to record these early concerns, this can be found in the appendix of this policy. This form should be handed over to the DSL.

If the pupil does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff has concerns, they should discuss their concerns with the DSL. This discussion must be promptly recorded in writing also.

## If A Pupil Discloses To You

It takes a lot of courage for a child to disclose that they are being abused (see **Appendix Seven**). They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will, at the appropriate time, let the pupil know that in order to help them they must pass the information on to the DSL.**

The point at which they tell the pupil this is a matter for professional judgement. During their conversations with the pupils, staff will:

- Allow them to speak freely
- Remain calm and not overreact
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Not be afraid of silences
- **Under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the pupil’s mother think about it
- Not automatically offer any physical touch as comfort
- Avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- Tell the pupil what will happen next
- Report verbally to the DSL even if the child has promised to do it by themselves
- Complete the **welfare/incident concern form** and hand it to the DSL as soon as possible
- Seek support if they feel distressed.

## Notifying Parents

At Unique Academy, we will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the pupil. Therefore, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the LADO, Local authority children’s social care and/or the police before parents are contacted.

## Confidentiality and Record Keeping

At Unique Academy, staff have a professional responsibility to share relevant information about the protection of children with the DSL and potentially external investigating agencies, where possible, under the guidance of the DSL.

If a pupil confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the pupil sensitively that he/she has a responsibility to refer the matter to the DSL..

## Child protection file

Accurate, signed, and dated written notes must be kept of all incidents or Child Protection concerns relating to individual pupils. If a teacher or any other staff have a child protection concern, they should inform the DSL or Deputy DSL as soon as possible. These will be kept on the pupil’s Child Protection file.

At Unique Academy, child protection records are retained securely. Arrangement for Child Protection documentations must comply with the schools Data Protection (GDPR) Policy together with data protection law and regulation applicable at the time. The DSL will ensure that all Child Protection records are held separately from other pupil records. Child Protection files and documents will be stored securely, by encryption and/or password protecting electronic files or ensuring that paper records are in a locked cabinet with restricted access. Information from child protection files will only

be shared with relevant staff when it is necessary to do so and in a manner that is consistent with data protection law.

If the school receives a request for direct access to, or copies of, school documentation held on a Child Protection file, the DSL will be informed, and a decision taken on the appropriate way forward in accordance with GDPR.

In the event of a pupil who is being dealt with under the school's child protection procedures transferring to another school, the designated safeguarding lead dissolves responsibility to the Deputy DSL to:

- Find out the name of the receiving school (and, where appropriate, the Local Authority).
- Contact the relevant member of staff at that school to discuss the transfer.
- Securely send all information relating to the pupil to the receiving school (and, where relevant, the Local Authority), as soon as possible.
- Check with the receiving school that the pupil has actually arrived there on the expected day (and inform all relevant agencies of the transfer).

Any external individual or organisation contracted by the school to work with school pupils must report any child protection incidents or disclosures from pupils to the DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the school, be required to work in accordance with the school's child protection and safeguarding policy.

Staff should not assume a colleague or another professional will take action and 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 service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children (KCSIE 2025).

All concerns, discussions and decisions made and the reasons for those decisions **must** be recorded in writing (signed and dated). We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

Unique Academy will have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified (**KCSIE, 2025**).

## Referral To Local Authority Children's Social Care

The DSL will make a referral to Local authority children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to Local authority children's social care if they genuinely believe independent action is necessary to protect a child.

## Reporting Directly To Child Protection Agencies

All staff are clear about recording and reporting concerns to the DSL/DSL deputies in a timely way, however, they may also share information directly with Local authority children's social care, police or the NSPCC if:

- The situation is an emergency and the designated safeguarding lead and their deputy, are all unavailable
- They are convinced that a direct report is the only way to ensure the pupil's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in [Appendix B](#). This includes responses to child on child harm and learners who present with a mental health need.

## Information Sharing

Unique Academy is committed to have due regard to relevant data protection principles which allow for sharing (and withholding) personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to safely store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the school are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data
- Practitioners will seek consent to share data where possible in line with [Information Sharing for Safeguarding Practitioners 2018](#)

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk
- by doing so will compromise a criminal investigation
- It cannot be reasonably expected that a practitioner gains consent
- Or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when Unique Academy will not provide pupils personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt, Unique Academy will seek legal advice.

## Transfers

Upon a child transferring to another school or alternative provision, Unique Academy will contact the setting to confirm that the child is transferring to the setting. Unique Academy will also contact previous schools/settings which children have come from to request any child protection records.

**The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.**

## Child on Child Abuse

At Unique Academy, we recognise that children may be harmed by other children. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding child on child abuse. All child on child abuse is unacceptable and will be taken seriously. Child on child abuse can take many forms, including:

- Bullying (including cyber bullying)
- **Physical abuse** such as biting, hitting, kicking or hair pulling
- **Sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault
- **Sexting**, including pressuring another person to send a sexual imagery or video content

- **Prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

## Preventing Child on Child Abuse

Abuse is abuse and must never be tolerated. At Unique Academy, we take the following steps to minimise or prevent the risk of child on child abuse.

- An open and honest environment where pupils feel safe to share information about anything that is upsetting or worrying them
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying
  - RE, PSHE and RSE are used to reinforce the message through stories, role play, current affairs and other suitable activities
  - Staff will endeavour always to create surroundings where everyone feels confident and at ease in school
  - We will ensure that the school is well supervised, especially in areas where children might be vulnerable

## Procedure for Dealing with Child on Child Abuse

All allegations of child-on-child abuse, sexual violence and sexual harassment, must be passed to the DSL/DDSL immediately and the school will act in accordance to the guidance set out in **KCSIE, 2025**. They will then be investigated and dealt with as follows:

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm. Further assessment of what action will be taken proportionate to the factors that have been identified. [The Brook - Sexual Behaviours Traffic Light Assessment Tool](#) must be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from [Be Safe](#).
- **Decide on action** – if it is believed that any pupil is at risk of significant harm, a referral will be made to Local authority children's social care. The DSL/DDSL will then work with Local authority children's social care to decide on next steps, which may include contacting the police. When an incident involves an act of **sexual violence** (rape, assault by penetration, or sexual assault) the starting point is that this must be passed on to police **regardless** of the age of criminal responsibility (10 years old). This must be reported directly via 101 for recording purposes and accountability. This is on the understanding that the police will take a welfarist approach rather than a criminal justice one. A concurrent referral to social care must also be made.
- **Risk assessments** - will be developed for individual children who have been involved in an incident. This should be reviewed every 3 months or every time there is an occurrence of an incident.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Local authority children's social care and/or the police before parents are contacted.

## Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

## Contextual Safeguarding Approach to Child on Child Abuse

Following any incidents of child on child abuse, the DSL/DDSL will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

## Online Safety

At Unique Academy, we recognise that learning online may become a feature in our school now and in the future and it is essential that children are safeguarded from potentially harmful and inappropriate material when online. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We are committed to ensuring that appropriate filters and monitoring systems are in place to manage the content available to pupils, who can contact our pupils and the personal conduct of our pupils online.

Our E-safety Policy and related policies must be read alongside this document and in conjunction with the DfE guidance: Teaching on-line safety in schools, 2019.

We acknowledge that child on child abuse can happen via mobile and smart technology between individuals and groups. This should be approached in the same process outlined in the section's above regarding child on child abuse and read in conjunction with the schools Online Safety Policy.

Online safety is included in our curriculum provision and ensures children are taught about safeguarding, through teaching and learning opportunities. This includes the covering of relevant issues through a variety of lessons and learning opportunities including: personal, social and health education as well as relationship education and computing.

Although appropriate blocking is essential, it does not restrict our pupils learning or lead to unreasonable restrictions as to what our pupils can be taught with regards to online teaching and safeguarding.

This policy sets out specific measures that ensure pupils in the schoolwork safely, including protection from terrorist or extremist material, peer abuse, and bullying via online platforms, including sexting.

Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

Unique Academy is in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online and parents and carers will find it helpful to understand what systems we are using to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or (if anyone) their child is going to be interacting with online.

In line with **KCSIE 2025**, staff are now be alert to the risks of misinformation, disinformation, and conspiracy theories online. These are explicitly included under the 4 Cs of online safety: content, contact, conduct, and commerce. Pupils should be taught to critically evaluate online material and report harmful content. UA uses the DfE's 'Plan Technology for Your School' tool to review filtering and monitoring systems. Staff follow internal guidance on the safe use of generative AI in teaching and pupil work.

## Harmful Sexual Behaviour

Unique Academy's school culture addresses harmful sexual behaviour. We understand that sexual harassment, online sexual abuse and sexual violence can take place in the community, and potentially in the school, even when there are no specific reports, thus, we have appropriate and clear, procedures in place for supervision and monitoring to ensure that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are identified, investigated and referred appropriately.

## Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The [UKCCIS advice document](#) refers to this as 'youth produced sexual imagery'.

At Unique Academy, staff must not:

- View, download, or share the imagery, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves, or their, or other, parents and/or guardians.
- Say or do anything to blame or shame any pupil involved.

All incidents involving sexual imagery that has been produced will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff.
  - Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the child at risk of harm.
  - At any point in the process, if there is a concern a child has been harmed or is at risk of harm a referral will be made to Local authority children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate.

## Sexual Exploitation Of Children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation.

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour, 'swapping' sex
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, and miscarriage
- Receiving unexplained gifts or gifts from unknown sources

- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, a mobile phone, etc.) or expensive habits (alcohol, drugs, etc.)
- Changes in the way they dress
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated, and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, etc.)
- Mood swings, volatile behaviour, emotional distress
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Getting involved in crime
- Police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

## Honour-Based Violence: Forced Marriage

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

### ***Honour based violence: Female Genital Mutilation (FGM)***

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

### **The 'One Chance' rule**

As with Forced Marriage, there is the 'One Chance' rule regarding FGM. This refers to staff potentially only having one chance to speak to a potential victim and thus may only have one chance to save a life. It is essential that the school takes action without delay.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

### **Why is it carried out?**

It is often based on a belief that FGM:

- Brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Is part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community

- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Is mistakenly believed to make childbirth easier

**FGM IS A CRIMINAL OFFENCE. There is no justification for this procedure.**

All staff at will be made aware of FGM practices and the need to look for signs, symptoms, and other indicators of FGM.

