

# **Safeguarding Policy**



**Governors' Review Body:** Full Governing Body

**Responsibility:** D Wright

**Reviewed:** Sept 2025

**Next Review Date:** Sept 2026

## **Safeguarding Policy**

(This policy should always be read in conjunction with the Child Protection Policy)

***Let it be known to all who enter here that Christ  
is the reason for this school,  
the unseen but ever present teacher in its classes,  
the model for its children, the inspiration for its staff."***

### **1. Aims**

At Sacred Heart the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure and loving environment in which their children can flourish in the presence of God.

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm not just in school but to the wider environmental factors in a person's life that may be a threat to their safety and or welfare. This is contextual safeguarding. Safeguarding is everyone's responsibility. Safeguarding is defined in Working Together to Safeguard Children 2023 as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

This policy applies to all staff, governors, volunteers, agency staff, students or anyone working on behalf of Sacred Heart School (for the purposes of this policy the use of the word 'staff' will encompass all of the above).

### **2. Statutory Framework**

This policy has been drawn up on the basis of law and guidance that seeks to protect children, namely:

- **Working Together to Safeguard Children 2023**
- **Keeping Children Safe in Education (KCSiE) 2025**
- **Children missing education: statutory guidance for local authorities – 2016**

And in conjunction with non-statutory guidance:

- **What to do if you're worried a child is being abused - 2015**
- **Information sharing 2018**
- **Responding to Incidents of Sexting (UKCCIS) 2020**
- **Sexual violence and sexual harassment between children in schools and colleges – Gov UK May 2018**
- **Prevent Duty Guidance 2023**
- **Guidance for RSE & Health 2019 (update from DfE due 2026)**
- **Working Together to Improve School Attendance 2024**
- **EYFS Framework 2025**

### **3. Roles and Responsibilities**

Whilst the overall responsibility for safeguarding lies with the Headteacher, we recognise that the safeguarding of pupils at Sacred Heart School is a shared responsibility.

As a school we aim to ensure that a Designated Safeguarding Lead is available at all times; currently Dan Wright (Assistant Head & DSL), Susan Morahan & Catherine Stockwell (Co-Headteachers).

The DSL's responsibilities are to

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;

As outlined in 'Keeping Children Safe in Education' (2025).

The Governing Body has a duty to ensure that the school meets its statutory responsibilities and that the children at Sacred Heart are safe. To make sure governors have the knowledge and information they need to perform their functions and duties, everyone on the board has safeguarding training.

We also work in conjunction with Hillingdon's Safeguarding Children Partnership as well as Hillingdon's Local Authority Designated Officer (LADO) and Deputy LADO: Hannah Ives and Nicole Diamond, respectively.

*Anyone can make a referral and ask for advice.*

*If a child is considered to be in immediate danger the police should be contacted.*

### **Contact details for staff, governors and LA are attached (Appendix 1)**

Staff have the responsibility to read the relevant documentation/ policies (including the updated KCSiE) and Staff Code of Conduct at the beginning of every school year and to sign to say that they have read and understood the content. Staff receive regular (at least termly) safeguarding updates/training. We work to ensure a culture of vigilance and listening to children to ensure safeguarding issues are taken seriously.

### **4. Opportunities to teach safeguarding**

The school curriculum helps children to recognise, understand and manage the risks they may encounter and know how to get help when they need it. Relationships and Personal, Social and Health Education across the curriculum covers topics such as drugs, sex and relationships and how to keep safe and the Safeguarding Curriculum Map outlines the areas each year group will cover.

The curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design & Technology. At all times, there must be appropriate staffing levels and when the curriculum is taken out of school appropriate and agreed pupil/adult ratios are maintained. The lead adult always assesses visits as to the level of risk and all trips are finally authorised by S Morahan (EVC – Educational Visits Coordinator).

Detailed guidance is available to all staff on the risk assessments required to be carried out.

