



SAFEGUARDING POLICY

This is a core policy that forms part of the induction for all tutors. It is a requirement that all tutors have access to this policy and understand its contents.

Date written: September 2022

Date of next full review: September 2024

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

KEY CONTACTS:

Designated Safeguarding Officer (DSO)

Haydon Moore haydonmoore@trinitylearning.co.uk
07741908404

Deputy Designated Safeguarding Officer (DDSO)

George de Moraville georgedemoraville@gmail.com
07743 777117

Single Point of Access - SPoA

Telephone: 01323 464 222

Monday to Thursday 8.30am to 5pm, Friday 8.30am to 4.30pm.

SPoA Out of Hours - for serious concerns that cannot wait until the next working day

Emergency Duty Service: 01273 335 906 or 01273 335 905

Monday to Thursday 5pm to 8.30am and Fridays, weekends and bank holidays after 4.30pm to 8.30am

CONTENTS
1. Child-Focused Approach to Safeguarding
2. Key Responsibilities
3. Child Protection Procedures
4. Specific Safeguarding Issues
5. Supporting Children Potentially at Greater Risk of Harm
6. Online Safety
7. Staff Engagement and Expectations
8. Safer Recruitment and Allegations Against Staff
9. Local Contacts
Appendix 1: Categories of Abuse
Appendix 2: Support Organisations

1. CHILD-FOCUSED APPROACH TO SAFEGUARDING

1.1 Introduction

- Trinity Learning recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility, and all those directly connected (tutors, staff, volunteers, parents, families, and students) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
- Trinity Learning believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account, and all children, regardless of age, sex (gender), ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.
- All staff, including tutors working with children at Trinity Learning, will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child, and if any member of our community has a safeguarding concern about any child or adult, they should act immediately.
- Trinity Learning recognises the importance of providing an ethos and environment within the company that will help children to be safe and to feel safe. In our setting, children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.
- Our core safeguarding principles are:
 - **Prevention:** positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
 - **Protection:** following the agreed procedures, ensuring all staff are supported to recognise and respond appropriately and sensitively to safeguarding concerns.
 - **Support:** for all students, parents and staff, and where appropriate, specific interventions are required for those who may be at risk of harm.
 - **Collaborating with parents and other agencies:** to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The procedures contained in this policy apply to all Trinity Learning staff, temporary or third-party agency staff and volunteers and are consistent with those outlined within [Keeping Children Safe in Education 2023 \(KCSIE\)](#).

1.2 Policy context

- This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2023 (KCSIE)
- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes, but is not limited to:
 - Keeping Children Safe in Education 2023 (KCSIE)
 - Working Together to Safeguard Children 2018 (WTSC)
 - Ofsted: Education Inspection Framework'
 - Framework for the Assessment of Children in Need and their Families 2000
 - Early Years and Foundation Stage Framework 2021 (EYFS)
 - The Education Act 2002
 - The Education (Independent School Standards) Regulations 2014
 - The Human Rights Act 1998
 - The Equality Act 2010 (including the Public Sector Equality Duty)

1.3 Definition of safeguarding

- In line with KCSIE 2023, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
 - Protecting children from maltreatment
 - Preventing impairment of children's mental and physical health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and
 - Taking action to enable all children to have the best outcomes.
- Trinity Learning acknowledges that safeguarding includes a wide range of specific issues, including (but not limited to):

- Abuse and neglect
- Bullying, including cyberbullying
- Child-on-child abuse
- Children with family members in prison
- Children Missing Education (CME)
- Child missing from home or care
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Contextual safeguarding (risks outside the family home)
- County lines and gangs
- Domestic abuse
- Drugs and alcohol misuse
- Fabricated or induced illness
- Faith abuse
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Human trafficking and modern slavery
- Mental health
- Nude or semi-nude image sharing, aka youth produced/involved sexual imagery or “Sexting”
- Online safety
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious violence
- Sexual violence and sexual harassment
- So-called ‘honour-based’ abuse, including Female Genital Mutilation (FGM) and forced marriage
- ‘Upskirting’

Whilst some of these principles may not seem relevant to our working environment, it is important that staff are aware of the broader scope relating to safeguarding.