All teachers have a mandatory responsibility to report FGM if they discover it (through disclosure not physical examination) to the police and informing the DSL immediately who will support (the Deputy DSLs will take on this responsibility if the DSL is not available).

Circumstances and occurrences that may point to FGM happening include:

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

Signs that may indicate a child has undergone FGM:

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

Further guidance and information are available from:

NSPCC FGM Helpline

Contact days and times: 24 hours

Tel: 0800 028 3550

Email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

***Honour based violence: Forced Marriage (FM)***

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses. This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

A signal of FM is the removal of the pupils from school and lengthy absence which is often unexplained. Other indicators may be detected by changes in adolescent behaviours. Whistleblowing may come from younger siblings.

Any member of staff with any concerns should report this immediately to the DSL, who should raise the concern with the Local Police Safeguarding Unit by email or phone. Never attempt to intervene directly as a school or through a third party.

Whilst the onus of the investigation for criminal offences will remain with the Police, the DSL should co-operate and liaise with the relevant agencies in line with current child protection responsibilities.

### **Procedure For Students Identified As Being 'At Risk' Or Vulnerable To Exploitation, Child Sexual Exploitation; Honour-Based Violence (Forced Marriage And Female Genital Mutilation), Children Who Are At Risk From Or Involved With Violent Crime And Child on Child Abuse**

Where risk factors are present but there is no evidence of a particular risk, the DSL/SPOC will advise staff on preventative work that can be done within the school to engage the pupil into mainstream activities and social groups.

The DSL may well be the person who talks to the pupil's family where appropriate, sharing the school's concern about the pupil's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on the level of concern and agreement with the parent and the pupil (as far as possible):

- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- Unique Academy will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services or involving the local Safeguarding Children's Board. If the concerns about the student are significant and meet the additional needs/complex need criteria, he/she will be referred to the MASH.

This includes concerns about a pupil who is affected by the behaviour of a parent or other adult in their household.

### **Prevent Duty – Safeguarding Pupils From Radicalisation And Extremism**

The Prevent strategy aims to stop people from becoming terrorists or supporting terrorism. We are aware that there have been occasions, both locally and nationally, in which extremist groups have attempted to radicalise vulnerable children to hold extreme views including those justifying political, religious, sexist, or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Unique Academy adheres to the statutory guidance on the school's responsibility to fulfil our Prevent Duty.

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

There is no place for extremist views of any kind at **Unique Academy** and school staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380396/Improving\\_the\\_spiritual\\_moral\\_social\\_and\\_cultural\\_SMSC\\_development\\_of\\_pupils\\_supplementary\\_information.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380396/Improving_the_spiritual_moral_social_and_cultural_SMSC_development_of_pupils_supplementary_information.pdf)

See Unique Academy's **SMSC** policy for further information.

Staff must now be aware of the risks posed by online radicalisation through misinformation and conspiracy content. The DSL team will monitor patterns and liaise with Prevent Education Officers where necessary.

## ***Visiting speakers***

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the school site, will be supervised by a school employee. On attending the school, visiting speakers will be required to show an original current identification document that includes a photograph, such as a passport or photo card driving licence.

Unique Academy shall also keep a formal register of visiting speakers retained in line with its Data Protection (GDPR) Policy.

## ***Reducing risks of extremism***

The Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Visiting speakers, whilst on the school site, will be supervised by a school employee. On attending Unique Academy, visiting speakers will be required to show an original current identification document that includes a photograph, such as a passport or photo card driving licence.

Unique Academy shall also keep a formal register of visiting speakers retained in line with its Data Protection (GDPR) Policy.

Actions will include consideration of:

- The RE curriculum.
- PSHE curriculum.
- SEND policy.
- Assembly content.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all school staff will be vigilant to changes in students' behaviour which could indicate that they may be in need of help or protection.

It is commonly recognised that children at risk of radicalisation may display changes in behaviour, show different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying students who might be at risk of radicalisation and always act proportionately and seek support if they are concerned.

Unique Academy recognises that the Prevent duty does not ask teachers to carry out unnecessary intrusions into family life, but as with any other safeguarding risk, they must take action when they observe behaviour of concern.

## ***Potential signs of radicalisation and extremism***

There is no limit to the signs that you might notice – every student is different. However, some of the indicators staff should look out for include:

Vulnerability: identity crisis, personal crisis, migration, unmet aspirations, and history of criminality.

Access to extremist influences: friendship groups, internet activity, activities abroad i.e., military camps, and vocalised support of illegal or extremist/militant groups.

Experiences and influences: social rejection, personal impact from civil unrest and widespread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, and verbal or written evidence of support for terrorist activities.

Travel: pattern of regular extended travel, evidence of falsifying identity documents, and unexplained absences.

Social factors: disadvantaged background, lack of empathy and/or affinity with others, severe learning difficulties or

mental health, being a child of a foreign national or refugee, experience of trauma or sectarian conflict, and extremist views of a significant other.

It is always worth remembering that numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most children or young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation. For example, they may address mental health and relationship issues.

## **Response**

Unique Academy will appoint a Prevent Single Point of Contact (SPOC) to be the lead within the school for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. This will normally be the Designated Safeguarding Lead.

## **SPOC Responsibilities**

### *Raising Awareness*

The Prevent Single Point of Contact (SPOC) role is to raise awareness in relation to all aspects of Prevent and the counterterrorism agenda generally. They also promote the necessity to safeguard vulnerable children and adults from being exploited and recruited into violent extremism. It is expected that the SPOC will ensure that staff are aware of the role and its responsibilities.

SPOCs are also expected to provide advice and guidance to staff within their school. The Channel coordinators have a range of training packages available to help raise awareness. The aim of training the trainers is to streamline the safeguarding agenda and give everyone the necessary knowledge.

### *Receiving Referrals*

It is expected that if a staff member within the school identifies an individual vulnerable to radicalisation, they will contact the SPOC and/or DSL first to discuss the case internally. They should be asked to record their concerns and raise it, as they would with any other safeguarding concern, with the Local Authority. If deemed suitable, the staff member will be asked to complete the

### *Referral and Assessment Form (RAF)*

This should then be emailed to the Channel coordinator at: [channel.project@gmp.police.uk](mailto:channel.project@gmp.police.uk)

The Channel Officer will then carry out an extensive risk assessment that aims to identify known risks and additional vulnerabilities.

At no point will the person be recorded on a criminal records system as a result of being involved in this process. The coordinator will then complete a case summary and return it to both the SPOC and the staff member.

The SPOC should then arrange a multi-agency safeguarding meeting with the necessary professionals to support the vulnerable individual. Channel can assist this process by using our list of SPOCs from other agencies to help ensure the right people are brought to the multi-agency meeting.

In addition to the above, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local Channel panel for screening and assessment.

More information on Channel Programme is available via the following link:

<https://www.gov.uk/government/publications/channel-guidance>

## Training

Unique Academy will ensure that the DSL/SPOC completes Prevent training and that this training will be cascaded to staff as part of the annual Induction training programme.

### *Serious Violent Crime*

Signs of involvement in serious violent crime may include:

- Increased absence
- Change in friendships
- New relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm
- Significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

These could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Staff should make themselves aware of issues surrounding County Lines.

### ***How do you know if County Lines drug dealing is happening in your area?***

Some signs to look out for include:

- An increase in visitors and cars to a house or flat
- New faces appearing at the house or flat
- New and regularly changing residents (e.g. different accents compared to local accent)
- Change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional)
- Substance misuse and/or drug paraphernalia
- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc)
- Residents or young people you know going missing, potentially for long periods of time
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, and disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries

All staff should be aware of the associated risks and understand the measures in place to manage these.

## Private Fostering Arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. Hounslow local authority have included further information on this in the following link: <https://www.hounslow.gov.uk/privatefostering>.

When a member of staff becomes aware that a pupil may be in a private fostering arrangement, they will raise this with the DSL and the school should notify the local authority of the circumstances.

## Related Safeguarding Portfolio Policies

This policy should be read alongside our other safeguarding policies, which are set out in Appendix Two.

## Opportunities To Teach Safeguarding

Unique Academy will ensure that children are taught about safeguarding. This may include covering relevant topics through learning in general but will be through Halaqah lessons, which includes PSHE, as well as through assemblies.

## Special Circumstances

### Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. These children usually attend maintained schools who ensure that staff have the necessary skills and understanding to keep looked after children safe.

## Working With Parents / Individuals with Parental Responsibility

At Unique Academy, we recognise the importance of working, in partnership with parents and guardians to ensure the welfare and safety of our pupils.

We will therefore:

- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of pupils, including the duty to refer pupils on, where necessary, by making all policies available on the website and on request
- Work with parents to support the needs of their child
- Consider the safety of the child and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents
- Aim to help parents understand that the school has a responsibility for the welfare of all pupils and has a duty to refer cases to the Local Authority in the interests of the pupil as appropriate.
- Ensure a robust complaints system is in place to deal with issues raised by parents and guardians
- Provide advice and signpost parents and guardians to other services where pupils need extra support
- Carry out parents' workshops, send emails and provide a notice board with information and literature regarding safeguarding.

## Health And Safety

The Head teacher will ensure that there is a robust, up to date Health and Safety Policy and Procedure to meet the statutory responsibility for the safety of pupils and staff at the school.

The Head teacher will identify and manage health and safety through the use of risk assessments, which are carried out:

- On an annual basis for the school learning spaces and environment in and outdoors (the local park)
- For all school trips and educational visits
- For pupils travelling between locations during the school day
- For all work-based learning on work experience placements
- When a pupil return following an exclusion due to risky or violent behaviour
- When there are any changes to the premises or practices
- Following a serious accident in relation to staff and/or pupils
- When there is a high-level risk associated with contact with parents
- To maintain effective security of the premises including protection from intruders, trespassers, and/or criminal damage

Visitors and contractors will be expected to:

- Report to the school reception on arrival
- Provide proof of identity
- Wear a badge at all times
- Receive suitable supervision by school staff when on site
- Be made aware of the arrangements for safeguarding and health and safety
- Comply with the relevant vetting checks specified through the school's recruitment process.