In accordance with the latest RSE & Health Guidance, at Sacred Heart Catholic Primary School we ensure that our programme addresses areas including:

- Supporting children to develop the skills that form the building blocks of all positive relationships
- Kindness in relationships
- Reporting concerns about abusive relationships
- All forms of sexual harassment and abuse
- Emphasising that victims of sexual harassment or abuse are never at fault for it

### **5. Children with educational needs and disabilities**

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who, in any capacity, work with children with profound and multiple disabilities, sensory impairment and / or emotional and behavioural problems will need to be particularly sensitive to signs of abuse, including

- Awareness that behaviour, mood and injury may relate to possible abuse and not just their SEN or disability
- Disproportionate impact of bullying
- Difficulties with communication
- Higher risk of peer group isolation

### **6. Children requiring mental health support**

We have an important role to play in supporting the mental health and wellbeing of our 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. We are vigilant in identifying pupils who may be experiencing possible mental health problems. Within school we have a leaning mentor to whom staff can refer pupils. There are a range of programmes and support strategies available. Where necessary we will support the parents in making a referral to outside professionals for specialist support.

### **7. Practical Advice**

The four categories of Child Abuse are

- Emotional abuse
- Physical abuse
- Sexual abuse
- Neglect

During safeguarding training, staff are reminded of the possible signs and indicators of abuse and how staff should manage a disclosure. Staff are encouraged to use the *TED* approach:

- *Tell me about...*
- *Explain to me...*
- *Describe to me...*

*Cause for Concern* forms and information regarding signs and indicators are displayed in the staff room and in staff communal areas around the school; and, copies are available on the *Shared Drive > Safeguarding*.

## **8. Forms of abuse linked to culture, faith or belief**

All staff at Sacred Heart will promote mutual respect and tolerance of those with different faiths and beliefs. Some forms of abuse are linked to these and staff should strive to suspend professional disbelief (i.e. that they 'could not happen here') and to report promptly any concerns to the Designated Safeguarding Lead.

**Female Genital Mutilation** is illegal and involves intentionally altering or injuring female genital organs for non-medical reasons. It can have serious implications for physical health and emotional well-being. Possible indicators include taking the girl out of school / country for a prolonged period or talk of a 'special procedure' or celebration. There is a mandatory duty on staff to report such cases to the police.

**Forced Marriage** is also illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure or abuse is used. It is not the same as arranged marriage. Young people at risk of forced marriage might have their freedom unreasonably restricted or being 'monitored' by siblings. There might be a request for extended absence from school or might not return from a holiday abroad.

**So called 'honour-based' abuse** is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It can exist in all communities and cultures and occurs when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Females are predominantly, but not exclusively, the victims and the violence is often committed with some degree of approval and/or collusion from family or community members.

### **Anti-radicalisation and extremism**

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

*Extremism* is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

*Radicalisation* is the process of a person legitimising support for, or use of, terrorist violence.

(Refer to the Counter-Terrorism and Security Act, February 2015)

(The Prevent duty – Department advice for schools and childcare providers)

**Any concerns about pupils becoming radicalised or being drawn into extremism will be reported to the DSL who will then follow the necessary procedures to inform the local authority (Hillingdon referral process via the Stronger Families portal and school form – Shared Drive > Safeguarding).**

## 9. Child Sexual Exploitation (CSE)

Staff at Sacred Heart are to remain vigilant to any signs that a child is being exploited in this manner. The statutory definition states that this is a form of abuse.

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

Child sexual exploitation - Definition and a guide for practitioners DfE Feb 2017

All practitioners should assume that in the course of their work with children they will encounter children at risk of sexual exploitation. If any member of staff suspects that CSE is taking place they must share this with the DSL who will refer it to the local authority children's social care.

## 10. Managing incidents of 'sexting' now referred to as 'sharing of nudes or semi-nudes'

### Viewing the imagery

'Adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.' – Guidance Document Sexting in Schools and Colleges UKCCIS (Council for Child Internet Safety).

### Actions may include:

- Parental involvement
- Police involvement if deemed necessary
- Possible contact with social care

**Further guidance will be taken from the UKCIS document: Sharing nudes and semi-nudes: advice for education settings working with children and young people Dec 2020**

## 11. Child on Child abuse

Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of child-on-child abuse will be managed in the same way as any other child protection concern and will follow the same procedures.

Child-on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), on-line abuse, gender-based abuse, 'sexting' or sexually harmful behaviour, up-skirting. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if

someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse

#### **Actions may include**

- Parental involvement
- Police involvement if deemed necessary
- Possible contact with social care

### **12. Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years, by someone other than a parent or \*close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close relative is defined as a 'grandparent, brother, sister, uncle or aunt).

We recognise that there is no duty for schools to be informed about a child who is privately fostered however we do have a duty to inform children's services where we become aware of such an arrangement.

### **13. Domestic Abuse**

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

### **14. Controlling and coercive behaviour**

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Staff should be aware of these forms of abuse and report any incidents that raise concern to the school's DSL.

