Achieving together in faith

Holy Cross Catholic

Multi Academy Company

Child Protection and Safeguarding Policy:

Management of Safeguarding

Responsible for policy	Marina Kelly
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1. Legislation and the law

1.1. Holy Cross Catholic Multi Academy Company (MAC) has a strategic leadership responsibility for the safeguarding arrangements in MAC schools and **must** ensure that they comply with their duties under legislation. Schools **must** have regard to Keeping Children Safe in Education (2021) guidance, ensuring policies, procedures and training in all schools are effective and comply with the law.

1.2. The MAC must also comply with Charity Commission guidance on charity and trustee duties to safeguard children.

1.3. The MAC's Board (Board) and each school's Local Governing Body should have a senior board level (or equivalent) lead to take leadership responsibility for safeguarding arrangements.

1.4. Headteachers should ensure that the policies and procedures, adopted by the Board (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

2. Whole school approach to safeguarding

2.1. The Board supports and encourages a "whole school" approach to safeguarding to ensure that child protection and safeguarding are at the forefront and underpin all relevant aspects of its processes, policies and curriculum development. The MAC is committed to ensuring that its systems, processes and policies operate with the best interests of the child at their heart.

2.2. Where there is a safeguarding concern, governing bodies and school leaders will ensure the child's needs, wishes and feelings are taken into account when determining what action to take and what services to provide in the child's best interests. Systems are in place, and are well promoted, easily understood and accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

3. Safeguarding policies and procedures

3.1. The Board ensures there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

3.2. These policies include individual schools having:

a.) an effective **child protection and safeguarding policy** which:

- reflects the "whole school" approach to peer-on-peer abuse (see para 17.2);
- reflects reporting systems (as set out at paragraph 2.2);
- describe procedures which are in accordance with government guidance;
- refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners (who are identified in paragraph 5.4);
- includes policies such as online safety (see paragraph 9.1), and special educational needs and disabilities (SEND) (see paragraphs 27.1 – 27.3);
- deals appropriately with serious violence, including the preventions of youth violence, gang involvement and criminal exploitation of children and vulnerable adults.
- is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and
- is available publicly via the school's website.

b.) a **behaviour policy**, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying);

c.) a **staff code of conduct** which should, amongst other things, include: acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.

d.) **appropriate safeguarding arrangements** in place to respond to children who go missing from education, particularly on repeat occasions (more information at paragraph 21.1).

3.3 These policies and procedures, along with Part One (or Annex A if appropriate) of Keeping Children Safe in Education 2021 (KCSIE 21) and information regarding the role and identity of the designated safeguarding lead (and deputies), are provided to all staff on induction and at the start of the academic year.

3.4 MAC schools provide appropriate child protection and safeguarding information to temporary staff and volunteers.

3.5 The MAC Board will ensure that:

- child protection files are maintained in accordance with KCSIE 21 Annex C guidance;

- appropriate safer recruitment is practised in accordance with Part 3 of KCSIE 21 guidance; and

- where reasonably practicable schools will hold **more than one emergency contact number** for each pupil or student.

4	**The designated safeguarding lead**

4.3   The Board will ensure that an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). This role is explicit in the post-holder's job description (see KCSIE 21, Annex C, which describes the broad areas of responsibility and activities related to the role).

4.4   Individual schools decide whether to have one or more deputy designated safeguarding leads. The deputy (or deputies) are trained to the same standard as the designated safeguarding lead.

4.5   Activities of the designated safeguarding may be delegated to appropriately trained deputies but the ultimate lead responsibility for child protection and safeguarding, remains with the designated safeguarding lead. This responsibility cannot be delegated.

4.6   The designated safeguarding lead and any deputies have responsibility for liaising with the safeguarding partners and working with other agencies.

4.7   During term time, the designated safeguarding lead and/or a deputy wil always be available (during school or college hours) for staff in schools to discuss any safeguarding concerns. Schools and the designated safeguarding lead will ensure adequate and appropriate cover arrangements are in place for any out of hours/out of term activities.

