



# Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

## SAFEGUARDING AND CHILD PROTECTION POLICY

<b>Approving Body</b>	B.M.A.T
<b>Date of First Approval</b>	November 2017
<b>Date of Last Amendment</b>	November 2017
<b>To be Reviewed</b>	Annually
<b>Responsible Officer</b>	<b>Térèse Wilmot</b> (Principal)

## **I. INTRODUCTION – PURPOSE AND SCOPE**

1. The Trust's overriding concern is the best interests of every child and young person in its care. In meeting this concern, this policy aims to:
  - a. Provide staff with a framework to promote and safeguard the wellbeing of children and ensure that they comply with their statutory responsibilities.
  - b. Ensure consistent good practice across the Trust.
  - c. Provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development.
  - d. Identify concerns early and prevent them from escalating.
  - e. Ensure that children who have unmet needs are supported appropriately.
  - f. Raise student awareness of child protection issues and equipping pupils with the skills they need to remain safe.
2. 'Safeguarding' means the arrangements that are in place for all children.
3. 'Child Protection' means the policy and procedures for children who have been harmed or are at risk of harm.
4. This policy, and all action relating to it, is in line with the following legislation and guidance:
  - a. The Children Acts of 1989 and 2004
  - b. The Education Acts of 1989, 2002 and 2011
  - c. The Education (Pupil Information) Regulations (England) 2005
  - d. The School Staffing (England) Regulations 2009
  - e. The Children and Families Act 2014
  - f. The Safeguarding Vulnerable Groups Act 2006
  - g. The Counter-Terrorism and Security Act 2015 (PREVENT Duty)
  - h. PREVENT Duty Guidance 2015
  - i. Working Together to Safeguard Children 2015
  - j. Keeping Children Safe in Education 2016
  - k. Working Together to Safeguard Children 2015
  - l. Searching, Screening and Confiscation 2015
  - m. Mental Health and Behaviour in Schools 2016
  - n. The Female Genital Mutilation Act 2003, 2015.
  - o. Child sexual exploitation, DfE 16.02.2017.

p. Children missing Education, DfE updated Sept 2016.

## II. GUIDING PRINCIPLES

5. Safeguarding and child protection is the responsibility of everyone: Staff, students, parents/carers, volunteers and visitors should be aware of and in compliance with this policy at all times.
6. E-Safety: The Trust has an 'E-Safety Policy' to ensure its ability to protect and educate pupils and staff in their use of technology.
  - a. Staff will receive annual e-safety training and updates throughout the year, via staff bulletins and briefings.
  - b. Have appropriate mechanisms in place to intervene and support where appropriate.
  - c. Pupils will participate in e-safety awareness sessions via tutor time, ICT lessons and PSHE lessons.
7. Radicalisation/PREVENT: The Counter Terrorism and Security Act 2015 places the PREVENT duty on schools to have due regard to the need to prevent people from being drawn into radicalism and/or terrorism and/or extremist ideology.
  - a. The Trust upholds this duty in its curriculum.
  - b. Lettings are vetted and monitored by the School Managers.
  - c. All staff have a statutory duty to look out for and inform the Safeguarding Team of any concerns.
  - d. The Designated Safeguarding Lead will have annual training.
8. Training and Support:
  - a. School Principals will ensure that the designated persons for safeguarding and child protection undertake the necessary formal training at least every two years and that this is updated informally at least annually.
  - b. The Designated Lead(s) will ensure that all members of the Safeguarding Team have adequate training; and that the training of all members of staff is updated 'regularly' and annually. (All staff must have Level 1 annually and SLT/Trustees Level 2 every two years with recommended refreshers.)
  - c. All members of staff are required to read Part One of 'Keeping Children Safe in Education' (2016).

- d. The Designated Lead (or a member of the Safeguarding Team) will offer child protection awareness training as part of the induction package for all staff and trainees.

9. Confidentiality:

- a. The purpose of confidentiality is to benefit the pupil: no one should guarantee confidentiality to a pupil, as any child protection concern **must** be reported to the Safeguarding Team.
- b. Staff will be informed individual child protection issues confidentially and on a 'need to know basis' only.

10. Records and Monitoring:

- a. Any one receiving a disclosure of abuse or noticing signs of possible abuse **must** make a signed and dated record within **24 hours** of reporting the incident; noting what was seen or said, putting the event into context, and giving the date, time and location.
- b. File notes are kept for any pupil on a child protection plan (CPP) or for any pupil monitored for child protection purposes. Only Designated staff will have access to Electronic files.
- c. These records stored securely on the school communications system.
- d. If a pupil transfers from a school within the Trust, any child protection notes will be forwarded to the pupil's new school marked "confidential" and for the attention of the receiving school's Designated Safeguarding and Child Protection Lead. Every effort will be made to deliver these by hand for 'in-Borough' schools.

