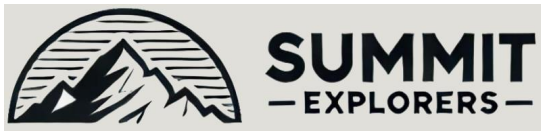


Safeguarding Policy

Reviewed 2nd January 2026



1. Purpose and aims

The purpose of our Safeguarding policy at Summit Explorers Ltd. is to ensure that we:

We are committed to developing a robust safeguarding culture of vigilance and challenge.

Build resilience by raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe.

Establish a safe environment in which children can learn and develop within an ethos of openness and where children are taught to treat each other with respect, to feel safe, to have a voice and know that they will be listened to.

Support vulnerable pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse.

Prevent unsuitable people from working with children by ensuring we practice safe recruitment in checking the suitability of **all** staff, supply staff and volunteers to work with our children and maintain an active, ongoing vigilance in line with the safeguarding culture.

Our aim is to follow the procedures set out by [Keeping Children Safe in Education](#) by **knowing** and **understanding** that:

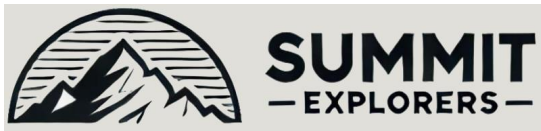
Safeguarding and promoting the welfare of children is **everyone's** responsibility and the **voice of the child** is evident.

Everyone who comes into contact with children and their families has a role to play.

Everyone should ensure that their approach is **child-centred** considering, at all times, what is in the **best interests** of the child. By establishing a safe environment, we enable our children to learn and develop within an ethos of openness.

No single practitioner can have the full picture of a child's needs and circumstances.

If children and families are to receive the **right help at the right time**, **everyone** who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.



Undertaking the role to enable children and young people at our school to have **best outcomes**.

Ensuring that as a school we have awareness of our staff's knowledge and understanding, as well as embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD), so that safeguarding is a **robust element** of our school practice.

At Summit Explorers Ltd. (furthermore referred to as "the Company") we strive to:

Protect children from maltreatment.

Prevent impairment of our children's mental and physical health or development.

Ensure that our children grow up in circumstances consistent with the provisions of safe and effective care.

Take action to enable **ALL** children to have the best outcomes.

This policy provides guidance to **all** adults working within the Company, whether paid or voluntary or directly employed by the Company or a third party and should be read in conjunction with the documents [Keeping Children Safe in Education 2023](#) and [Working Together to Safeguard Children 2018](#).

This policy is available on our website and is available on request from the main office. We will also inform parents/carers about this policy when their children are involved with the Company.

This policy will be reviewed on an annual basis or sooner should legislation/guidance change.

Our policy applies to **all** staff; paid and unpaid, working in the Company.

The policy is provided to **all** staff (including temporary staff, supply staff and volunteers) at the point of induction, alongside our Staff code of conduct policy.

The Director is also the Designated Safeguarding Lead (DSL), ensure that those staff who do not work directly with children will read at least Part 1 or Annex A (condensed version of Part 1) of the KCSiE 2023 guidance.

All staff who work directly with children, are provided with, and have read at least Part One of Keeping Children Safe in Education.



2. Our ethos and culture at Summit Explorers Ltd.

Each member of staff has safeguarding level 1 training. This is reviewed and updated. There is an ethos of openness with everyone clear on their duty to safeguarding.

At Summit Explorers Ltd., our children's welfare is of paramount importance to us, and we are a child-centred company. Our children are reassured that they have a voice, will be listened to and what they say will be taken seriously. They know that they will be supported and kept safe. They will never be given the impression that they are creating a problem by reporting abuse.

Children are encouraged to talk freely with staff if they are worried or concerned about something and our staff understand that a victim of any type of abuse should never feel ashamed for making a report. Their views and wishes will inform any assessment and provision for them.

We make every effort to listen to and capture the voice of children to enable us to have a clear understanding of their daily lived experiences.

We are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected and/or they may not recognise their experiences as harmful. They may feel embarrassed, humiliated or are being threatened. This could be due to vulnerability, disability and/or sexual orientation or language barriers.

This does not prevent ALL staff from having professional curiosity and speaking to the Director if they have concerns about a child. Our staff determine how best to build trusted relationships with children which facilitate this communication.

We understand our statutory duty to safeguard and promote the welfare of children and we maintain a professional attitude of '**it could happen here**' where safeguarding is concerned. We expect **ALL** staff, volunteers, and visitors to share our commitment, maintaining a safe environment and a culture of vigilance.

Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours, that underpins this commitment. We work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.



We have a culture of vigilance and staff are confident and competent in the timely challenge of unacceptable behaviours and these are dealt with appropriately and robustly. Staff do not accept these behaviours as 'banter', 'having a laugh' or 'part of growing up'.

All staff are encouraged to report any concerns that they have and not to see these as insignificant. On occasions, a referral is justified by a single incident, such as an injury or disclosure of abuse. However, concerns can accumulate over time and are evidenced by building a picture of harm, particularly true in cases of abuse or neglect.

When working in partnership with a school, we will report all incidents to the lead member of staff, so that we follow the safeguarding policy of the school.

We know that it is crucial that our staff record and pass on any concerns in a timely manner and in accordance with this policy, to allow the DSL to build up a picture and access support at the earliest opportunity.

When dealing with safeguarding matters, we are conscious of the language and terminology that we use, especially in front of children. Sometimes reference is made to a child who has been subjected to abuse as a victim. However, not all children will consider themselves a victim nor will they want to be referred to in this way. We are conscious of this and when managing any incident, we will be prepared to use terminology that children are most comfortable with.

In guidance, we will at times, use the term 'alleged perpetrator' and where appropriate 'perpetrator' and we know that these are widely used terms. However, we know that in some cases the abusive behaviour will have been harmful to the perpetrator as well and again we will be mindful of appropriate language and will decide appropriateness on a case-by-case basis.

We are committed to working with parents and schools in a positive, open and transparent way. We ensure that all parents are treated with respect, dignity and courtesy.

We recognise the stressful and traumatic nature of safeguarding and child protection work, and support staff by providing an opportunity to talk through their anxieties with the school's DSL and to signpost and seek further support as appropriate.

3. Legislation, guidance and links to other school policies

This policy has been devised with due regard for the statutory guidance from the DfE [Keeping Children Safe in Education](#) (KCSiE) and this document is read alongside:

[Working Together to Safeguard Children 2018](#)
[What to do if you are Worried a Child is being Abused-Advice for Practitioners](#)
[Behaviour in Schools - Advice for headteachers and school staff](#)

4. The role of all staff in keeping children safe

All staff have read and have a good understanding of **at least part 1** of [Keeping Children Safe in Education](#) (reviewed annually) and are aware of the safeguarding link to other policies relating to their daily practice.

All staff receive appropriate safeguarding **and child protection** training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring – see para 142 for further information and [Filtering and Monitoring Standards](#)). This training takes place at induction and is regularly updated. In addition, **all** staff should receive safeguarding and child protection (including online safety) updates via staff meetings/briefings /emails as required, and at least annually, to continue to provide our staff with relevant skills and knowledge to safeguard children effectively.

All staff are aware of their responsibility to provide a safe environment for children and young people.

All staff are aware of indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the Company, inside and outside of home and online. Staff are confident in exercising **professional curiosity** and understand that knowing what to look for is vital for the early identification of abuse and neglect to identify cases of children who may be in need of our help or protection. They are aware that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff, but especially the Director, consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms, including (but not limited to) sexual abuse (including



harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues and that children are at risk of abuse and other risks online as well as face to face. They know that in many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online; this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All staff know what to do if a child tells them they are being abused, exploited, or neglected. Staff know how to maintain an appropriate level of confidentiality by only involving those who need to be involved, such as the school's DSL/DDSL, company Director and local authority children's social care. Staff never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

All staff know how to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff are aware of the early help process and understand their role in it and are confident to identify and support children who may benefit from early help, effectively giving children and their families the right help at the right time.

All staff are aware of how to make a referral to children's social care, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with their potential role in such assessments.

All staff understand their responsibility to report concerns about the behaviour of any adult in our school and know that they will be listened to and taken seriously.

All staff understand their responsibility to escalate concerns and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.



In all cases, if our staff are unsure, they know that they should always speak to the Director or school's DSL.

5. Roles and responsibilities of the Designated Safeguarding Lead (DSL)

For full details of the DSL/DDSL roles and responsibilities please refer to Part 2 & Annex C of [Keeping children safe in education 2023](#).

Our DSL have received the appropriate safeguarding training to provide them with an understanding of their role and the knowledge and skills to carry it out. Training received also supports their knowledge of the processes, procedures, and responsibilities of other agencies, particularly children's social care in line with [Working Together to Safeguard Children 2018](#). This training is updated at least every 2 years and in addition to this they regularly (at least annually) refresh and update their knowledge and skills. **When working with schools, the DSL will act as a facilitator to pass on the information to the school's DSL/ Headteacher/ Key member of staff, unless the Safeguarding incident is deemed as something that must be dealt with immediately. All school related incidents will have staff from that school to provide pastoral care.**

Our DSL takes the **lead responsibility** for safeguarding and child protection (including online safety as well as an understanding of the expectations, applicable roles and responsibilities in relation to the filtering and monitoring systems and processes in place), and this is explicit in their job description.

Guidance:

As part of online safety, we are aware of our responsibility for information security and access management, and we will ensure that we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

General Data Protection. The safeguarding and child protection records are kept in a secure location, and there is a clear recording process of transfer, in or out, which if paper file transfer, using the transfer of records form which is signed by the sending and receiving settings and a copy of this form kept by both.

The Director monitors the quality of safeguarding files through auditing case files regularly. Appropriate and regular supervision takes place with the DSL and may be extended to other members of staff if we deem this appropriate. A review meeting takes place with the Director alongside all



staff (both School and Summit Explorers Ltd.) at the end of each event to pass on any information that has come to light, actions taken and next steps. This is shared at the review meeting and shared with the Schools DSL/ Headteacher/ Lead member of Staff for DoFE.

The DSL will refer cases of suspected abuse to the local authority children's social care, as required, and support other staff to make these referrals. We understand the importance of attending case conferences and core group meetings as well as Child in Need meetings.

DSL will liaise with all staff (e.g., pastoral staff, school nurses, attendance staff, SEN staff and Mental Health Leads) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Further guidance on [whistleblowing](#) is available here and the NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding failures internally. Staff can call on 0800 028 0285 and the line is available from 8am to 8pm, Monday to Friday. Email: help@nspcc.org.uk

The Designated Teacher

When working with a School or other Organisation to provide a service, the Client will have appointed a Designated Leader (DL). The Designated Leader works with Summit Explorers Ltd. to promote and improve the services provided, educational outcomes for children and ensure that all information is provided to the Company in advance of any services delivered.

The DL, will be responsible for the pastoral provision for the young people and available throughout the service provided, acting as an intermediary, managing behaviour incidents and ensuring any safeguarding issues are passed on.

Working with parents/carers.

At Summit Explorers Ltd. we are committed to working in partnership with parents/carers to safeguard and promote the welfare of their children, and to support them to understand our statutory responsibilities in this area.

We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or if it is necessary to do so to safeguard a child from harm.



We will seek to share with parents/carers any concerns we may have about their child, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the Company has about a child will not prevent the DSL from making a referral to the local authority, if this is not already being done by the associated school or organisation, in those circumstances and where it is appropriate to do so.

To keep children safe and provide appropriate care for them, the Company requires parents to provide accurate and up to date information regarding:

Full names and contact details of all adults with whom the child normally lives.

Full names and contact details of all persons with parental responsibility (if different from above).

Emergency contact details (if different from above) and **at least 2 contacts.**

Any legal or criminal changes which effects parental responsibility e.g., bail conditions, court orders, Special Guardianship orders, Child Arrangement Orders.

The Company will retain this information on the pupil file. The Company will only share information about pupils with adults who have parental responsibility for a young person or where a parent has given permission and the Company has been supplied with the adult's full details in writing.

We recognise that we are likely to be in irregular contact with parents and carers as schools or other organisations (the Client) will be the main point of contact, and as such will pass these conversations initially to the Client.

Escalation process

Summit Explorers Ltd. expects members of staff working directly with families, schools, and young people to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies, and between agencies, provides a healthy approach to the work.

This process will be kept as simple as possible and the aim will be to resolve difficulties at a professional practitioner level, wherever possible and always in a restorative way. We recognise that differences in status



and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the DSL/DDSL.

If we believe that concerns regarding a child are not being addressed and outcomes are not improving, we understand the expectations that we will escalate our concerns in line with the [SSCB Escalation policy 2022](#) additional information [SSCB Escalation Policy](#) , until a satisfactory conclusion is reached. When we use professional challenge and/or the escalation process we will set out clearly what we want to achieve as a result of the challenge/escalation, what we expect to happen and the desired outcome.

Safer Recruitment and Selection

At Summit Explorers Ltd. we pay full regard to 'Keeping Children Safe in Education'. Our Safer Recruitment and selection practice includes scrutinising applicants, verifying identity, checking academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks, prohibition checks whether they are known to the police and/or social care, if they have been disqualified from providing childcare and any relevant overseas information. Evidence of these checks is recorded on our Single Central Record.

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach.

Guidance

[Application process for criminal records checks overseas](#)
[Regulated professions database](#)
[UK Centre for Professional Qualifications](#)

Separate barred list checks are only be carried out in the following circumstances:

for newly appointed staff who are engaging in regulated activity,
pending the receipt of an Enhanced Certificate with Barred List



information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213 have been carried out); or,
where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as above have been carried out).

All recruitment materials will include reference to the Company's commitment to safeguarding and promoting the wellbeing of pupils. Relevant staff have undertaken appropriate training in Safer Recruitment. (See training schedule at the front of this document)

One of the trained safer recruitment staff will be involved in **all** staff and volunteer recruitment processes and sit on the recruitment panel. A member(s) of the School Management Committee has received Safer Recruitment training.

Induction

All staff will be made aware of the systems we have in place to support safeguarding. These are explained as part of staff induction, including:

The Safeguarding policy;
At least part one of KCSIE.

If staff, supply staff, visitors, volunteers, or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors should have a clear glass panel in them and where possible be left open. No visitors, volunteers or parent helpers will be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.



Allegations made against/concerns raised in relation to staff, including Designated Leaders, other staff, volunteers, and contractors

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the young people in our care. We take all possible steps to safeguard our children and to ensure that the adults who work at Summit Explorers Ltd. are safe to work with children. However, we do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

There are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors:

Allegations that **may** meet the harms threshold.

Allegation/concerns that do not meet the harms threshold, referred to for the purposes of this guidance as '**low level concerns**'.

Allegations that **may meet the harms threshold**

We have a good understanding and give due regard to Part 4 of [Keeping Children Safe in Education](#) guidance and [Allegations of Abuse - SSCB](#) where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

behaved in a way that has harmed a child or may have harmed a child; and/or
possibly committed a criminal offence against or related to a child; and/or
behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any setting, regardless of where the alleged abuse took place. Allegations against a member of staff who is no longer working for the company and/or historical allegations of abuse will be referred to the police.

If an allegation is made or information is received about an adult who works at our Company which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Director immediately. Should an allegation be made against



the Director, this will be reported to the DSL of the related school or other organisation.

Where an allegation is concluded to be either unfounded, false, malicious or unsubstantiated the Director (and if they have been involved the LADO) will consider the facts of each case and determine whether any lessons can be learned, and improvements made.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'

At Summit Explorers Ltd. we promote an open and transparent culture in which **all** concerns about adults are dealt with promptly and appropriately. Creating this culture enables us to identify inappropriate, problematic, or concerning behaviour early, minimising the risk of abuse and ensuring that adults who work in or on behalf of our school are clear about professional boundaries and act within them in accordance with our ethos and values.

What is a low-level concern?

Low level does not mean that the concern is insignificant. It is a concern, no matter how small, and even if no more than causing a sense of unease or nagging doubt that an adult working in or on behalf of the Company 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 company policy;
engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
humiliating pupils.

All staff have a good understanding of what constitutes a low-level concern, and that these low-level concerns are included as part of our staff code of conduct and safeguarding policies.



Sharing low-level concerns

We understand how crucial it is that all low-level concerns are shared responsibly with the right person and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

If we are in any doubt as to whether information shared about a member of our staff as a low-level concern in fact meets the harms threshold, we will consult with the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Director knows to contact the LADO on 0300 111 8007.

The Company has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

16. Information sharing

We work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with [Working Together 2018](#) & [Information sharing advice for safeguarding practitioners](#)

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.

This includes ensuring arrangements are in place to set out clearly the processes and principles for sharing information within our setting and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.



We are 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.

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The Company ensures 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 GDPR.

When a service or event is concluded, the DSL will ensure that any relevant Safeguarding file is transferred to the new setting as soon as possible, ensuring secure transit, with confirmation of receipt.

In addition to the safeguarding file, our DSL will also consider if it would be appropriate to share any information with the school/college/other organisation

The Data Protection Act 2018 and 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.



Safeguarding Induction Checklist example

Name:

Date:

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
Tr ai ni ng an d In du cti on	Welcome		
	Employment Checks Complete		
	Keeping Children Safe in Education, Part 1 issued and explained		
	Company Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Confidentiality and breaches		
	General Data Protection Act		
	Policies to read: Health & Safety Complaints Safeguarding KCSIE (part 1 or 2) Other:		
	Training needs identified		
	Training needs scheduled		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:

Useful Safeguarding links

NSPCC

[Harmful sexual behaviour \(HSB\) NSPCC Learning](#)

[Keeping children safe online-online safety/sexting/sending nudes](#)



National Contacts

CEOP (Child Exploitation and Online Protection) [CEOP Safety Centre](#)
Professionals Online Safety Helpline – 0844 381 4772 [Safer Internet Helpline](#)

Internet Watch Foundation (IWF) – [Internet Watch Foundation](#)

Safer Internet Centre – helpline@saferinternet.org.uk

Childline – 0800 1111 [Childline](#)

Ofsted – General enquiries: 0300 123 1231

About Schools: 0300 123 4234

Concerns: 0300 123 4666

e-mail: enquiries@ofsted.gov.uk

HM Government (advice on protecting children from radicalisation for parents, teachers, and leaders) www.educateagainsthate.com

NSPCC Harmful Sexual Behaviour project: **0844 892 0273**

Useful websites

Staffordshire Safeguarding Children Board [StaffsSCB](#)

Child Exploitation and Online Protection Centre (CEOP) –

[Ceop-Police](#) & [knowaboutcse](#)

NSPCC – 24-hour Child Protection Helpline 0808 800 5000

[NSPCC](#)

[Stop It Now! child sexual abuse helpline](#)

Women's Aid - 24 Hour Helpline: 0870 2700 123

UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm).

If you think a child is in immediate danger, please call 999. [Unicef](#)