### **15. Child Criminal Exploitation of children and vulnerable adults**

Criminal exploitation of children and vulnerable adults is a geographically widespread form of harm that is a typical feature of county lines activity. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. **County lines: Criminal exploitation of children and vulnerable adults (UK Gov Guidance 2017).**

## **16. Attendance**

Excellent attendance is expected of all children, but when children are unwell parents are expected to confirm absence by telephone immediately.

The school works closely with the Local Authority's School Attendance Support Team whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term to the LA, annually to the government and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality.

## **17. Children Missing Education (CME)**

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


Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age.' (Children missing education: statutory guidance for local authorities September 2016)

At Sacred Heart we monitor attendance closely and positive measures are in place to encourage excellent attendance. Attendance is monitored daily, weekly, monthly and termly. E-returns are completed each month for the LA and the attendance officer informs the SLT of the record of attendance. Parents of children whose attendance falls below expectation and for whom we have no knowledge of why, are contacted either by phone or, more formally, by letter. Where further action is required, parents are called in for a meeting and/ or a referral made to the Participation Officer/Attendance Support Team. Regular reminders about the importance of attendance at school are included in the schools' newsletter. This includes a statement regarding unauthorised absences (holidays) during term time. For some pupils referrals are made to other agencies who support the family.

Parents are requested to ensure that the school holds at least two emergency contacts for their child.

## **18. Site security**

Sacred Heart provides a secure site which is controlled by precise management directives but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:

-  Gates are locked except at the start and end of each day.
- Doors should be closed to prevent intrusion but to facilitate smooth exits.
- Visitors, volunteers and children must only enter through the main entrance and after signing in at the office window.
- Children will only be allowed home with adults with parental responsibility

or confirmed permission. Any child not collected at 3.15pm waits with their class teacher and then is taken to the school office to enable parents to be contacted. Children in Years 5 and 6 may only walk home alone with parental permission.

- Children should never be allowed to leave school alone during school hours, and if collected by an adult a record is kept by the office.
- Older siblings may collect younger siblings (Year 3 and above) at the end of the school day, only with written permission of the parent, given in advance.
- There is no law determining the age at which a sibling can accompany a child to school. It is ultimately up to parents and carers to decide whether they feel this is appropriate.

Factors that parents and carers should take into account include:

- the maturity of all the children involved
- the length and nature of the journey home
- the behaviour of all the children involved
- the relationship between the children collecting or being collected.

At Sacred Heart, we advise an older sibling is at least 14 years of age and, in any case, any such arrangement must be agreed with by the school's SLT.

## **19. The Health and Safety Policy**

The school has a health and safety policy which is monitored by the Governing Body Operations Committee.

The Headteacher, the Site Manager and the Governor with responsibility for Health and Safety oversee the procedures associated with the policy. Any concerns from staff are reported to any of the above and the Site Manager carries out an initial examination, assessing what remedial action needs to take place.

Each term a drill practices one of the following:

- evacuation
- lock down
- response to a bomb threat

The school conducts an annual Fire Risk Assessment.

## **20. First Aid**

In school there are trained members of staff who oversee first aid. There are a number of first aid kits situated around school. When a child is unwell, or has suffered an accident in school or on the playground, there is a protocol for staff to follow:

- A trained first aider is consulted
- The incident is logged in the accident book
- For head injuries a 'Head Note' is issued
- If there is any doubt at all a parent is contacted.

At Sacred Heart, we follow guidance set out in the EYFS Framework (2025) that:  
(3.63) *Whilst children are eating there should always be a member of staff in the room with a valid paediatric first aid certificate for a full course consistent with the criteria set out in Annex A (of the EYFS Framework).*

## **21. Appointments of staff and induction of newly appointed staff and work placements**

All staff appointed to work in school have a DBS check and a Prohibition Order check. This highlights people who have a criminal record or if previous allegations have been made against them, or if prohibited from teaching by the Secretary of State. If staff are found to have a criminal record or Prohibition Order, the appointment is reconsidered by the Headteacher and the Governing Body. Sacred Heart utilise the DFE's 'Check a Teacher's Record' as part of this process.

All staff and adults who work within the school have all their relevant details for safeguarding kept on a **Single Central Record** which is administered by a member of the office staff. The central record is checked termly for accuracy by the Headteacher.

The Co-Headteachers, Assistant Headteacher and Business Manager have undertaken training on Safer Recruitment.