## Multi-Agency Working

Unique Academy will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance [Working Together to Safeguard Children 2023](#).

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under section 17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement)
- Or if the child needs protection under s.47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Local authority children's social care in the local authority in which that child resides. The list of safeguarding contact and other key agencies are listed in [Appendix B](#).

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager.

Unique Academy will cooperate with any statutory safeguarding assessments conducted by Local authority children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

### Additional considerations:

- Where a learner and/or their family is subject to an inter-agency child protection plan or a multiagency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation, and review of the plan as appropriate.
- If there is a risk of harm, the police will be called via 999. For other concerns of criminality, the non-statutory guidance 'When to Call the Police' from the NCPCC can be helpful or contact the local School Police Officer.
- In the rare event that a child death occurs, or a child is seriously harmed, Unique Academy will notify the Hounslow Children's Safeguarding Partnership as soon as is reasonably possible.

## Suspensions and Permanent Exclusions (To Be Read In Conjunction With The Behaviour Policy)

When the school is considering suspending or permanently excluding a learner where additional vulnerability is identified it is important that the learner's welfare is a paramount consideration. The Headteacher will consider their legal duty of care when sending a learner home.

Unique Academy will exercise their legal duties in relation to their interventions. This includes:

- that decisions are made in an anti-discriminatory manner in line with the [Equality Act 2010](#) (including having regard to the [SEND Code of Practice](#))
- and takes into consideration the learner's rights under the [Human Rights Act 1998](#).

### Actions to take:

- An assessment of need should be undertaken with a view to mitigate any identified risk of harm
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a meeting prior to making the decision to exclude.
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Trustees.

## Missing from Education (To be read in conjunction with the Attendance Policy)

A pupil missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for early help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be reported to the DSL.

**Unique Academy** will follow the guidance detailed in the Children Missing In Education guidance from Hounslow Borough Council. This will include notifying the local authority in which the child lives:

- Of any pupil who fails to attend school regularly
- Or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

### Elective Home Education

**Unique Academy** will notify the Local Authority of every learner where a parent has exercised their right to educate their child at home. Safeguarding files will be shared with the Local Authority Elective Home Education service and consideration of whether additional support from Local authority children's social care should be made in line with the Children Act 1989.

## Special Educational Needs and Disability (SEND)

The DSL and Deputy DSLs will regularly review and monitor pupils who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm
- Information about vulnerable learners is shared with teachers and school leadership staff to promote educational outcomes
- Learners who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential.
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour

**KCSIE 2025** updates terminology to refer to 'autism' without 'spectrum' or 'disorder'. UA policies and training materials have been revised to reflect inclusive language and ensure dignity and respect in all safeguarding decisions.

## Equal Opportunities

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see above and page 10)
- Are young carers have access to a trusted adult who they can open up to about any issues, including those that are LGBT related
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Can be victims of domestic abuse.
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

**Unique Academy** also adheres to the principals of and promotes anti-oppressive practice in line of the [United Nations Convention of the Rights of the Child](#).

## Monitoring and Review

The Designated Safeguarding Lead (DSL) will monitor this policy regularly and will report to the Trustees any updates which are needed. This policy will be reviewed at least annually by the Trustees and staff will be made aware of this policy in order to implement it effectively.



## Appendix One

### The Role of the Designated Safeguarding Lead

#### MANAGING REFERRALS:

- Refer all safeguarding cases, including Early Help, to the **Integrated Front Door (IFD)** and to the Police if a crime may have been committed.
- Identify any safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- To ensure that the Local Authority are notified if children are persistently absent or missing from education.

#### RECORD KEEPING:

- Keep written records of Safeguarding and welfare concerns and ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home (KCSIE 2025).
- Maintain a chronology of significant incidents for each child with safeguarding concerns.
- Ensure such records are kept confidentially and securely and separate from the child's educational record.
- When a child leaves our school, the Designated Safeguarding Lead will make contact with the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school within two weeks. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding records to the Education Social Welfare Service.

#### INTER-AGENCY WORKING AND INFORMATION SHARING:

- Co-operate and comply with Local authority children's social care for enquiries under section 47 of the Children Act 1989.
- Advocate that the Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent (KCSIE 2025).

➤ Complete reports and attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

➤ Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

DSLs must maintain oversight of any pupil placed in alternative provision. This includes regular contact, safeguarding log reviews, and ensuring the provision meets statutory standards.

#### **TRAINING:**

➤ Undertake appropriate training, **updated every two years**, in order to:

- Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- Understand the assessment process for providing early help and intervention, e.g. WSCP thresholds of need
- Have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- Be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

➤ Ensure each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction training must include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy.

➤ Organise whole-school Safeguarding training for all staff members at least **annually**. Ensure staff members who miss the training receive it by other means, e.g. online. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins, staff noticeboard and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

➤ All staff should be aware of systems within our school which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Safeguarding and Child Protection policy
- Behaviour policy
- Staff code of conduct
- Safeguarding response to children who go missing from education; and role of the designated safeguarding leads
- Copies of policies and a copy of Part one of this document should be provided to staff at induction (Keeping Children Safe in Education (2024))
- Best practice would also see staff and leaders reading - '[What to do if you're worried a child is being abused](#)', as it contains examples of the different types of safeguarding issues.
  - ☐ Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
  - ☐ Maintain accurate records of staff recruitment, induction and training.

Educational establishment training courses can be found here: <https://hounslowscp.vc-enable.co.uk/register>.

## **AWARENESS RAISING:**

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the school's safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Ensure that staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements (KCSIE 2025).

## **QUALITY ASSURANCE:**

- Monitor the implementation of and compliance with policy and procedures
- Complete an audit of the school's safeguarding arrangements
- Provide regular reports, to the trustees detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data
- Take lead responsibility for remedying any deficiencies and weaknesses identified in Safeguarding arrangements.

## **SUPERVISION AND REFLECTION:**

- Working to ensure children and young people are protected from harm requires sound professionals' judgements to be made. It is demanding work that can be distressing and stressful. It is therefore essential that staff involved in this work have access to advice and a robust process of reflection/ supervision to help them reflect upon and review their work.
- The school will have a framework for providing an opportunity to staff who are working directly with vulnerable young people, particularly those who are being managed on a child protection, child in need or team around the family plan, to have regular access to an appropriate manager to talk through and reflect on their involvement with the child's case. A guidance document published by the Hounslow Safeguarding Children Partnership for undertaking safeguarding reflection can be accessed here:

<https://www.hounslowccg.nhs.uk/media/82237/cwhhe-safeguarding-children-policy-and-procedure-august-2016.pdf>



## Appendix Two

### Inclusion

#### Early Help & Inclusion Pathway

##### 1. You Notice a Concern

You may be worried about:

- Behaviour, emotions, or friendships
- Attendance or punctuality
- Learning, progress, or SEND needs
- Family stress, housing, finances, or wellbeing
- Anything affecting your child's happiness or success

You can contact us at any time.

##### 2. Choose How to Ask for Support

Families can reach out through any of these routes:

- Speak to your child's class teacher
- Email the Inclusion Team
- Complete the online "Request for Support" form
- Visit a drop-in session with the Inclusion Lead/SENDCo
- Phone the school office and ask for the Inclusion Team

No concern is too small.

##### 3. We Listen and Triage Your Request

Within 5 working days, the Inclusion Lead will:

- Acknowledge your request
- Review the information
- Decide the right level of support
- Contact you to arrange a meeting if needed

You will always be kept informed.

##### 4. We Meet to Understand the Need

Together, we explore:

- What is going well
- What the concern is
- What has already been tried
- What support might help
- Whether other agencies should be involved

You are part of every decision.

## **5. We Agree a Support Plan**

Depending on the need, support may be:

- Tier 1 – Universal Support  
Class-based strategies, pastoral check-ins, small-group interventions, signposting.
- Tier 2 – Targeted Early Help  
Early Help Assessment (EHA), inclusion support, multi-agency meetings, parenting support.
- Tier 3 – Specialist Support  
CAMHS, Educational Psychology, Social Care, specialist SEND services.

Every plan includes clear actions, timescales, and a named key worker.

## **6. Support Takes Place**

Your child receives the agreed support.

You receive updates from the key worker or Inclusion Lead.

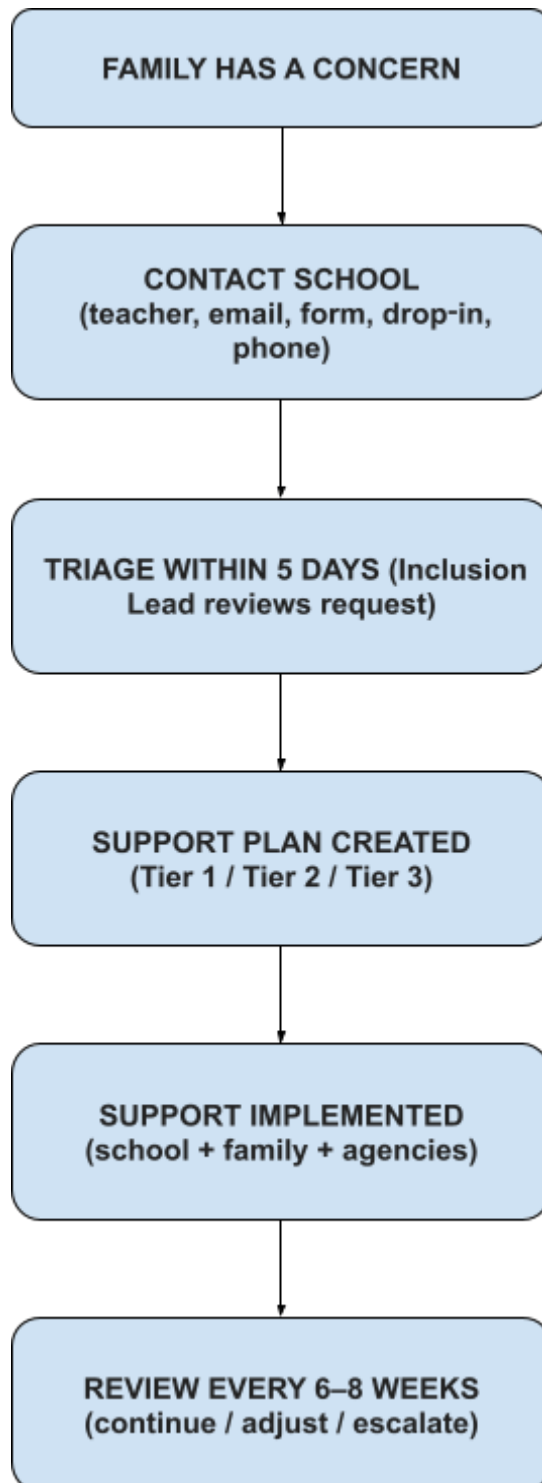
## **7. Review and Next Steps**

Every 6–8 weeks, we review progress with you:

- Has the support helped?
- Does anything need to change?
- Should support continue, step up, or step down?