11. Safe Recruitment: Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This includes:

- a. Following statutory EDBS and DBS guidelines re: checks on staff.
- b. Requiring a standardised application form and not just a CV.
- c. Stating clearly on any advertisement our commitment to safeguarding children and a link to our Safeguarding policy.
- d. Requiring staff that have successfully completed safer recruitment training to be on any interview panel used to recruit staff. At least one interview panel member will be safer recruitment trained.
- e. Validating qualifications, experience, references.
- f. Verifying identity and the right to work in the UK.

- g. Examining all career breaks, sudden job changes and/or dismissals.
- h. Maintaining a single, central record of all staff.
- i. Checking NCTL for Teacher Prohibition Orders.
- j. Checking for Section 128 (Prohibition from Management) Orders via DBS and/or NCTL, for any person being employed to a managerial role.
- k. Acting in accordance with 'Keeping Children Safe in Education' (2016) by supervising all third party organisations whilst working with students; requiring written confirmation of DBS checks for regulated activities; and seeking assurance that the organisations concerned have appropriate safeguarding and child protection procedures in place.

12. Inter-Agency Action: The Trust will provide a coordinated offer of early help when unmet needs are identified.

All staff are aware of the need for Early Intervention and this will be addressed annually in Level 1 Safeguarding training.

### **III. ROLES AND RESPONSIBILITIES**

13. All Staff are expected to:

- a. Comply with this policy and the 'Staff Code of Conduct'.
- b. Read at least Part One of 'Keeping Children Safe in Education' (2016).
- c. Familiarise themselves with the Safeguarding Team.
- d. Refer safeguarding and child protection issues to the appropriate member(s) of the Safeguarding Team.
- e. Monitor vulnerable pupils and promote early identification and assessment by recording information and sharing it swiftly DAPs, SLT and the Safeguarding Team.
- f. Challenge those who do not appear to be taking action and consider next steps.
- g. Employ their training and professional judgment to distinguish between an 'early-help concern' and an immediate danger or risk of harm and discuss with DSL's.
- h. Never allow professional relationships to interfere with their duty of care towards students.

**14. Designated Safeguarding Leads** are senior members of staff who take ultimate responsibility for safeguarding and child protection. With the support of the Safeguarding Team, they provide and/or ensure:

- a. Leadership and vision in respect of safeguarding and child protection.
- b. Mechanisms to assist staff to understand and discharge their role and responsibilities, including training to all staff on the signs of abuse, the appropriate action and how to protect themselves from allegations.
- c. That appropriate referrals are made to the relevant agencies.
- d. That the Safeguarding Team, SLT and LGB liaise on safeguarding and child protection issues.
- e. That students are taught the importance of safeguarding and child protection, including e-safety.
- f. That the effectiveness of this policy is monitored.
- g. That the Safeguarding Team receives the appropriate formal training at regular intervals.

**15. School Principals** are responsible for:

- a. Supporting the Safeguarding Team and ensuring that all members have received the appropriate training.
- b. Ensuring that all members of the Trust are mindful of this policy; and that all employees are familiar with Part One of 'Keeping Children Safe in Education' (2016) and School Policies.
- c. Overseeing the safe recruitment of all staff.
- d. Handling allegations against staff, or ensuring that they are handled by an appropriate delegate.
- e. Ensuring that students are taught the importance of safeguarding and child protection, including e-safety.

**16. The Local Governing Body ['LGB']** is responsible for ensuring that the Trust:

- a. Has an effective Safeguarding and Child Protection Policy, which complies with child protection legislation, and is reviewed at least annually.
- b. Uses safe recruitment procedures.
- c. Is mindful of its statutory duties.

**17. The Named Trustee for Safeguarding and Child Protection** is responsible for:

- a. Maintaining regular contact with the Trust's Designated Safeguarding Leads.

- b. Ensuring that this policy is effective and up to date.
- c. Has updated training.