New staff are inducted into safeguarding practices. Newly appointed staff are assigned a mentor, usually a member of the Wider SLT, for the induction period. It is the responsibility of the mentor to familiarise new staff with procedures and policy which affect the health and safety of all at school but especially the children.

## **22. Disqualification and Disqualified Persons**

The 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children. Where this is the case, the member of staff must speak to the Headteacher.

All staff must read and acknowledge that they have read the Disqualifications Policy.

**All staff have an on-going obligation to disclose to the school if they are or become a Disqualified Person.**

## **23. Welcoming visitors**

The school endeavours to ensure that all visitors to the school have DBS clearance. Volunteers who work within the school regularly must have DBS clearance. All professional staff who visit the school to work with individuals or groups are supported by a confirmation from their employer of having been checked by the DBS; this includes professionals who lead after school activities. Casual visitors are always escorted on the school premises by either office staff or the Site Manager. Visitors will be given a copy of our Safeguarding Principles on their first visit to the school.

## 24. Child Protection Policy

There is a detailed Child Protection Policy which is available on the school's website. It is the Governing Body's duty to ensure the policy is reviewed and any deficiencies within the policy addressed immediately. Governors, teaching and associate staff and SMSAs have appropriate child protection training, which is updated at least every three years.

This school follows guidance in document Use of Reasonable Force – Advice for head teachers, staff and governing bodies (July 2013) which asserts that physical restraint may be used if there is the possibility that a child may be about to cause harm to him/ herself or to another. It also asserts that on no occasion should such physical contact be used as a punishment.

All allegations of abuse by a teacher will be dealt with by the Headteacher, who will notify the LADO, if necessary. For any complaints about the Headteacher, the Chair of Governors should be contacted directly.

## 25. E-Safety

The school has a detailed policy to ensure that children are able to use all media associated with the curriculum safely. Children should be encouraged to use the internet as much as is possible, but at all times in a safe way. Pupils should not be left unattended whilst using computers and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher and DSL without delay.

Pupils are taught to use the internet safely as part of the curriculum and regular E-Safety talks are provided for parents. Teachers receive on line safety training.

Filtering and Monitoring (see Appendix 2)

**Pupils** in Year 6 pupils have permission to bring a **non-smart phone** (no access to the internet/ camera facility) to school, only if travelling to/from school unaccompanied. Pupils will be responsible for their own phone, keeping it in their school bag. They will not be permitted to use it in school – pupils will turn off their phones once they arrive at school.

## 26. Equal opportunities

At Sacred Heart we try to ensure that everyone is treated fairly. All children are given equal access to the school and its curriculum and all at Sacred Heart are considered equal in the learning partnership. When children have additional educational needs we make arrangements to inform parents and design specific programmes. A detailed policy on Equal Opportunities supports this belief.

Children with disabilities must be able to take a full and active part in every lesson and every measure must be taken to ensure this.

## **27. Behaviour Policy**

Good behaviour is essential in any community and at Sacred Heart we have high expectations for this. A section entitled 'Behaviour Procedures' is included in the Staff Handbook detailing the rewards and sanctions available to staff. Although the emphasis is always on the positive there are also times when children have to be disciplined in order to maintain the safety and security of all children.

## **28. Anti-Bullying Policy**

The Sacred Heart definition of bullying is: "A systematic and extended victimisation of a person or group, by another or group of others."

The school's response to this is unequivocal.

Adults must be informed immediately and action will be taken.

Children are told that silence is the bully's best friend. Although bullying in this school is rare the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed outlined in the school's Positive Behaviour Policy, available on the school's website.

## **29. Photographing and videoing filming**

During school productions we accept that many parents may wish to photograph/ film their child, however all parents must agree to the following terms and conditions:

- **All filming is for personal use only and must not be shared with external agencies**
- **No video, film or still photography from school events may be posted to any form of social media.**

Parents are asked to confirm that they have read and understood the school's terms and conditions when their child joins the school

## **30. Data Protection**

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

## **31. Whistleblowing**

If members of staff ever have any concerns, about people working, paid or unpaid, they have a professional duty to inform the management accordingly. This can be done in writing or verbally but staff should be prepared to discuss issues in the confidence that any such matter will be dealt with sensitively and with the necessary degree of confidentiality. The school follows the Local Education Authority's policy on Whistleblowing.