You stay fully involved throughout.

## Early Help & Inclusion Pathway Flowchart Summary





## Appendix Three

### Four Categories Of Abuse

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

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g., via the internet). They may be abused by an adult or adults or another child or children (child on child abuse).

In a situation where abuse is alleged to have been carried out by another peer, the child protection procedures outlined in this policy should be adhered to for both the victim and the alleged abuser. That is, it should be considered a child care and protection issue for both children. All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable. If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount importance.

#### Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### Emotional abuse

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

#### Sexual abuse

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

#### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal

substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Indicators Of Abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised.

The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons, it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- Have bruises, bleeding, burns, fractures or other injuries
- Show signs of pain or discomfort
- Keep arms and legs covered, even in warm weather
- Be concerned about changing for PE or swimming
- Look unkempt and uncared for
- Change their eating habits
- Have difficulty in making or sustaining friendships
- Appear fearful
- Be reckless with regard to their own or other's safety
- Self-harm
- Frequently miss school, arrive late or leave the school for part of the day
- Show signs of not wanting to go home
- Display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- Challenge authority
- Become disinterested in their school work
- Be constantly tired or preoccupied
- Be wary of physical contact
- Be involved in, or particularly knowledgeable about drugs or alcohol
- Display sexual knowledge or behaviour beyond that normally expected for their age
- Acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

## Mental Health

All Unique Academy staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

## Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

**Indicators** - There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools.

**Actions** - If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Local authority children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve the Integrated Front Door as appropriate.

## Fabricated Illness

Staff must be aware of the risk of children being abused through fabricated illness. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- Fabrication of signs and symptoms. This may include fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids.

This may also include falsification of letters and documents;

- Induction of illness by a variety of means.

Where this is identified and considered a risk a referral will be made to **The Integrated Front Door (IFD)** for support and guidance. Schools may involve other agencies in making their assessments. That could include school nurses, community paediatrician, occupational therapists etc.

## Gang and Youth Violence

Children who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence and substance misuse.

### Indicators may be (age in brackets):

- Troublesome (7-9; 10-12) / High daring (10-12) / Positive attitude towards delinquency (10-12) / Previously committed offences (7-9) / Involved in anti-social behaviour (10-12)
- Substance use (7-9) / Aggression (7-9) / Running away and truancy (7-9; 10-12) / Marijuana use (10- 12) / Marijuana availability (10-12) / Disrupted family (7- 9; 10-12) / Poor supervision (10-12)
- Low academic achievement in primary school (10- 12) / Learning disability (10-12) / Peers involved in crime and/or anti-social behaviour (7-9; 10-12)
- Children and young people in the neighbourhood are involved in crime and/or anti-social behaviour(10-12).

## Faith Based Abuse

The National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

- 'Not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or multi-murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'
- When this type of abuse is suspected staff will make a referral will make a referral to Hounslow MASH for support and guidance. Schools may request the advice and support of MEAS service in making their assessments. <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

## Risk to Trafficking

Article 3 of the Palermo Protocol to Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:

- (a) "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
- (b) The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used. (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in sub-paragraph (a) of this article
- (d) "Child" shall mean any person under eighteen years of age.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school. If a member of the school staff suspects that a child may have been trafficked they should act immediately to inform the DSL and ensure that police or local authority Local authority children's social care are contacted immediately.

## Risks Associated with Parent/Carer Mental Health

The majority of Parents who suffer mental ill-health are able to care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. Unique Academy will follow the guidance outlined in 'working with parents with mental health problems and their children

(Think child, think parent, think family: a guide to parental mental health and child welfare).

## Drugs and Alcohol

Children can be at risk of drugs and alcohol directly and indirectly. They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc.

## Honour Based Violence and Forced Marriages

Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.' For more information see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/case-studies/safer-schools-partnership>.

## Managing Allegations Against Staff

The Local Authority Designated Officer for Allegations (**LADO**) **must be told of allegations against adults working with children and young people within 24 hours**. Allegations against the Headteacher (Proprietor) must be referred to the LADO directly. This includes all cases where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed in full and forwarded to the LADO via email within 24 hours.

The LADO procedure does not replace safeguarding procedures and the **Integrated Front Door** must be contacted if you have a safeguarding concern about a child.

The LADO can only provide advice and guidance regarding allegations in relation to a person in a position of trust.

Any general safeguarding enquiries or concerns should be reported to Hounslow's Children's Services. The LADO cannot provide advice to professionals subject to allegations, support and *investigation updates should be sought directly from the investigating agency or employer*.

## Preventing Radicalisation

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

**Prevent** - Prevent guidance specifies schools' responsibility to prevent people from being drawn into "terrorism." This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- Risk assessment
- Working in partnership
- Staff training
- IT policies

At Unique Academy, we will **assess the risk** of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

At Unique Academy, we ensure that staff undertake Prevent **awareness training** to equip them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, the Designated Safeguarding Lead (DSL) will undertake Prevent training.

At Unique Academy school, we will ensure that suitable filtering is in place and that we teach pupils about online safety more generally.

## Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Unique Academy has regard to Keeping Children Safe in Education and will cooperate with local Channel panels.

## Child Missing Education

A child going missing from education is a potential indicator of abuse or neglect. Unique Academy staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

At Unique Academy, all pupils must be placed on our admissions and attendance registers. Unique Academy will inform the Hounslow local authority of any pupil who is going to be deleted from the admission register because they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education
- Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- Have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- Have been permanently excluded.

The local authority will be notified when the school deletes a pupil from its register under the above circumstances. When this takes place, **Unique Academy will contact the Hounslow Admissions department.** This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register

**Unique Academy will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.**

### **Child Sexual Exploitation & Child Exploitation (CE)**

Child Sexual Exploitation (CSE) - CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends; and
- Children who suffer from sexually transmitted infections or become pregnant.

### **Child Criminal Exploitation (CCE):**

CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County line activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

## **Child Sexual Exploitation & Child Criminal Exploitation:**

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 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.

## **Online Safety**

At Unique Academy, we recognise that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. We are committed to ensuring an effective approach to online safety empowers to protect and educate our whole school community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

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

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

### **Filters and monitoring**

At Unique Academy, we ensure that the school has appropriate filters and monitoring systems in place for our IT systems to ensure that children are not able to access harmful or inappropriate material from the school. Whilst considering the responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, we consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

### **Filtering and Firewall Systems**

Filtering and Firewall systems are employed in the school network to prevent staff/children/visitors from accessing inappropriate (including extremist) websites and material.

Unique Academy's internet package with TalkTalk Business is secured with the Worksafe network-level security solution, automatically filtering all devices which use the school's internet connections. This gives the school instant protection from malicious sites and internet misuse. The services include:

- Stop Misuse - The Stop Misuse feature allows the school to choose from a range of website categories to block, such as unapproved file sharing sites. Specific websites can also be allowed or blocked in a few simple steps. These include social media and gaming websites.
- Virus Protection Alerts - All school devices are protected from viruses and other threats. All users connected to the school's office Wi-Fi will be prompted with a warning pop up if they visit a suspicious website.
- HTTPS blocking - The ability to prevent HTTPS traffic means less risk for the school, as it filters even more possible URLs and results.

Our internet blocking functions prevent:

- Drugs, Tobacco and Alcohol: Websites that promote either the legal or illegal use, manufacture or distribution of

drugs, alcohol and tobacco.

- Dating: Websites which introduce people to others online looking for relationships, for example [www.plentyoffish.com](http://www.plentyoffish.com), [www.match.com](http://www.match.com)
- Gambling: Websites where people can place bets/gamble (includes lotteries), for example [www.888.com](http://www.888.com), [www.betfair.com](http://www.betfair.com).
- Pornography: Websites that contain sexually explicit material.
- Violence & Weapons: Websites that promote violence, weapons and the infliction of pain.

## Pre-Appointment Checks

At Unique Academy, any offer of appointment made to a successful candidate, including one who has lived or worked abroad, is conditional on satisfactory completion of the necessary pre-employment checks.

A curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.

There should be online searches as part of due diligence checks on shortlisted candidates in line with compliance with the law on data protection and UK GDPR.

When appointing new staff, Unique Academy will:

- Verify a candidate's identity.
- Obtain an enhanced DBS certificate for those who will be engaging in regulated activity;
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- Verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK
- If the person has lived or worked outside the UK, make any further checks the school consider appropriate and
- Verify professional qualifications, as appropriate.
- Carry out prohibition check for all staff
- Complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check.