#### **IV. PROCEDURE – CONCERNS ABOUT A STUDENT**

18. Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred **must report it immediately** to the Safeguarding Team (See Appendix A – Safeguarding Team).
19. This should be followed by a **written ASAP**, using the student's own words.
20. Any member of staff can refer their concerns directly to Children's Social Care.
21. Staff **must** take further action if they feel that the Trust has failed to act appropriately. This may involve reporting the matter to the Named Governor for Safeguarding and Child Protection, LADO, Social Care, the NSPCC or the Police.
22. The Safeguarding Team will **immediately refer cases** of suspected abuse or an allegation of abuse to the relevant investigating agency. Any referral will be **confirmed in writing as soon as possible**. Where possible, MARF AND CAF referral forms should be used. Where the allegation is against a member of staff, the School Principal must first be informed, unless it is about the Principal then the named Trustee will be informed.
23. If the Safeguarding Team is unsure about whether a formal referral should be made, advice should be sought from social services, the NSPCC or the Redbridge Child protection Team and the Local Authority where the child resides.
24. The Trust will inform parents/carers of its actions unless doing so could place the child at greater risk of harm or impede a criminal investigation.
25. Early Help:
  - a. Members of the safeguarding team may use a CAF and/or MARF or relevant Local Authority forms, for families about whom we have concerns and where there is likely to be multi-agency working.
  - b. In addition to working with the designated lead, staff may be asked to support Social Care/Police/PREVENT panels to take decisions about individual students.
  - c. The Trust will take any disclosure or allegation of abuse seriously; it will consider the 'unthinkable' and challenge when required.
26. Searching, Screening and Confiscation: School Principals and authorised members of staff have the statutory power to search pupils or their possessions,

without consent, where they have reasonable grounds for suspecting that they may have prohibited item/s:

**27.** We will allow access for Children’s Social Care and the Police, where appropriate, to conduct a Section 17 or 47 Assessment.

## **V. PROCEDURE – SUPPORTING STUDENTS**

**28.** There is a pyramid of need for the support of vulnerable pupils which includes:

- a. Those pupils on child protection plan and those pupils for whom we have major child protection concerns.
- b. Children ‘Looked After’ by the Local Authority adopted children and those who are cared for by people other than a parent; and those pupils who take the role as a significant carer for a family member.
- c. Pupils who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons.
- d. Pupils, who do not need on-going support but may need support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement.

**29.** The Safeguarding Team is responsible for ensuring that we have an up to date list of vulnerable pupils.

**30.** The Trust will endeavour to support students through:

- a. The curriculum and school ethos, which promote a positive, supportive and secure environment and which give all pupils and adults a sense of being respected and valued.
- b. Encouraging students to report safeguarding or child protection concerns.
- c. The consistent implementation of behaviour management policies.
- d. Regular liaison with agencies that support pupils and their families.
- e. The development and support of a responsive and knowledgeable staff group.

**31.** Children Missing from Education: A pupil missing from education for ten sessions or more is a potential indicator of abuse and neglect. Should a pupil go missing from school, the Attendance officer will inform the Designated Lead, who will consider further action if necessary and notify the Education Welfare Advisor and the Local Authority.

**32. The Trust supports students on the Child Protection Register or for whom it has child protection concerns by:**

- a. Following the guidance set out in any child protection plans.
- b. Ensuring that they know and are comfortable about whom they can approach for help.
- c. Monitoring their welfare carefully.
- d. Attending any child protection meetings held on their behalf.
- e. Monitoring their attendance carefully and reporting any unexplained absence to social care.
- f. Monitoring their academic attainment carefully.
- g. Enlisting the support of and liaising with other agencies as appropriate.
- h. Checking that they have access to all elements of school life, including visits and other activities.
- i. Informing their DAP that they are on a CPP, without breaching confidentiality, so that s/he knows to register any concerns with the Safeguarding Team.

**33. Looked After Children: We keep a list of students who are looked after by the Local Authority or by someone other than a parent. To narrow the gap between these students and their peers, we monitor their progress and wellbeing carefully by:**

- a. Being involved in and following the guidance set out in the pupil's personal education plan (PEP).
- b. Arranging for a member of the Safeguarding Team (or for another teacher to whom the child relates well) to take a particular interest in the pupil's welfare.
- c. Offering in school support such as anger management and assertiveness or social skills training.
- d. Attending any liaison or review meetings held on their behalf, including acting as their advocate at such meetings should they request it, and keeping in touch with social workers and/or carers.
- e. Monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare Service.
- f. Monitoring their academic attainment carefully.

- g. Informing their DAP that they are on the looked after register, without breaching confidentiality, so he/she knows to register any concerns with the Safeguarding Team.
  - h. Enlisting the support of and liaising with other agencies as appropriate.
  - i. Named LAC designated member of staff to check, the child has access to all opportunities in school, including visits and other activities.
34. Young Carers: It is the responsibility of the Safeguarding Team to keep a record of those students who play the part of a major carer for a family member; and to offer a support package appropriate to their individual situation.
35. SEN/D: These children are more likely to be abused or neglected and for this to go unnoticed. Disabled children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their care giver may mean they have no-one to tell. To ensure that these pupils have an added layer of protection, our SENco belongs to the Safeguarding Team.