1.4 Related safeguarding policies

This policy should be read in conjunction with the Trinity Learning Online Safety Policy.

1.5 Policy compliance, monitoring and review

- Trinity Learning will review this policy at least annually (as a minimum) and will update it as needed so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt. The policy will also be revised following any national or local updates, significant local or national safeguarding events and/or learning, and/or any changes to our own procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and Part One and/or Annex A of KCSIE 2023 as appropriate.
- Parents/carers can obtain a copy of the Trinity Learning Safeguarding Policy and other related policies on request.

2 KEY RESPONSIBILITIES

DESIGNATED SAFEGUARDING OFFICER (DSO)

- Trinity Learning has appointed **Haydon Moore as the Designated Safeguarding Officer (DSO)**.
- The DSO has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) at Trinity Learning. Whilst the activities of the DSO may be delegated to a deputy, the ultimate lead responsibility for safeguarding and child protection remains with the DSO and this responsibility will not be delegated.
- Trinity Learning has also appointed **George de Moraville as the Deputy DSO (DDSO)** who will have delegated responsibilities and act in the DSO's absence.
- The DSO (and any deputies) will be more likely to have a complete safeguarding picture and will be the most appropriate person to advise staff on the response to any safeguarding concerns.
- It is the role of the DSO to carry out their functions as identified in Annex C of KCSIE 2023. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns
 - Maintaining a confidential recording system for safeguarding and child protection concerns
 - Coordinating safeguarding action for individual children
 - Liaising with other agencies and professionals in line with KCSIE 2023.
 - Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- The DSO will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSOs will be trained to the same standard as the DSO. The DSO training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.

2.1 Members of staff

- Our staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.
- All members of staff have a responsibility to:
 - Provide a safe environment in which children can learn.
 - Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.
 - Know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
 - Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
 - Be prepared to identify children who may benefit from early help.
 - Understand the early help process and their role in it.
 - Understand the safeguarding policies and systems.
 - Undertake regular and appropriate training which is regularly updated.
 - Be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
 - Know how to maintain an appropriate level of confidentiality.
 - Reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.

- Staff at Trinity Learning recognise 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 being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSO if they have any concerns about a child.

2.2 Children and young people

- Children and young people have a right to:
 - Feel safe, be listened to, and have their wishes and feelings taken into account.
 - Confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
 - Receive help from a trusted adult.
 - Learn how to keep themselves safe, including online.

2.3 Parents and carers

- Parents/carers have a responsibility to:
 - Understand and adhere to the relevant policies and procedures.
 - Talk to their children about safeguarding issues and support Trinity Learning in their safeguarding approaches.
 - Identify behaviours which could indicate that their child is at risk of harm including online.
 - Seek help and support from Trinity Learning or other agencies.

3. CHILD PROTECTION PROCEDURES

3.1 Recognising indicators of abuse and neglect

- Staff will maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff will always act in the best interests of the child.

- All staff are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2023.
- Trinity Learning recognise that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse (for more in-depth information, see appendix 1):
 - Physical abuse
 - Sexual abuse
 - Emotional abuse
 - Neglect
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.
- All members of staff are expected to be aware of and follow the below approach if they are concerned about a child:

[‘What to do if you are worried a child is being abused’ 2015](#)

- Trinity Learning recognises that concerns may arise in many different contexts and can vary significantly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused; however, all concerns should be taken seriously and will be explored by the DSO on a case-by-case basis.
- Trinity Learning recognises abuse, neglect, and safeguarding issues are rarely standalone events and cannot always be covered by one definition or one label alone. In many cases, multiple issues will overlap with one another, therefore staff will always be vigilant and always raise concerns with the DSO.
- Parental behaviours can indicate child abuse or neglect, so staff will be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- Children may report abuse happening to themselves, their peers, or their family members. All reports made by children to staff will be taken seriously and will be responded to in line with this policy.
- Safeguarding incidents and/or behaviours can be associated with factors and risks outside of Trinity Learning. Children can be at risk of abuse or exploitation in situations outside their families; extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.
- Trinity Learning recognises that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life.
- Trinity Learning recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.