4.8   The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out the role. The training is updated every two years.

4.9   In addition to formal training, the knowledge and skills of safeguarding leads is updated regularly via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments and at least annually, to keep up with any developments relevant to their role.

5	**Multi-agency working**

5.3 Schools have a pivotal role to play in multi-agency safeguarding arrangements. The Board will ensure that schools contribute to multi-agency working in line with statutory guidance *Working Together to Safeguard Children.*

5.4 Safeguarding partners (the local authority; the local clinical commissioning group; and the local chief officer of police) make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

5.5 Safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children.

5.6 MAC schools must understand their role within the local safeguarding arrangements and the MAC Board and senior leadership teams (especially their designated safeguarding leads) must be aware of, and follow, the arrangements set out by Coventry's Children's Safeguarding Partnership (CCSP).

5.7 *Working Together* is clear that all schools (including those in multi-academy companies) in the local area should be fully engaged, involved, and included in safeguarding arrangements. Locally, safeguarding partners will name schools as relevant agencies and will reach their own conclusions on the best way to engage with individual institutions.

5.8 Schools, as a relevant agency, are under a statutory duty to co-operate with the published arrangements and. act in accordance with the safeguarding arrangements.

5.9 The local criteria for action and the local protocol for assessment are reflected in MAC school policies and procedures. Schools provide appropriate information to safeguarding partners when requested to do so.

5.10 Schools work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools allow access for children's social care.

6   Information sharing

6.1 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

6.2 To help meet a child's needs, the Board recognises the importance of information sharing between practitioners and local agencies. Information Sharing Protocols are in place that set out clearly the processes and principles for sharing information within the school and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

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

6.4 The Board and MAC central staff are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

6.5 The Board will ensure that relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so and the sharing of relevant information will enhance the safeguarding of a child in a timely manner, but where it is not possible to gain consent and/or it cannot be reasonably expected that a practitioner gains consent, or where to gain consent would itself place a child at risk.

- for schools, withholding pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where there is doubt schools must seek advice from the MAC central team.

6.6 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.

6.7 Where children leave a MAC school, the designated safeguarding lead ensures:

- the child protection file is transferred to the new school as soon as possible, to allow the new school or college to continue to support children who have had a social worker and been victims of abuse and to have that support in place for when the child arrives;

- there is secure transit, and confirmation of receipt;

- that child protection files are transferred separately from the main pupil file.

6.8 In addition to the child protection file, the designated safeguarding lead considers if it would be appropriate to share any information with the new school in advance of a child leaving.

7 Staff training

7.1 The Board will ensure that:

- all staff undergo safeguarding and child protection training (including online safety) at induction, the training is regularly updated and induction and training is in line with advice from safeguarding partners;

- all staff receive regular child protection and safeguarding updates, including online safety,as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

- safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

7.2 In considering training requirements, the Board will have regard to Teachers' Standards which set out the expectation that all teachers manage behaviour effectively and requires teachers to have a clear understanding of the needs of all pupils.

8 Opportunities to teach safeguarding

8.1 The Board will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be

appropriate for all children. Schools consider this as part of providing a broad and balanced curriculum, which includes covering relevant Relationship, Sec and Health Education.

8.2 The Board will ensure that appropriate filters and monitoring systems are utilised, and is aware that care should be taken that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

9 Online safety

9.1 The Board recognises that it is essential that children are safeguarded from potentially harmful and inappropriate online material. Effective whole school approaches to online safety enables schools to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

9.2 The breadth of issues arising within the provisions online safety is considerable, but can be categorised into four areas of risk which will be addressed by the introduction of the appropriate filtering and monitoring systems:

- **content**: being exposed to illegal, inappropriate or harmful content, for example:

  pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.

- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

9.3 Online safety will be considered when devising and implementing policies and procedures and in planning the curriculum, teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

10   Remote learning

The MAC has developed a Remote Learning Policy which has been adopted by all MAC schools and provides clear guidance on online safety

11   Filters and monitoring

11.1   In discharging its responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the Board has done all that it reasonably can to limit childrens' exposure to the above risks from schools' IT systems.