**Further guidance can be found in [Keeping Children Safe in Education \(September 2024\)](#).**

## Single Central Record

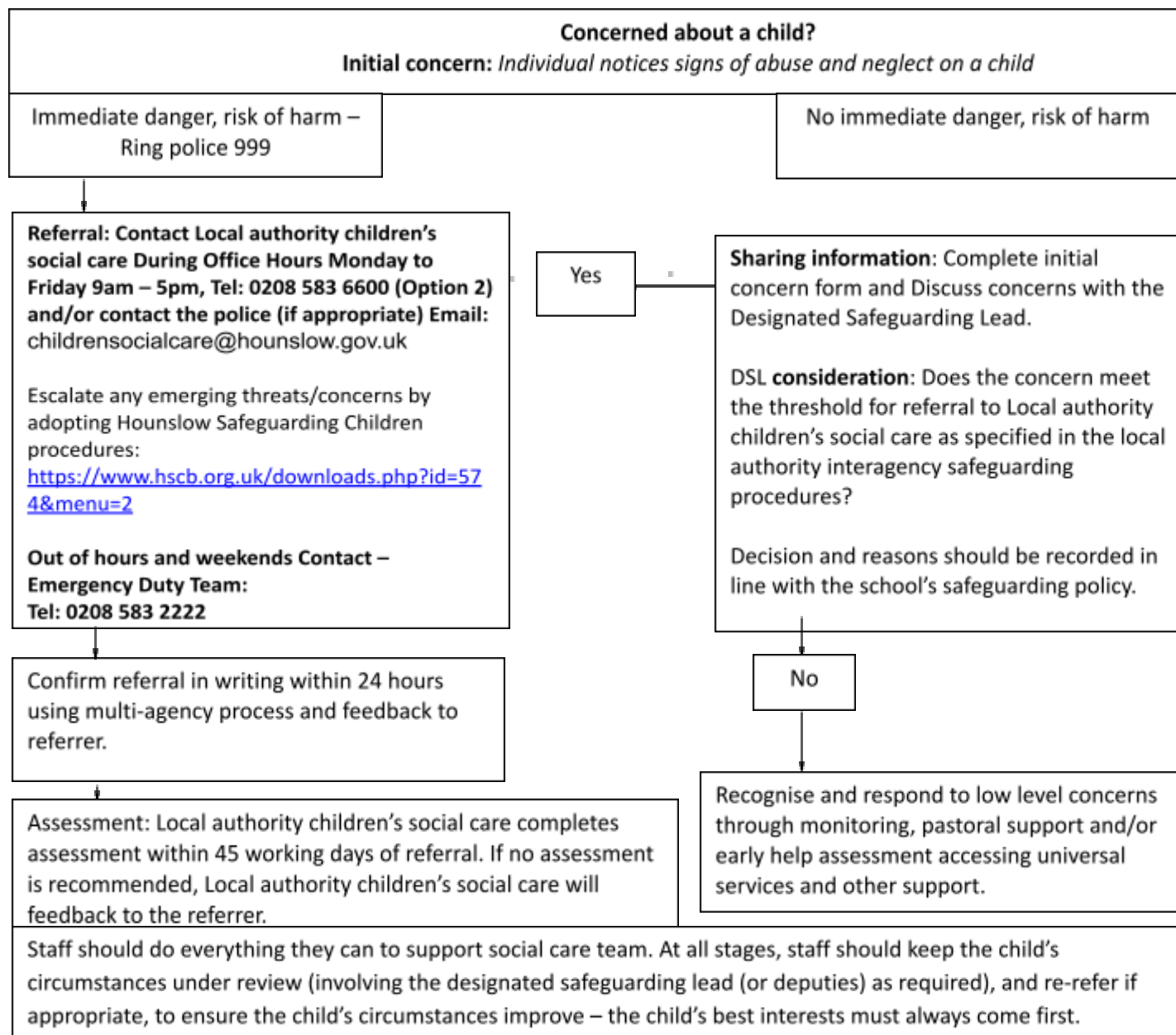
Unique Academy maintains a single central record. The single central record covers the following people:

- All staff (including supply staff) who work at the school
- The information is recorded in respect of staff members whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained
- An identity check / a barred list check / an enhanced DBS check/certificate / a prohibition from teaching check
- Further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
- A check of professional qualifications; and a check to establish the person's right to work in the United Kingdom (a UK passport is sufficient for this).

A record of staff leavers will also be maintained on the Single Central record and will be updated in light of new legislation.



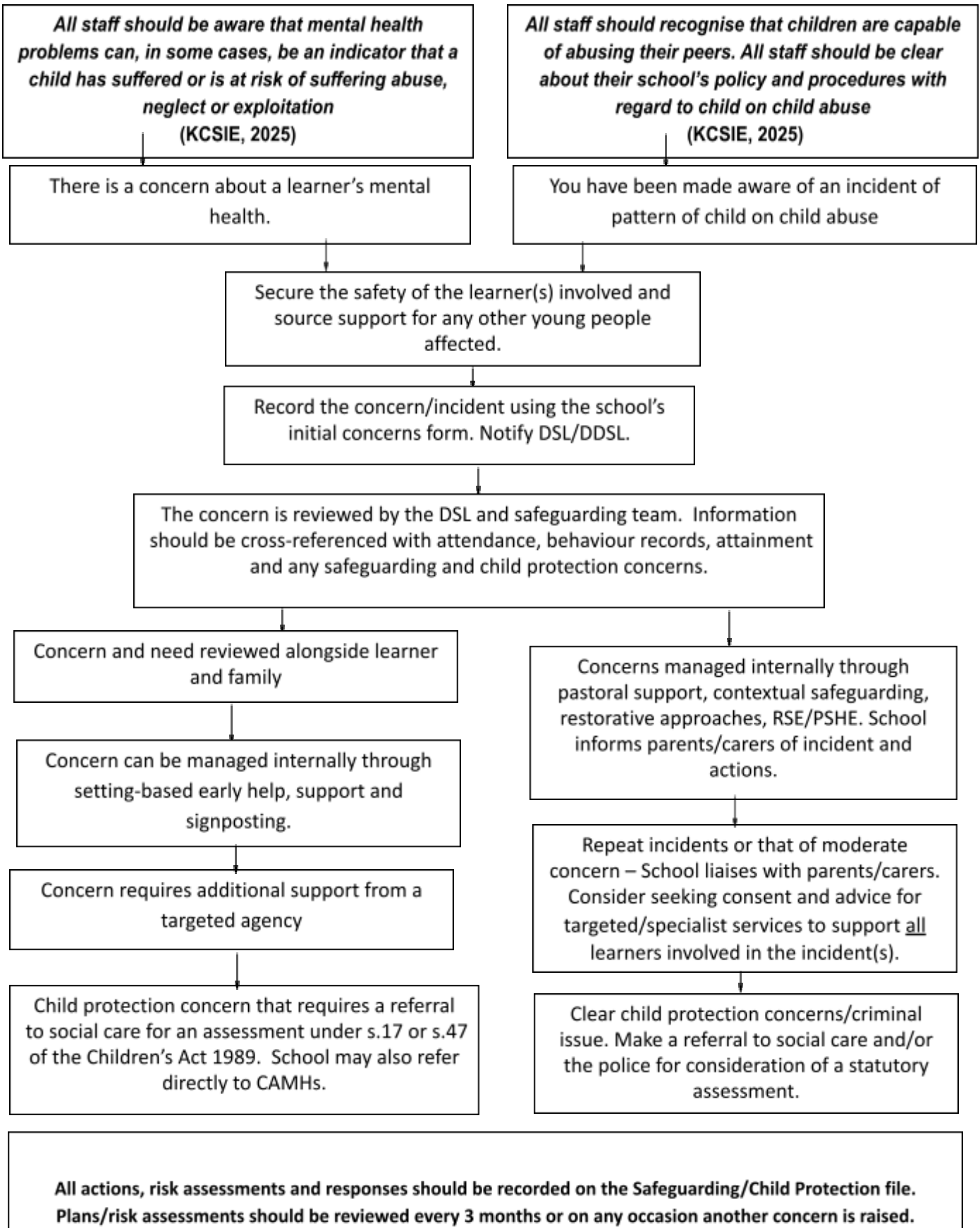
Responding To Safeguarding Concerns Flowchart



Key Contacts	Contact details
Hounslow Safeguarding Advice & Allegations Management	Duty Desk /Duty person Telephone: 0208 583 5730 <a href="mailto:lado@hounslow.gov.uk">lado@hounslow.gov.uk</a>
LA Designated Officer (LADO) - For any allegations/concerns regarding an adult who works (in either paid/voluntarily) employment with children  Hounslow has two Local authority Designated Officers (LADO’s)	Grace Murphy <a href="mailto:grace.murphy@hounslow.gov.uk">grace.murphy@hounslow.gov.uk</a> Telephone: 0208 583 4933 (Works Wednesday to Friday) Sarah Paltenghi Telephone: 0208 583 3423 / 07970198380 (Works Monday to Wednesday)
Police Contacts (concern-professionals)	Child Abuse Investigation Team (CAIT) at: Feltham Police Station, Telephone: 0208 247 6601 or 0208 583 6359
Local authority children’s social care	Telephone: 020 8583 6600 (option 2), Out of hours number: 0208 583 2222 Email: <a href="mailto:childrensocialcare@hounslow.gov.uk">childrensocialcare@hounslow.gov.uk</a>



**Responding To Safeguarding Regarding Mental Health and Child on child Abuse**





Appendix Six

Welfare Incident/Initial Concern form	
Pupil/Child name	Date of birth and Year Group/Class
Name and position of person completing form (please print)	
Date of incident /concern: (DD MM YY)	
Incident / concern (who what where when)*	
Any other relevant information (witnesses, immediate action taken)*	
Signature: (name of member of staff)  Role:	Date form completed (DD MM YY):
Action taken (including reasons for decisions) and Outcomes* <b>(NB – this section is only to be completed by DSL)</b>	
Signature of DSL	Date (DD MM YY)
Signature of Lead DSL (if appropriate)	Date (DD MM YY)

\*Continue on a separate sheet if necessary

Monitoring of Situation? YES/NO
Comment:
Seek advice from Social Services? YES/NO Date & Time:
Comment:
Formal referral to Social Services? YES/NO
Comment:
Feedback given to originating member of staff? YES/NO
Date & Time:
Issues for the child, if any:



## Appendix Seven

### Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

### **Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

## BODYMAP

(This must be completed at time of observation).