3.2 Responding to child protection concerns

- If staff are made aware of a child protection concern, they are expected to:
 - Listen carefully to child, reflecting back the concern.
 - Use the child's language.
 - Be non-judgmental.
 - Avoid leading questions; only prompting the child where necessary with open questions to clarify information where necessary. For example, who, what, where, when or Tell, Explain, Describe (TED).
 - Not promise confidentiality as concerns will have to be shared further, for example, with the DSO and potentially Integrated Children's Services.
 - Be clear about boundaries and how the report will be progressed.
 - Record the concern using the facts as the child presents them.
 - Inform the DSO (or deputy), as soon as practically possible.

- If staff have any concerns about a child's welfare, they must act on them immediately. If staff are unsure if something is a safeguarding issue, they will speak to the DSO (or deputy).
- The DSO or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, a DSO is not available, this should not delay appropriate action being taken by staff.
- All staff are made aware that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision. Staff will not assume a colleague, or another professional will act and share information that might be critical in keeping children safe.

3.3 Recording concerns

- All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded and passed without delay to the DSO. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, a note of any action taken or not taken, how any decisions were reached and any outcomes.
- Low level concerns should be recorded and sent to Haydon Moore.
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSO before completing the form as reporting urgent concerns takes priority.
- If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSO.
- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

- Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSO.

3.4 Confidentiality and information sharing

- Trinity Learning recognises our duty and powers to hold, use and share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE.

3.5 Complaints

- All members of Trinity Learning community should feel able to raise or report any concerns about children's safety or potential failures in the safeguarding regime.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: help@nspcc.org.uk
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- Trinity Learning will take all concerns reported, seriously and all complaints will be considered and responded to in line with the relevant and appropriate process.
- Anything that constitutes an allegation against a member of staff or volunteer will be dealt with in line with section 8 of this policy.

4. SPECIFIC SAFEGUARDING ISSUES

- Trinity Learning is aware of the range of specific safeguarding issues and situations that can put children at greater risk of harm. In addition to Part One of KCSIE, DSOs and staff who work directly with children will read Annex B of KCSIE 2023 which contains important additional information about specific forms of abuse and safeguarding issues.
- Where staff are unsure how to respond to specific safeguarding issues, they should follow the processes as identified in part 3 of this policy, 3. Child Protection Procedures, and speak with the DSO or a deputy.

4.1 Child-on-child abuse

- All members of staff at Trinity Learning recognise that children can abuse other children (referred to as child-on-child abuse, previously known as 'peer-on-peer' abuse), and that it can happen both inside and outside of school and online.
- Trinity Learning recognises that child-on-child abuse can take many forms, including but not limited to:
 - Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexual violence and sexual harassment
 - Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - 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
 - Upskirting (which is a criminal offence), 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
 - Initiation/hazing type violence and rituals
- Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and [KCSIE 2023](#) (in particular, part two and five).

- Trinity Learning adopts a zero-tolerance approach to child-on-child abuse. We believe that abuse is abuse and it will never be tolerated or dismissed as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; this can lead to a culture of unacceptable behaviours and can create an unsafe environment for children and a culture that normalises abuse, which can prevent children from coming forward to report it.
- All staff have a role to play in challenging inappropriate behaviours between children. Staff recognise that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved. For example, for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators.
- Trinity Learning recognises that even if there are no reported cases of child-on-child abuse, such abuse is still likely to be taking place and it may be the case that it is just not being reported. As such, it is important that staff speak to the DSO (or deputy) about any concerns regarding child-on-child abuse.
- Trinity Learning want children to feel able to confidently report abuse and know their concerns will be treated seriously. All allegations of child-on-child abuse will be reported to the DSO and will be recorded, investigated, and dealt with. Students who experience abuse will be offered appropriate support, regardless of where the abuse takes place.
- Concerns about students’ behaviour, including child-on-child abuse taking place offsite will be responded to as part of a partnership approach with students’ and parents/carers. Offsite behaviour concerns will be recorded and responded to

4.2 Child-on-child sexual violence and sexual harassment

- When responding to concerns relating to child-on-child sexual violence or harassment, Trinity Learning will follow the guidance outlined in Part Five of KCSIE 2023.
- Trinity Learning recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of ‘it could happen here.’ Trinity Learning recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur

online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

- **All** victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of Trinity Learning will not be dismissed or downplayed and will be treated equally seriously.
- Trinity Learning recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to students that avoids alarming or distressing them.
- Trinity Learning recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation.
- The DSO (or deputy) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
 - The DSO will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2023.
 - The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, adult students and staff and any actions that are required to protect them.
 - Any concerns involving an online element will take place in accordance with relevant local/national guidance and advice.
- Reports will initially be managed internally by Trinity Learning and where necessary will be referred to Children's Services and/or the police. Important considerations which may influence this decision include:
 - The wishes of the victim in terms of how they want to proceed.

- The nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behavior has been displayed.
 - The ages of the children involved.
 - The developmental stages of the children involved.
 - Any power imbalance between the children.
 - If the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
 - That sexual violence and sexual harassment can take place within intimate personal relationships between children.
 - Understanding intra familial harms and any necessary support for siblings following incidents.
 - Whether there are any ongoing risks to the victim, other children, adult students, or TL staff.
 - Any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.
- Trinity Learning will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Social Work Service and/or the police) to ensure a consistent approach is taken.
 - If at any stage the DSO is unsure how to proceed, advice will be sought from the appropriate authorities

4.3 Nude and/or semi-nude image sharing by children

- Trinity Learning recognises that consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as youth produced/involved sexual imagery or "sexting") can be a safeguarding issue; all concerns will be reported to and dealt with by the DSO (or deputy).

- When made aware of concerns involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos by children, staff are advised:
 - To report any concerns to the DSO immediately.
 - Never to view, copy, print, share, forward, store or save the imagery, or ask a child to share or download it – this may be illegal. If staff have already inadvertently viewed imagery, this will be immediately reported to the DSO.
 - Not to delete the imagery or ask the child to delete it.
 - To avoid saying or doing anything to blame or shame any children involved.
 - To reassure the child(ren) involved and explain that the DSO will be informed so they can receive appropriate support and help. Do not promise confidentiality, as other agencies may need to be informed and be involved.
 - Not to investigate or ask the child(ren) involved to disclose information regarding the imagery
 - To not share information about the incident with other members of staff, children/young people, or parents/carers, including the families and child(ren) involved in the incident; this is the responsibility of the DSO.

- DSOs will respond to concerns in line with the non-statutory UKCIS guidance: [‘Sharing nudes and semi-nudes: advice for education settings working with children and young people’](#). When made aware of a concern involving consensual and non-consensual sharing of nudes and semi-nude images and/or videos:
 - The DSO will hold an initial review meeting to explore the context and ensure appropriate and proportionate safeguarding action is taken in the best interests of any child involved. This may mean speaking with relevant staff and the children involved as appropriate.
 - Parents/carers will be informed at an early stage and be involved in the process to best support children, unless there is good reason to believe that involving them would put a child at risk of harm.
 - All decisions and action taken will be recorded in line with our child protection procedures.
 - A referral will be made to the police immediately if:
 - The incident involves an adult (over 18).
 - There is reason to believe that a child has been coerced, blackmailed, or groomed, or there are concerns about their capacity to consent, for example, age of the child or they have special educational needs.
 - The image/videos involve sexual acts and a child under the age of thirteen, depict sexual acts which are unusual for the child’s developmental stage, or are violent.
 - A child is at immediate risk of harm owing to the sharing of nudes and semi-nudes.

- The DSO may choose to involve other agencies at any time if further information/concerns are disclosed at a later date.
- If DSOs are unsure how to proceed, advice will be sought from SPoA.

4.4 Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

- Trinity Learning recognises that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.
- Trinity Learning recognises that children can become trapped in CCE as perpetrators can threaten victims and their families with violence or entrap and coerce them into debt. Children involved in criminal exploitation often commit crimes themselves which can mean their vulnerability as victims is not always recognised (particularly older children) and they are not treated as victims, despite the harm they have experienced. The experience of girls who are criminally exploited can also be very different to that of boys. We also recognise that boys and girls being criminally exploited may be at higher risk of child sexual exploitation (CSE).
- Trinity Learning recognises that CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities and includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example they may believe they are in a genuine romantic relationship.
- If staff are concerned that a child may be at risk of CSE or CCE, immediate action should be taken by speaking to the DSO or a deputy.

4.5 Serious violence

- All staff are aware of the indicators which may signal children are at risk from or are involved with serious violent crime. These may include unexplained gifts or new possessions, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of CCE.
- Any concerns regarding serious violence will be reported and responded to in line with other child protection concerns by speaking with a DSO or deputy. The initial response to child victims is important and staff will take any allegations seriously and work in ways that support children and keep them safe.

4.6 Modern Slavery

- Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Statutory Guidance: [Modern slavery: how to identify and support victims](#)
- If there are concerns that any member of the community is a victim or involved with modern slavery, concerns should be shared with a DSO or deputy and will be responded to in line with this policy.

4.7 So-called Honour Based Abuse (HBA)

- So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

- All forms of HBA are abuse, regardless of the motivation, and concerns will be responded to in line with section 3 of this policy. Staff will report any concerns about HBA to the DSO (or a deputy). If there is an immediate threat, the police will be contacted.
- Whilst all staff will speak to the DSO (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on staff.
 - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, 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. It will be rare for teachers to see visual evidence, and they should not be examining students, however teachers who do not personally report such concerns may face disciplinary sanctions. Further information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information and FGM Fact Sheet](#).
 - Unless the tutor has good reason not to, they should still consider and discuss any FGM concerns with the DSO (or deputy), and ICS should be informed as appropriate.

4.8 Preventing radicalisation

- Trinity Learning recognises that children are vulnerable to extremist ideology and radicalisation. Trinity Learning is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have “due regard to the need to prevent people from being drawn into terrorism”, also known as the Prevent duty and the [specific obligations](#) placed upon us as an education provider regarding risk assessments, working in partnership, staff training, and online safety policies.
- All staff have received appropriate training to enable them to be alert to changes in children’s behaviour which could indicate that they may need help or protection from radicalisation.
- Staff will report any concerns to the DSO (or a deputy), who is aware of the [local procedures](#) to follow for making a Prevent referral. If there is an immediate threat, the police will be contacted via 999.

4.9 Cybercrime

- Trinity Learning recognises that children with particular skills and interests in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.
- If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSO or a deputy will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme, which aims to intervene when young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.
- Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection policy and other appropriate policies.

4.10 Domestic abuse

- Trinity Learning recognises that domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional abuse. Children can be victims of domestic abuse and may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Domestic abuse can have a detrimental and long-term impact on children's health, well-being, development, and ability to learn.
- If staff are concerned that a child may be at risk of seeing, hearing, or experiencing the effects of domestic abuse in their home, or in their own intimate relationships, immediate action should be taken by speaking to the DSO or a deputy.

4.11 Mental health

- All staff recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSO or a deputy.

5. SUPPORTING CHILDREN POTENTIALLY AT GREATER RISK OF HARM

- Whilst all children should be protected, Trinity Learning acknowledge that some groups of children are potentially at greater risk of harm. This can include the following groups:

5.1 Safeguarding children with Special Educational Needs or Disabilities (SEND)

- Trinity Learning acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Trinity Learning recognises that children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff are encouraged to appropriately explore potential indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND, or

certain medical conditions may be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.

5.2 Children requiring mental health support

- Trinity Learning has an important role to play in supporting the mental health and wellbeing of our students. 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.
- Where there are concerns regarding possible mental health problems for pupils/students, staff should:
 - Listen to the child and reassure
 - Write up any concerns and send to the DSO
 - Whilst many feel able to help with mental health issues, we do have the services of K.Wyatt, who is trained in this field and can signpost or arrange counselling.
- Age/ability appropriate education will be provided to our students to help promote positive health, wellbeing, and resilience.

5.3 Children who identify as LGBTQ+

- The fact that a child or a young person may be LGBTQ+ is not in itself an inherent risk factor for harm, however, Trinity Learning recognises that children who are LGBTQ+ or are perceived by other children to be LGBTQ+ (whether they are or not) can be targeted by other children or others within the wider community.
- Trinity Learning recognises risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open.

- Trinity Learning recognises that students from certain countries are less supported than students currently in the U.K.

6. ONLINE SAFETY

*** Please see Trinity Learning Online Safety Policy**

7. STAFF ENGAGEMENT AND EXPECTATIONS

Roles and Responsibilities of persons using Trinity Learning

The Tutor

- Any tutors shall:
 - Ensure that their environment does not display any inappropriate images or documentation capable of being viewed by the student or parent when conducting a session.
 - Treat students fairly and without prejudice or discrimination; students who have a disability or come from a minority ethnic or cultural group can easily become victims of discrimination and prejudice which may be harmful to the student's well-being.
 - Always ensure language is appropriate and not offensive or discriminatory.
 - Ensure any contact with the student is appropriate to their role as a tutor and confined to the relevant Online Lesson session.
 - Not make any improper suggestions to a student.
 - Not send unsolicited communications to the student or parent.
 - Value and take students' contributions seriously and ensure that students value and respect each other's contributions.
 - Report any dispute with a student or parent/responsible adult to Trinity Learning, in accordance with the Safeguarding Policy.
 - Report any inappropriate behaviour or illegal activity identified within an Online Lesson session by the student or third party, in accordance with procedures set out in this Safeguarding Policy.
 - Ensure that if no parent is present during an Online Lesson session that the student is comfortable to continue the session; if not, they can terminate the session.

- Be aware that the sessions are recorded, and they are available for review by a student or parent for the duration of booked lessons.
- Tutors must be aware of sensitive issues specific to the countries we teach in. Conversations about politics, religion, human rights and historical events must be handled sensitively. If in doubt, please speak to Haydon Moore and Linda Quinn.

8. SAFER RECRUITMENT AND ALLEGATIONS AGAINST STAFF

8.1 Safer recruitment and safeguarding checks

- Trinity Learning is committed to ensuring that we develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and staff.
- Trinity Learning will follow relevant guidance in Keeping Children Safe in Education 2023 (Part Three, 'Safer Recruitment') and from The Disclosure and Barring Service (DBS).
- Any concerns or allegations about staff will be recorded and dealt with appropriately in line with national (Part four of KCSIE) and local guidance. Ensuring concerns are dealt with effectively will protect those working in or on behalf of Trinity Learning from potential false allegations or misunderstandings.

8.2 Concerns that meet the 'harm threshold'

- Trinity Learning recognises that it is possible for any member of staff to behave in a way that indicates a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children. This includes when someone has:
 - Behaved in a way that has harmed a child 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 he or she may pose a risk of harm to children

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- Allegations against staff which meet this threshold will be responded to and managed in line with part four of KCSIE. Allegations that meet the harm threshold will be referred immediately to Haydon Moore who will contact the Local Authority Designated Officer LADO (this will be recorded) to agree further action to be taken in respect of the child and staff member. If it is suspected that criminal act has taken place, the police will be called immediately.

Any concerns regarding the conduct of the DSO, Haydon Moore, should be made directly to the LADO by contacting SPoA.

You should NOT contact the DDSO in this matter.

Single Point of Access - SPoA

Telephone: 01323 464 222

Monday to Thursday 8.30am to 5pm, Friday 8.30am to 4.30pm.

SPoA Out of Hours - for serious concerns that cannot wait until the next working day

Emergency Duty Service: 01273 335 906 or 01273 335 905

Monday to Thursday 5pm to 8.30am and Fridays, weekends and bank holidays after 4.30pm to 8.30am

SPoA Team Email: 0-19.SPOA@eastsussex.gov.uk

8.3 Concerns that do not meet the 'harm threshold'

- Trinity Learning may also need to take action in response to 'low-level' concerns about staff.
- Trinity Learning has an open and transparent culture in which all concerns about all adults working in or on behalf of the company are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the company are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.
- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the company may have acted in a way that is inconsistent with our expectations (Online Policy) including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.
- It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.
- Low-level concerns should be shared confidentially to the DSO.
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If Trinity Learning is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection

Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).

- Where a pattern is identified, Trinity Learning will implement appropriate action, for example consulting with [the LADO enquiry line](#) and following our disciplinary procedures.

8.4 Safe Culture

- Staff are encouraged and should feel confident to self-refer, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.
- All staff and volunteers should feel able to raise any concerns about poor or unsafe practices and potential failures in Trinity Learning's safeguarding regime.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email help@nspcc.org.uk.
- Trinity Learning has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

9. LOCAL CONTACTS

Police

Telephone: 101 or 999 if there is an immediate risk of harm

Calling from abroad: +44 20 7230 1212

Single Point of Access - SPoA

Telephone: 01323 464 222

Monday to Thursday 8.30am to 5pm, Friday 8.30am to 4.30pm.

SPoA Out of Hours - for serious concerns that cannot wait until the next working day

Emergency Duty Service: 01273 335 906 or 01273 335 905

Monday to Thursday 5pm to 8.30am and Fridays, weekends and bank holidays after 4.30pm to 8.30am

SPoA Team Email: 0-19.SPOA@eastsussex.gov.uk

Appendix 1: CATEGORIES OF ABUSE

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

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

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

Signs that MAY INDICATE Sexual Abuse

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

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

Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft area of the face such as the cheeks
- Fingertip bruising to the front or back of torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent, or excessively plausible explanations or a delay in seeking treatment should signal concern.

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

Signs that MAY INDICATE emotional abuse

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression

- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention, and affection

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

Signs that MAY INDICATE neglect.

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

Appendix 2: SUPPORT ORGANISATIONS

Relevant local links should be added; additional links can also be found in Part Two and Annex B KCSIE.

NSPCC 'Report Abuse in Education' Helpline

- 0800 136 663_or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service:
<https://swgfl.org.uk/harmful-sexual-behaviour-support-service>

Support for pupils/students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

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

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: <https://councilfordisabledchildren.org.uk>

Contextual Safeguarding Network

- <https://contextualsafeguarding.org.uk/>

Kent Resilience Hub

- <https://kentresiliencehub.org.uk/>

Substance Misuse

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

Domestic Abuse

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

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are
- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals:
www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit
[it](http://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit)

Honour Based Abuse

- Karma Nirvana: <https://karmanirvana.org.uk>
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf

- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment

- Rape Crisis: <https://rapecrisis.org.uk>
- Brook: www.brook.org.uk
- Disrespect Nobody: www.disrespectnobody.co.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health

- Mind: www.mind.org.uk
- Moodspark: <https://moodspark.org.uk>
- Young Minds: www.youngminds.org.uk

- We are with you: www.wearewithyou.org.uk/services/kent-for-young-people/
- Anna Freud: www.annafreud.org/schools-and-colleges/

Radicalisation and hate

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

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): www.nicco.org.uk

Signed:

A handwritten signature in black ink, appearing to read 'Haydon Moore', with a large circular flourish at the beginning.

Haydon Moore
September 2022

Reviewed September 2023

Next Review 2024