12   Information security and access management

12.1   The Board is responsible for ensuring that schools and central office staff have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and reviews the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

13   Reviewing online safety

13.1   The MAC will carry out an annual review of online safety, supported by an annual risk assessment that considers and reflects the risks that pupils face.

14   Information and support

14.1   The MAC will support schools to keep staff and pupils safe online and schools will provide parents and carers with information to help keep children safe online at home.

14.2   Appendix1 contains a list of resources for governing boards and senior leaders.

15   Inspection and Governance

15.1   Ofsted's inspections of early years and schools are carried out under Ofsted's *Education Inspection Framework* and inspectors will always report on whether arrangements for safeguarding children and learners are effective. Safeguarding practice remains a high priority for the Board and is overseen by the Board's Catholic Life and Welfare Committee.

16 What school staff should do if they have a safeguarding concern or an allegation is made about another staff member

16.1 Procedures are in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers and contractors). All MAC schools have adopted the Coventry Child Protection and Safeguarding (CCPS) Model Policy and personalised it to fit their own circumstances. The model policy sets out the action staff should take in the event of any concerns or allegations.

16.2 Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence**.

16.3 Where a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, consideration will be given as to whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on GOV.UK.

17 Peer on peer /child on child abuse

17.1 The MAC recognises that children are capable of abusing their peers (including online) and this is included in the annual safeguarding training provided for Directors, LGB members and central staff. All school staff must be clear about their school's policy and procedures with regard to peer on peer abuse.

17.2 The MAC has ensured that the child protection and safeguarding policy includes:
- procedures to minimise the risk of peer on peer abuse;
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported;
- a recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported;
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as "banter", "just having a

laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;

- recognition that it is more likely that girls will be victims and boys' perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
  o bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  o abuse in intimate personal relationships between peers;
  o physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  o sexual violence and sexual harassment.
  o Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
  o 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;
  o 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; and
  o initiation/hazing type violence and rituals.

18   The use of 'reasonable force' in schools and colleges

18.1   The MAC acknowledges that staff in schools may need to use reasonable force to safeguard children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

18.2   The decision on whether to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always be dependent on individual circumstances.

18.3   When using force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, schools will consider the risks carefully and recognise the additional vulnerability of these groups. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use force.

19 Use of school premises for non-school activities

19.1 Where school's LGBs hire or rent out school premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

19.2 When services or activities are provided by the governing body, under the direct supervision or management of their school, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case and the LGB must require assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. The LGB must ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

20 Children potentially at greater risk of harm

20.1 The Board recognises (and reflects in its policies and procedures) that some groups of children are potentially at greater risk of harm e.g. children who need a social worker (*Child in Need* and *Child Protection* Plans) due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

20.2 MAC schools work with local authorities a child has a social worker, and the designated safeguarding lead holds and uses this information to ensure decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

20.3 Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

21 Children missing from education

21.1 Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual

abuse and child sexual and criminal exploitation. Each MAC school's response to children missing from education supports identifying such abuse and helps prevent the risk of them going missing in the future. This includes when problems are first emerging, but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

- MAC schools must be aware of their duties regarding children missing education, including information schools must provide to the local authority when removing a child from the school roll at standard and non-standard transition points.

22   Elective Home Education (EHE)

22.1   Many home educated children have an overwhelmingly positive learning experience. However, schools are aware that this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

22.2   From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

23   Children requiring mental health support

23.1   Schools have an important role to play in supporting the mental health and wellbeing of their pupils. 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. MAC schools must have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

23.2   Senior mental health leads have been appointed in all MAC schools. From September 2021 senior mental health leads will participate in the Government's new training program which will be available to all state-funded schools by 2025, to help introduce or develop their whole school or college approach to mental health.

23.3   Schools recognise their role in helping prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

23.4   Public Health England has produced a range of resources to support secondary schools to promote positive health, wellbeing and resilience among

children including its guidance "*Promoting children and young people's emotional health and wellbeing*".