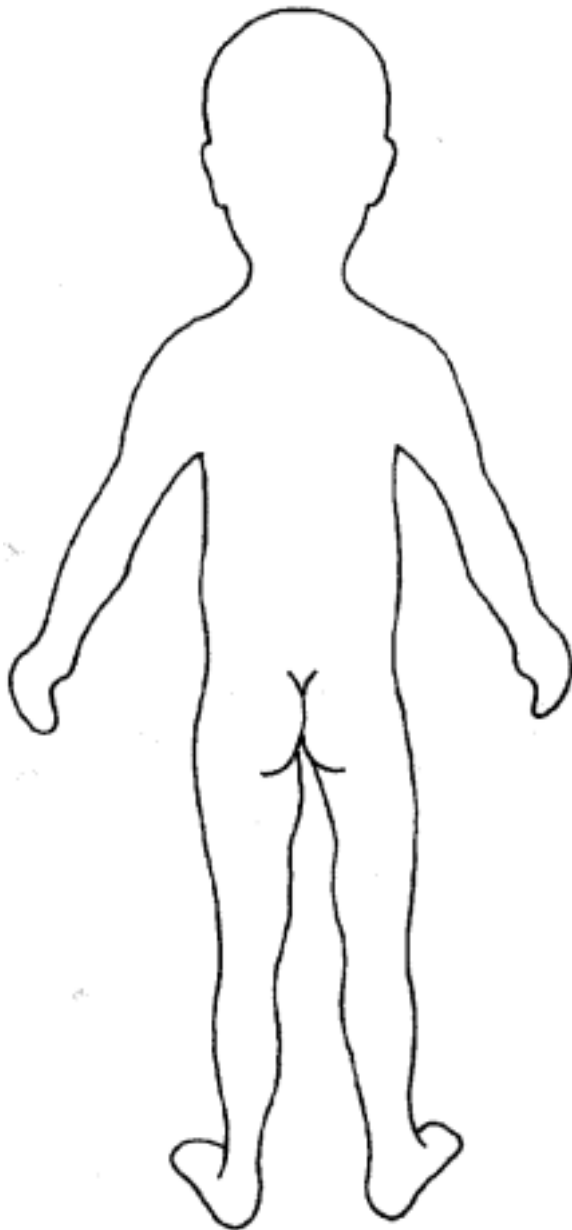
Name of Pupil: \_\_\_\_\_

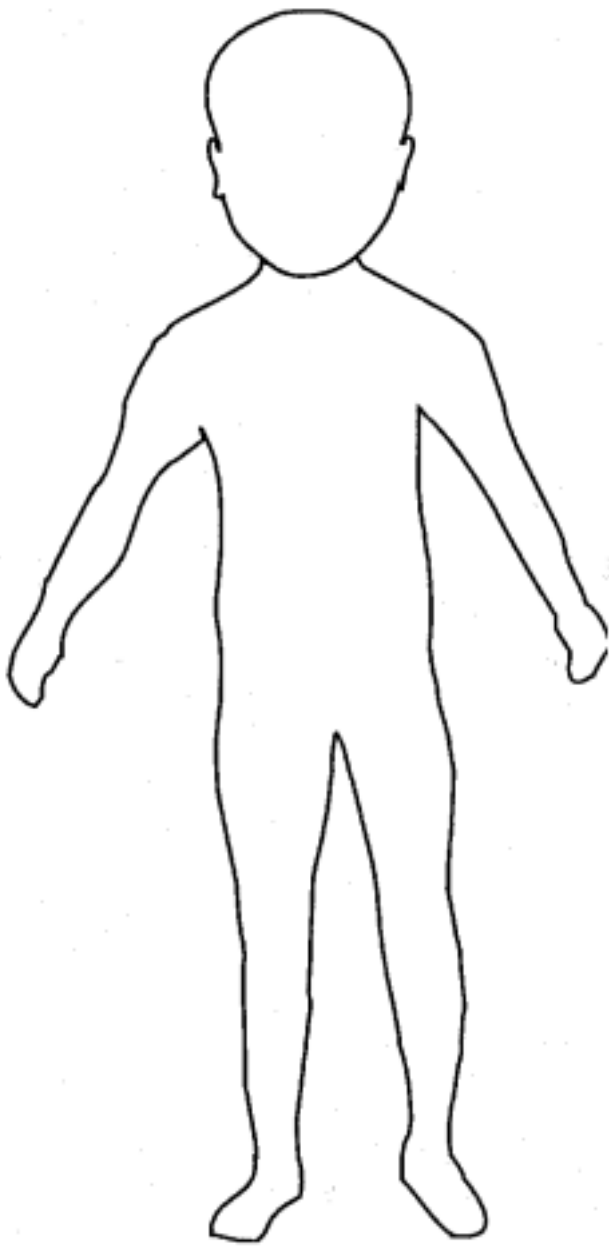
Date of Birth: \_\_\_\_\_

Name of Staff: \_\_\_\_\_

Job title: \_\_\_\_\_

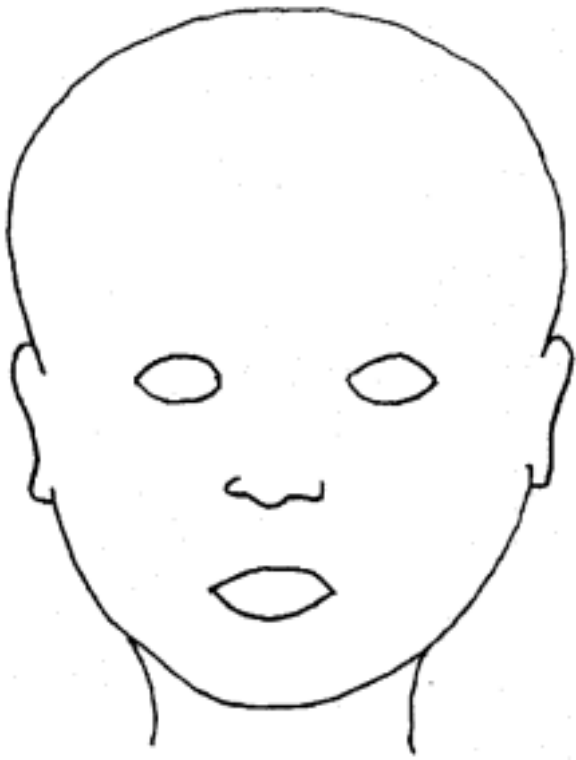
Date and time of observation: \_\_\_\_\_



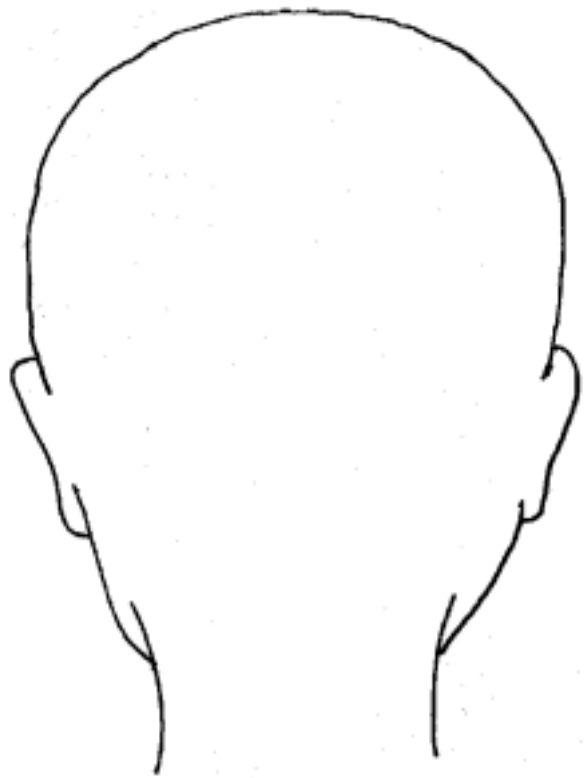


Name of pupil: \_\_\_\_\_

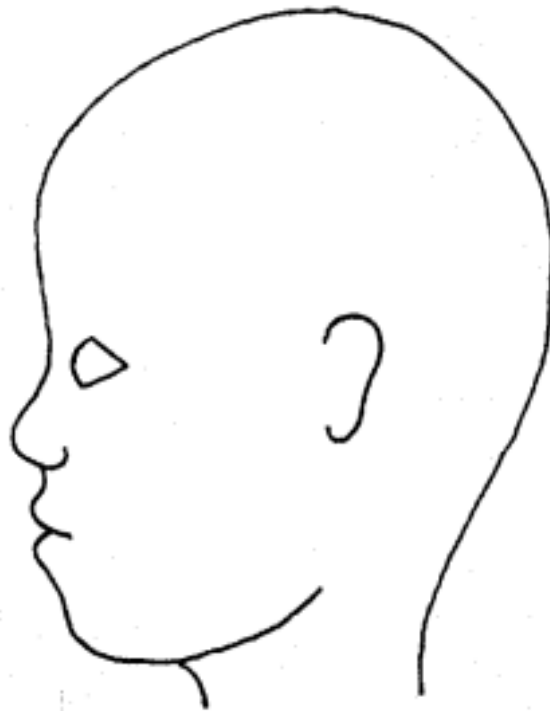
Date and time of observation: \_\_\_\_\_