## **VI. PROCEDURE - ALLEGATIONS OF ABUSE AGAINST STAFF**

36. It is essential that our high standards of professional responsibility are displayed when adults working within the Trust are accused.
37. Corporal or physical punishment of children is unlawful. Use of reasonable force of children is only permitted if the child or others are at risk. Excessive physical restraint or constant shouting may constitute abuse.
38. If an allegation is made against a member of staff, the School Principal (or an appropriate delegate) should contact the BMAT Accounting Officer, Local Authority Designated Officer (LADO) and HR.
39. They will decide whether the incident should be referred to social care and/or the police. If this is agreed, the School Principal will inform social care/the police by telephone and follow this with **written confirmation within 24 hours**.
40. In addition, the School Principal should inform the Trustees and/or the designated trustee for Child Protection.
41. Should the allegation be against the School Principal, the Accounting Officer should contact the LADO and then inform the Trustee.

- 42.** If it is decided that a referral to social care is not necessary, it may still be appropriate to conduct an internal investigation in accordance with the Trust's Disciplinary Procedure and in liaison with HR.
- 43.** Where no further action is required, details and decisions should be recorded in a confidential file. The LADO and Chair of Governors still need to be informed.
- 44.** Any member of staff who is concerned about the conduct of another adult on Trust premises should contact the Safeguarding Team immediately. Should the concern relate to the School Principal, the contact should be the Designated Safeguarding lead or the Accounting Officer, who will then inform the LADO and Chair of Governors.
- 45.** Any member of staff who is concerned about safeguarding practices within the Trust should raise their concerns to the Safeguarding Team.
- 46.** Anyone who has harmed or posed a risk/threat of harm to a student will be referred to the DBS.

## **VII. PROCEDURE – PEER ON PEER ABUSE.**

- 47.** The Trust appreciates that children are capable of abusing each other: Staff will always challenge abuse and will not merely pass it off as 'banter' or 'part of growing up'.
- 48.** Staff will refer any concerns immediately to the relevant DAP and/or the Safeguarding Team.
- 49.** It may be considered a safeguarding matter if the allegation involves:
- a.** Physical Abuse
  - b.** Forcing others to use drugs or alcohol
  - c.** Emotional Abuse
  - d.** Blackmail, extortion, threats or intimidation
  - e.** Sexual Abuse (indecent exposure, sexual assault or sexualised touching, forcing others to watch pornography or take part in sexting, encouraging other children to engage in inappropriate sexual acts, photographing or videoing other children performing indecent acts).
  - f.** Gang initiation/hazing (the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group).
  - g.** Any other concern of a safeguarding nature.

**50.** All incidents will be investigated and dealt with by the Safeguarding Team and/or SLT.

## **APPENDIX A – THE SAFEGUARDING TEAM**

### **Beal High School**

Safeguarding - Vice Principal Yvonne Andress

Designated Safeguarding and Child Protection Lead - Victoria Chadwick

Safeguarding Advisor – Judy Gilcreest

SENco – Cormac O’Neill

Designated Trustee for Safeguarding and Child Protection – Michelle Fuller

School Principal – Tèrese Wilmot

CEO/Accounting Officer – Kathryn Burns

Director of Sixth Form – Mark Smith

Beacon Communication Hub – Katie Ball

Director of Beal Upper Site – Rob Laird

Directors of Beal Lower Site – Stephanie Hirst and Sapna Vadher

### **Beacon Business Innovation Hub**

Principal – Lise Thompson

### **The Forest Academy**

Designated Safeguarding and CP Lead - Dean Taylor

Designated Safeguarding and CP Support - Cecilia Chantaduc

SENco - Cormac O’Neill

Designated Trustee for Safeguarding and Child Protection - Michelle Fuller

School Principal - Will Thompson

Accounting officer - Kathryn Burns

Director of Sixth Form - Ed MacLeod

## **APPENDIX B – RECOGNISING DIFFERENT TYPES OF ABUSE**

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.

1. 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.
2. Emotional Abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. It may involve:
  - a. Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
  - b. Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
  - c. Age or developmentally inappropriate expectations being imposed on children (e.g. interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning).
  - d. Seeing or hearing the ill-treatment of another.
  - e. Serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
3. Sexual Abuse: 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. It may involve:
  - a. Physical contact, including assault by penetration (for example rape or oral sex).
  - b. Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

- c. Non-contact activities such as: involving children in looking at, or in the production of, sexual images
  - d. Encouraging children to behave in sexually inappropriate ways
  - e. Grooming a child in preparation for abuse (including via the internet)
4. 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. It may involve:
- a. Failing to provide food, clothing, shelter or access to medical care.
  - b. Failing to protect a child from physical and emotional harm or danger ensure adequate supervision (including the use of inadequate care-givers)
  - c. Neglect of, or unresponsiveness to, a child's basic emotional needs.
5. Child Sexual Exploitation (CSE): Involves young people receiving something in exchange for sexual acts. Sexual exploitation can take many forms ranging from seemingly consensual relationships to serious gang and group exploitation. CSE can take many forms and that pupils may not exhibit external signs of abuse. Therefore staff must be vigilant for the less obvious signs:
- a. Lots of new electronic equipment, when before there was none.
  - b. Seeming to have extra money to spend.
  - c. Moving away from established friendship groups, older boy/girlfriends, involved with other vulnerable children/adults etc.
6. Sexting: It is illegal for sexual or indecent images of a child under 18 to be taken and or distributed.
- a. All incidents of sexual images should be reported to the Safeguarding Team. The image/s and the device they are stored within should be confiscated.
  - b. If there is a concern that the pupil is at risk of harm, the Safeguarding Team will contact social care and/or the police.
  - c. Members of staff should only view the image(s) if necessary and with a member of the Safeguarding Team present.
  - d. Members of staff must never copy, print, or share the image(s), unless asked to do so by the Police.
  - e. The Safeguarding Team will always refer to the police or social care if an incident involves an adult; coercion, violence, blackmail, or grooming; concerns about capacity to consent, [e.g. SEN/D]; a child under 13.

7. Female Genital Mutilation ['FGM']: Involves cutting, and sometimes sewing the girl's genitalia, normally without anaesthetic, and can take place at any time from birth onwards. The procedure has a cultural, rather than religious, origin and is practised by disparate ethnic communities in many countries.
- a. The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is still legal.
  - b. From 3 May 2015, professionals have a mandatory duty to report such offences to the police.
  - c. The indicators of FGM may initially mirror those of sexual abuse. You may notice, for example, that a girl or young woman shows signs of pain or discomfort, needs to visit the toilet constantly, has vaginal blood loss or is unable to sit comfortably. She may make excuses to avoid PE and other physical activity or refuse to use the school showers. She may also become evasive or fearful if you enquire if she is unwell.
  - d. If she is a BME child, has recently arrived back from a 'holiday' abroad or a period of absence from school, seems to be in pain and has not been taken by her family to see a doctor, you should consider FGM.
8. Forced Marriage and Honour Based Violence: Occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.
- a. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.
  - b. These young women may also become victims of what is termed honour-based violence, described in 'The Right to Choose' Guidance as: 'A variety

of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.

- c. Forced marriage, here or abroad, is a crime; we will always report to both Police and Children's Social Care.
- d. Signs may include the withdrawal of a student from school by those with parental responsibility; students being prevented from attending higher education; truancy or persistent absences; a request for extended leave or a student not returning from an overseas visit; surveillance by siblings/cousins/extended family members at school; and a decline in behaviour, engagement, performance or punctuality.

## **APPENDIX C – USEFUL CONTACTS/LINKS**

LADO: Mark Robson on 020 8708 5350 or 07903211521; [LADO@redbridge.gov.uk](mailto:LADO@redbridge.gov.uk)

CEOPS: 0870 000 3344; <https://ceop.police.uk/>

NSPCC Whistleblowing Line: 08000280285; [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Redbridge Child Protection and Assessment Team: 020 8708 3885 from 9am-5pm;  
020 8708 5896 after 5pm

Children Missing from Education: 020 7088 6047; [cme@redbridge.gov.uk](mailto:cme@redbridge.gov.uk)

Children with Disabilities Team: 020 8708 6092; [admin.CWDT@redbridge.gov.uk](mailto:admin.CWDT@redbridge.gov.uk)

Children's Services Complaints: 020 8708 5174;  
[ChildresnComplaints@redbridge.gov.uk](mailto:ChildresnComplaints@redbridge.gov.uk)

Local Safeguarding Children Board: 020 9708 5282; [LSCB@redbridge.gov.uk](mailto:LSCB@redbridge.gov.uk)

[UK Safer Internet Centre: appropriate filtering and monitoring](#)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[educateagainsthate.com](http://educateagainsthate.com)

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

[www.ceop.gov.uk](http://www.ceop.gov.uk)

[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

[www.childline.org.uk](http://www.childline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)