24 Looked after children and previously looked after children

24.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. MAC leaders must ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

24.2 Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead (DSL) holds details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

24.3 A previously looked after child potentially remains vulnerable and staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, staff are aware that it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

25 Designated teachers

25.1 A designated teacher will be appointed to work with the local authority to promote the educational achievement of registered pupils who are looked after. Designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher will have appropriate training and the relevant qualifications and experience.

25.2 Statutory guidance contains further information on The Role and Responsibilities of the Designated Teacher.

26 Care leavers

26.1 Local authorities have on-going responsibilities to the children who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in

education or training. DSLs have details of the local authority Personal Advisor appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

27 Children with special educational needs and disabilities or physical health issues

27.1 Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. The Board will ensure that each school's child protection and safeguarding policies reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

27.2 The Board ensures that child protection and safeguarding policies reflect the above and that schools will consider the need for extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Guidance and Resources

Advice for Governing Boards and senior leaders

- *Childnet* provide guidance for schools on cyberbullying
- *Educateagainsthate* provides practical advice and support on protecting children from extremism and radicalisation
- *London Grid for Learning* provides advice on all aspects of a school or college's online safety arrangements
- *NSPCC* provides advice on all aspects of a school or college's online safety arrangements
- *Safer Recruitment Consortium* "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- *Searching screening and confiscation* is departmental advice for schools on searching children and confiscating items such as mobile phones
- *South West Grid for Learning* provides advice on all aspects of a school or college's online safety arrangements
- *Use of social media for online radicalisation* - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- *UK Council for Internet Safety* has provided advice and an Online Safety Audit Tool to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- *Department for Digital, Culture, Media & Sport (DCMS) Online safety guidance if you own or manage an online platform* provides practical steps on how companies can embed safety into the design of their online platforms. It offers information on common platform features and functions (such as private messaging) and their risks, as well as steps that can be taken to manage that risk.
- *Department for Digital, Culture, Media & Sport (DCMS) A business guide for protecting children on your online platform* provides guidance to businesses on how to protect children on their online platform. It outlines existing regulatory requirements and provides best practice advice on how to protect children's personal data, ensure content is appropriate for the age of users, ensure positive user-to-user interactions and address child sexual exploitation and abuse.
- Online safety in schools and colleges: Questions from the governing board.

Remote education, virtual lessons and live streaming

- Case studies on remote education practice are available for schools to learn from each other
- Departmental guidance on safeguarding and remote education including planning remote education strategies and teaching remotely
- London Grid for Learning guidance, including platform specific advice
- National cyber security centre guidance on choosing, configuring and deploying video conferencing

- National cyber security centre guidance on how to set up and use video conferencing
- UK Safer Internet Centre guidance on safe remote learning - Support for children
- Childline for free and confidential advice
- UK Safer Internet Centre to report and remove harmful online content
- CEOP for advice on making a report about online abuse
- A free online safety self-review tool for schools can be found via the *360 safe website*.

Parental support

- *Childnet* offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- *Commonsensemedia* provide independent reviews, age ratings, & other information about all types of media for children and their parents
- Government advice about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- Government advice about security and privacy settings, blocking unsuitable content, and parental controls
- *Internet Matters* provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- *Let's Talk About It* provides advice for parents and carers to keep children safe from online radicalisation
- *London Grid for Learning* provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- *Stopitnow* resource from *The Lucy Faithfull Foundation* can be used by parents and carers who are concerned about someone's behaviour, including children whomay be displaying concerning sexual behaviour (not just about online)
- *National Crime Agency/CEOP Thinkuknow* provides support for parents and carers to keep their children safe online
- *Net-aware* provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- *Parentzone* provides help for parents and carers on how to keep their children safe online
- Parent info from *Parentzone* and the *National Crime Agency* provides support and guidance for parents from leading experts and organisations
- *UK Safer Internet Centre* provides tips, advice, guides and other resources to help keep children safe online