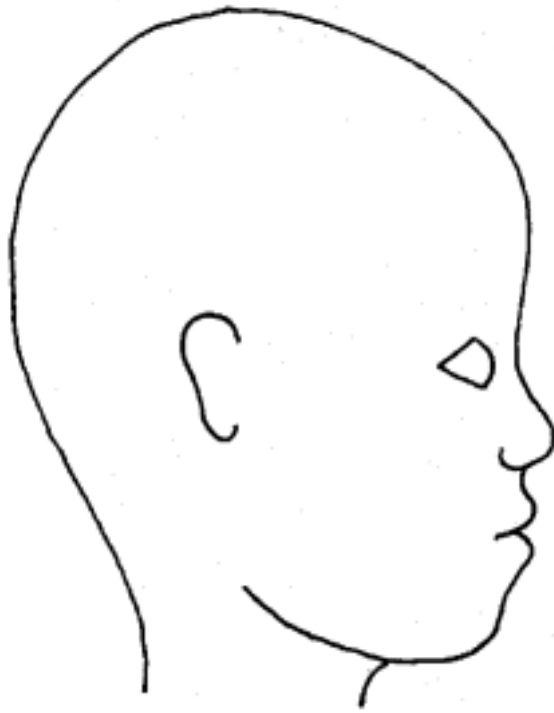


FRONT



BACK

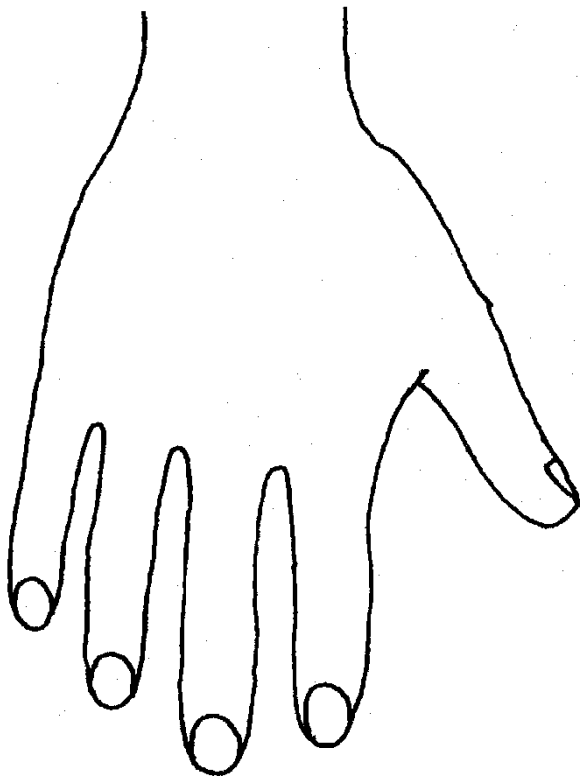




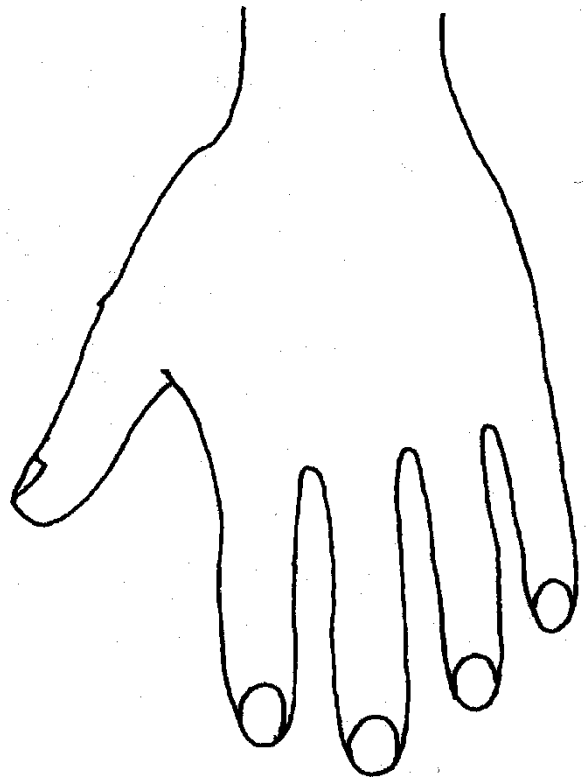
     RIGHT

LEFT

Name of pupil: \_\_\_\_\_ Date and time of observation: \_\_\_\_\_



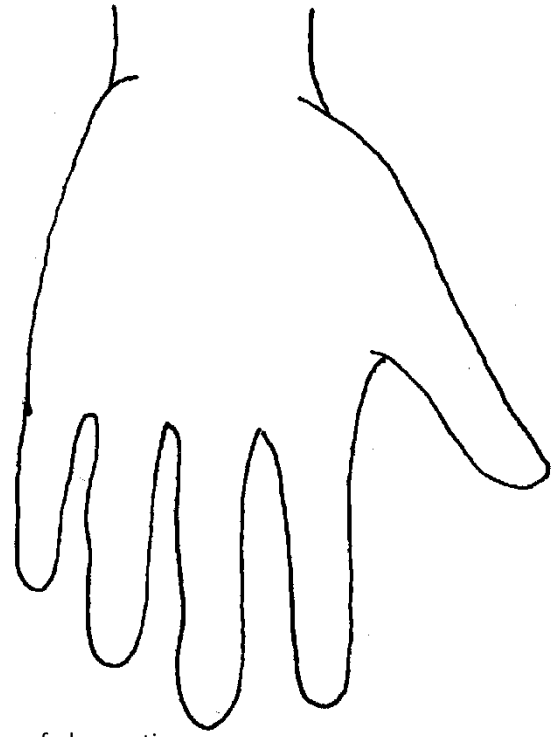
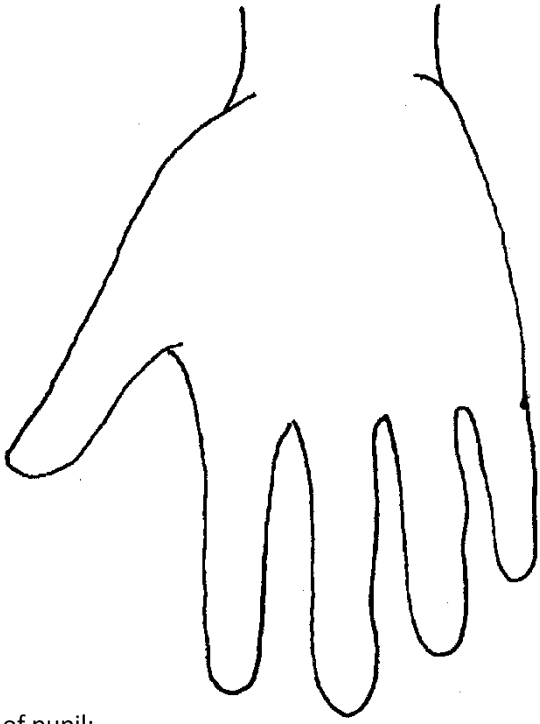
R



L

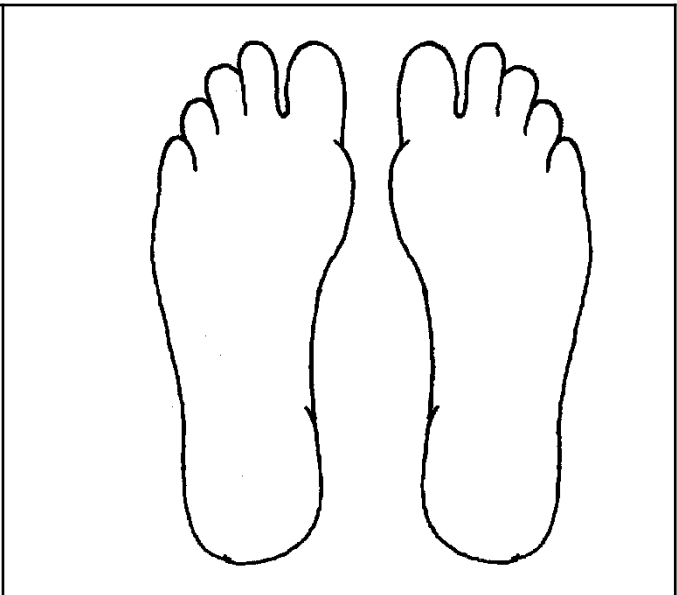
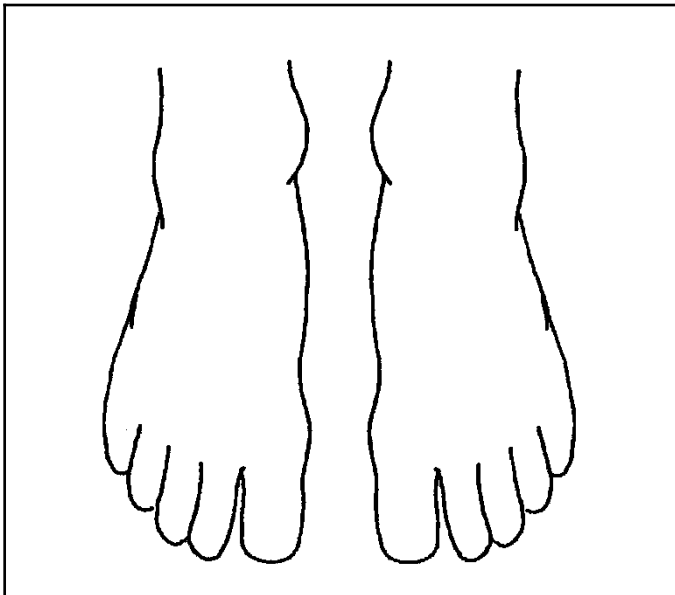
BACK

FRONT



Name of pupil: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_



R

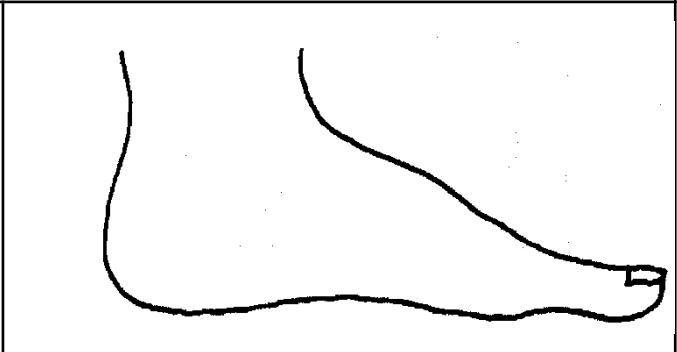
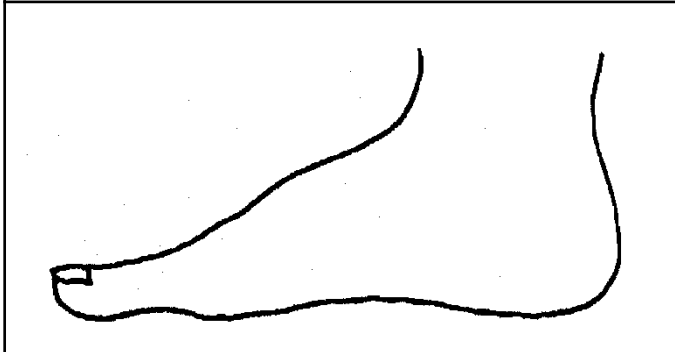
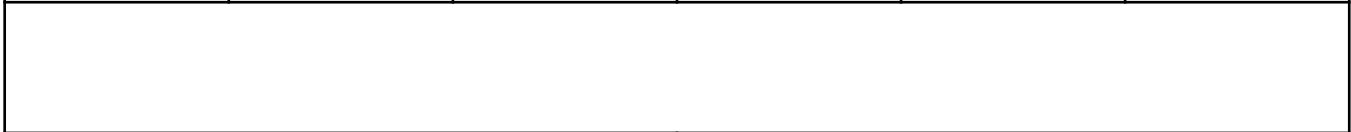
TOP

L

R

BOTTOM

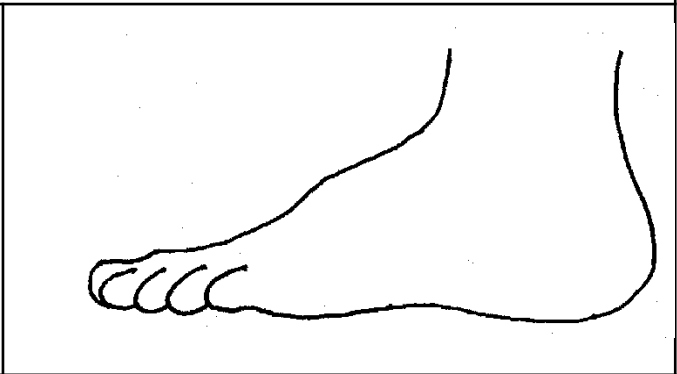
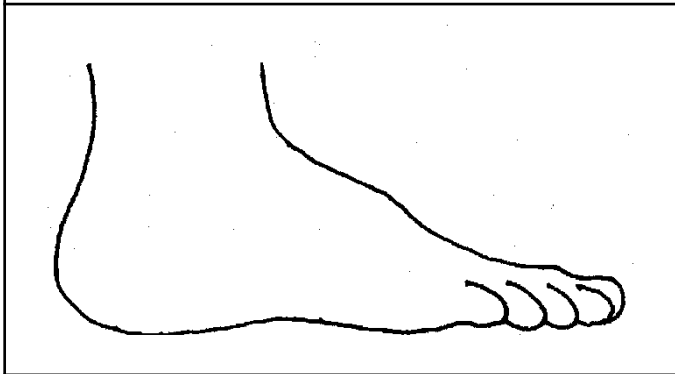
L



R

L

INNER



R

L

OUTER

Printed Name,  
Signature and Job title  
of staff:

Blank space for signature and job title.

Blank space for signature and job title.

Blank space for signature and job title.



## Appendix Eight

### Dealing With A Disclosure Made By A Child –

#### Advice For All Members Of Staff

*If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:*

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', reassure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

In addition:

- Inform the Designated Safeguarding Lead without delay and follow safeguarding process.
- Complete the Safeguarding incident/welfare concern form and pass it to the DSL.

*Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.*

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused->



### Unique Academy Broadband

The internet package with TalkTalk Business is called Worksafe. Below are the services it offers:

#### **WorkSafe Services**

- Stop Misuse

Our Stop Misuse feature allows you to choose from a range of website categories to block, such as unapproved file sharing sites. You can also block or allow specific websites in a few simple steps.

- Business Hours

Prevent your employees from getting distracted during office hours by choosing when to block for example, social media and gaming websites.

- Virus Protection Alerts

Protect your employees from viruses and other threats. All users connected to your office Wi-Fi will be prompted with a warning pop up if they visit a suspicious website.

- HTTPS blocking

The ability to prevent HTTPS traffic means less risk for your business, as it filters even more possible URLs and results.

Our internet blocking functions prevent:

**Drugs, Tobacco and Alcohol:** Websites that promote either the legal or illegal use, manufacture or distribution of drugs, alcohol and tobacco.

**Dating:** Websites which introduce people to others online looking for relationships, for example [www.plentyoffish.com](http://www.plentyoffish.com), [www.match.com](http://www.match.com)

**Gambling:** Websites where people can place bets/gamble (includes lotteries), for example [www.888.com](http://www.888.com), [www.betfair.com](http://www.betfair.com).

**Pornography:** Websites that contain sexually explicit material.

**Violence & Weapons:** Websites that promote violence, weapons and the infliction of pain.



## Appendix Ten

### Useful Telephone Numbers and Further Information

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>.
- If parents or carers are concerned that their child is being contacted by adults as a result of having sharing sexual imagery/online grooming they should report to NCA-CEOP at [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/) / <https://www.ceop.police.uk/ceop-reporting/>
- If parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0808 800 5000, by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk), or by texting 88858. They can also ring the Online Safety Helpline by ringing 0808 800 5002.
- Children affected by Forced Marriage: **Forced Marriage Unit**, T: (0) 20 7008 0151, E: [fm@fco.gov.uk](mailto:fm@fco.gov.uk) •

FGM Advice: **NSPCC FGM Helpline**, T: 0800 028 3550, E: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

- Whistleblowing professional policy: **NSPCC Whistleblowing hotline**, T: 0800 028 0285, E: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Child Missing In Education:  
[https://www.hounslow.gov.uk/info/20026/school\\_admissions/1551/children\\_missing\\_education](https://www.hounslow.gov.uk/info/20026/school_admissions/1551/children_missing_education)
- Domestic Abuse:  
[https://www.hounslow.gov.uk/info/20056/community\\_safety/2133/domestic\\_violence/4](https://www.hounslow.gov.uk/info/20056/community_safety/2133/domestic_violence/4)

### Advice And Information For Parents

- The NSPCC has information and advice about child protection here: [www.nspcc.org.uk/cpintro](http://www.nspcc.org.uk/cpintro)
- NSPCC Safeguarding weekly newsletter here: [www.nspcc.org.uk/caspar](http://www.nspcc.org.uk/caspar)
- Parent Info (<http://parentinfo.org/>) provides information and advice to parents from expert organisations on topics ranging from sex and relationships, mental health and online safety including sexting.

### Resources Parents Could Highlight To Their Children

- The NSPCC Helpline: 0808 800 5000. The NSPCC has partnered with O2 to offer direct support to parents and other adults on issues relating to online safety.

### Online Safety

- <https://www.gov.uk/government/publications/education-for-a-connected-world> from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school approach to safeguarding and online safety.
- Online Safety Advice: **Professional Online Safeguarding Helpline**, T: 0344 381 4772, E: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

## Further Guidance:

- Child abduction and community safety incidents: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org)
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>
- County Lines [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863323/HOCountyLinesGuidance\\_-\\_Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)
- Child and the court system: <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds> , <https://helpwithchildarrangements.service.justice.gov.uk/>
- Children with family members in prison: <https://www.nicco.org.uk/>
- Cybercrime: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices> , <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf> , <https://www.ncsc.gov.uk/>
- Operation Encompass: <https://www.operationencompass.org/>
- National Domestic Abuse Helpline: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/> , <https://www.gov.uk/government/publications/domestic-abuse-get-help-for-specific-needs-or-situations/domestic-abuse-specialist-sources-of-support> , <https://refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>
- Homelessness: <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>
- Mental Health 2018: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Modern Slavery and the National Referral Mechanism: <https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>
- Preventing radicalisation: <https://educateagainsthate.com/radicalisation-and-extremism/>
- Extremism Strategy: <https://www.gov.uk/government/publications/counter-extremism-strategy>
- Revised Prevent Duty Guidance for England and Wales: <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-forengland-and-wales>
- Protecting Children from Radicalisation: the prevent duty: <https://www.gov.uk/government/publications/prevent-duty-guidance>
- The Prevent Strategy: A Guide for Local Partners in England: <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>
- Terrorism Act 2000 (TACT 2000) <http://www.legislation.gov.uk/ukpga/2000/11/contents>
- Channel: <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>
- Serious Violence: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/698009/serious-violence-strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/698009/serious-violence-strategy.pdf)

- Female Genital mutilation: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>, <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>, <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>

- Forced Marriage 2014: <https://www.gov.uk/forced-marriage>

The right to choose: government guidance on forced marriage -GOV.UK ([www.gov.uk](http://www.gov.uk))

- Mental Health and Behaviour in Schools: Departmental Advice: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

- Gangs and youth violence: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

- VAWG 2014: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/287758/VAWG\\_Action\\_Plan.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/287758/VAWG_Action_Plan.pdf)

- Keeping children safe in education 2024: Statutory Guidance for Schools and Colleges: [https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

- Working Together to Safeguard Children: [https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working\\_together\\_to\\_safeguard\\_children\\_2023.pdf](https://assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf)

- Teaching On-line Safety in Schools: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

- Inspecting safeguarding in safeguarding in early years, education and skills settings: <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

- Sexual Offences Act 2003: <http://www.legislation.gov.uk/ukpga/2003/42/contents>

- The Children Act 1989: <http://www.legislation.gov.uk/ukpga/1989/41/contents>

- The Children Act 2004: <http://www.legislation.gov.uk/ukpga/2004/31/contents>

- The Education Act 2002: <http://www.legislation.gov.uk/ukpga/2002/32/contents>

### **Additional Advice and Support**

- The Marie Collins Foundation: <https://www.mariecollinsfoundation.org.uk/>

- Supporting practice in tackling child sexual abuse – CSA Centre: <https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

- County Lines Links Toolkit for Professionals: <https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>

- Harmful sexual behaviour: <https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>