Where a staff member feels unable to raise an issue with the Designated Safeguarding Lead, Headteacher, or Chair of Governors or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. **E.g. NSPCC Whistleblowing Advice Line - 0800 028 0285**

If the concern relates to the Headteacher, then the concern should be raised with the Chair of Governors.

### **Low-level concerns**

Low-level concern – this does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf Sacred Heart may have acted in a way that:

- is inconsistent with the staff code of conduct, 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. Examples of such behaviour could include, but are not limited to: being over friendly with children, having favourites, taking photographs of children on their mobile phone, contrary to school policy, engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with The Head or Deputy Head and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of our school from becoming the subject of potential false low-level concerns or misunderstandings.

## **32. Staff training**

The DSL and deputies undertake training which is updated every two years. They update their skills and knowledge at regular intervals, but at least annually, to keep up with any developments relevant to their role.

All staff receive safeguarding and child protection training at regular intervals and at least annually.

We ensure that at least one member of every recruitment panel has undertaken safer recruitment training.

When staff and volunteers start in the school they are inducted into the school's safeguarding procedures, including being made aware of the school's policies, KCSIE (2025) and the school's Code of Conduct.

### **34. Monitoring and Review**

The Headteacher and members of the SLT will monitor the use of this policy on behalf of the Governing Body. The Governing Body reviews this policy every year. The Governors may, however, review the policy earlier than this, if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved.

Approved by the Governing Body

Signed: \_\_\_\_\_

Chair of the Governing Body

All updates and reviews are agreed by the Faith and Operations Committee and FGB

Reviewed September 2025

Next Review Sept 2026

## Appendix 1

### Key Names and Contacts

<u>Role</u>	<u>Name</u>	<u>Contact details</u>
<u>Designated Safeguarding Lead</u>	<u>Daniel Wright</u>	<u>01895 633 240</u>
<u>Co-Headteachers</u>	<u>Susan Morahan</u> <u>Catherine Stockwell</u>	<u>01895 633 240</u>
<u>Designated Governor</u>	<u>Catherine Anderson</u>	<u>01895 633 240</u> <a href="mailto:canderson@shpsruislip.org">canderson@shpsruislip.org</a>
<u>Lead Child Protection Officer (Deputy LADO)</u>	<u>Nicole Diamond</u>	<u>01895 277463</u> <u>07702 989901</u> <a href="mailto:ndiamond@hillingdon.gov.uk">ndiamond@hillingdon.gov.uk</a>
<u>Social Care</u>	<u>Follow up with completion of Early Help Assessment form (All Staff Docs – Child Protection). email to</u> <a href="mailto:strongerfamilieshub@hillingdon.gov.uk">strongerfamilieshub@hillingdon.gov.uk</a>	<u>01895 556006</u> <u>Out of hours number – 01895 250111</u>
<u>Schools' LADO (Local Authority Safeguarding Officer)</u>	<u>Hannah Ives</u>	<u>07753431285</u> <a href="mailto:hives@hillingdon.gov.uk">hives@hillingdon.gov.uk</a>

## Appendix 2

### **Filtering and Monitoring**

We use filtering and monitoring systems, alongside our existing safeguarding systems and procedures, to keep pupils safe when using the school's IT system.

**Filtering systems:** block access to harmful sites and content.

**Monitoring systems:** identify when a user accesses or searches for certain types of harmful content on school devices (it doesn't stop someone accessing it). Your school is then alerted to any concerning content so you can intervene and respond.

**All staff** are aware of their responsibilities in relation to filtering and monitoring as part of their safeguarding training and in response to the latest developments in technology such as AI (Artificial Intelligence).

Staff know

- to monitor pupils' screens
- how to report safeguarding and technical concerns, such as if:
  - they witness or suspect unsuitable material has been accessed
  - they are able to access unsuitable material
  - they are teaching topics that could create unusual activity on the filtering logs
  - there is failure in the software or abuse of the system
  - there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
  - they notice abbreviations or misspellings that allow access to restricted material

**Senior leaders and all relevant staff** are aware of and understand:

- What provisions the school has in place and how to manage these provisions effectively
- How to escalate concerns when they identify them

They are also responsible for:

- Buying-in the filtering and monitoring system your school uses
- Documenting what is blocked or allowed, and why
- Reviewing the effectiveness of the provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded
- Overseeing reports
- Making sure staff are trained appropriately and understand their role

**The DSL** takes lead responsibility for online safety, including understanding the filtering and monitoring systems and processes that are in place.

This includes overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems