

Multi-Agency Response to Sexual Harassment and Abuse of Learners: emerging practice

**Safeguarding partner events
July 2022**

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Part 1: Context

Background

Following the death of Sarah Everard in 2021 and the release of many thousands (currently around 54,000) of victim testimonies on the [Everyone's Invited website](#), the Department for Education commissioned Ofsted to undertake a review of sexual abuse in schools and colleges and funded the NSPCC to create a specific helpline for victims to report abuse in education.

The Everyone's Invited website provides victims with a place to share their story which range from rape, assault by penetration, sexual assault, abusive relationships, revenge pornography, and sexual harassment.

The testimonies detail a range of assaults including rape, sexual assault, abusive relationships, revenge pornography, and sexual harassment. The accounts cover abuse in all types of schools, colleges, and universities, with many highlighting a lack of appropriate response by teachers and the setting.

Ofsted review

Government is clear that abuse of children in any form is not acceptable, and the Secretary of State for Education asked Ofsted to undertake an immediate review of safeguarding policies in state and independent schools and colleges in relation to sexual abuse. Ofsted published its [review of sexual abuse in schools and colleges](#) on 10 June 2021.

The review recommended amongst other things that “**multi-agency partners should work to improve engagement with schools of all types in their local area, tailoring their approach to what their analysis (produced in partnership with schools/ colleges and wider safeguarding partners) indicates are the risks to children and young people in their local area.**”

Ministerial letter

On the 29 July 2021 ministers at the Department for Education, Home Office, and the Department of Health and Social Care wrote to all safeguarding partners. The letter drew attention to the Ofsted review and requested that all safeguarding partners review how they work with all their local schools and colleges.

Safeguarding partner events

Following the letter, all safeguarding partners were invited to complete a survey on the progress of their reviews and to attend one of three events held in November and

December 2021 to discuss the local and national issues that safeguarding partners face in relation to sexual harassment and abuse in schools. The events provided an opportunity for safeguarding partners and others to hear of emerging practice and to identify barriers that prevent effective partnership working.

The events were attended by a total of 141 people:

- One hundred and twelve representatives from 84 local authorities
- Four representatives from four NHS areas
- Nine representatives from nine police forces
- Twelve representatives from eight schools
- Four representatives from Ofsted.

Part 2: Emerging practice

The following information is a composite of what was shared at the three safeguarding partner events in relation to emerging practice. We are grateful to all attendees for the information, practical examples, and links to resources shared with us and we have collated this valuable learning to help support safeguarding partners who may be looking for solutions to similar issues, or to refresh their thinking. The information provided in this document is intended to support, rather than to endorse any particular resources or approaches.

We have themed the learning under four broad headings:

1. How safeguarding partners work together
2. How safeguarding partners work with schools and colleges
3. Support for designated safeguarding leads
4. Knowing your children and the issues they face

We have also included a list of resources and links to the work of other organisations either mentioned in the events, or that have been shared with us in the course of our work. The list is not exhaustive, and there may be others available, and which have more relevance to your local circumstances.

Many of the issues identified by safeguarding partners that support emerging practice may, if unaddressed, present as **barriers to effective practice**. We will address these issues and identify solutions in a separate report, after we have engaged further with stakeholders.

A. How safeguarding partners work together

Working as safeguarding partners

Local organisations and agencies that work with children and families play a significant role when it comes to safeguarding children. Safeguarding partners – police, health, and local authorities – are under a duty to work together to co-ordinate their multi-agency safeguarding services (and that of others with safeguarding duties) in order to safeguard and promote the welfare of children in their area. Safeguarding partners act as strategic leadership group in supporting and engaging others, and there is a very strong expectation that schools, as ‘relevant agencies’¹, play a key part in this group.

When asked, many of the participants were not aware that schools are expected to be named as ‘relevant agencies’ for the purposes of local multi-agency safeguarding arrangements. Nor were they aware of the ‘duty to co-operate’ once named as relevant agencies².

Sir Alan Wood’s report³ on multi-agency safeguarding reform highlights clear evidence and examples of how successful engagement has been possible in most areas. However, more can and should be done to ensure head teachers and designated leads in schools can work more effectively with the local arrangements and where possible, feed in a consensual view from the broad range of schools in any area.

We did hear that in a few local areas, schools are well represented at safeguarding partner meetings. In the main, this is where long-established good relationships have been formed with education providers, and where the safeguarding partners were open to feedback from schools. Everyone who reported such a relationship also pointed out however, that schools were not involved in strategic decision-making processes, and therefore working together could still be improved.

We heard that many safeguarding partners recognise the issues outlined in the Ofsted review. They are actively engaging with partners and relevant agencies, including schools and colleges, and either revising or strengthening plans already in place, or are

¹ Relevant agencies are those organisations and agencies whose involvement the safeguarding partners consider is required to safeguard and promote the welfare of local children. Once named as a relevant agency, that agency must act in accordance with the local safeguarding arrangements.

² Working Together 2018, chapter 3, paragraphs 17-27

³ Report on the implementation of new multi-agency arrangements to safeguard children by Sir Alan Wood May 2021

in the process of developing better ways of responding to sexual harassment and abuse in educational settings.

Safeguarding partners told us that shared partnership plans with sufficient senior leadership buy-in, with representation from schools and colleges at all levels, were key to understanding the issues in a local area. Broad action from across the partnership, and a view of children and young people's lives inside and outside of school were vital to developing an effective local response.

Strong relationships, open dialogue, and sharing issues led to better responses, and the information held by partners on different aspects of victims and perpetrators of sexual harassment and abuse had to be shared to fully understand the issues and build a system that supports and reduces instances of abuse.

Many partners have developed or already had in place, education subgroups or structures that were accountable to the safeguarding partnership executive. Agreeing and utilising strong information and data sharing practices allowed partners to better grip local issues, either in specific responses, or for better local planning.

We heard that shared understanding of statutory partner thresholds and engagement with those relevant agencies likely to make referrals, helped to build trust and understanding, with some safeguarding partners inviting relevant agencies to specific conversations relating to threshold setting.

This closer working and shared understanding have, in some areas, meant earlier identification of issues and trends, changes in the types of referrals seen, and reduced the volume of more 'general' queries to statutory safeguarding partners. Where changes are made to practice or process, we heard that some safeguarding partners are proactively engaging relevant agencies, including schools and colleges, to assess impact, and assure that changes will have the right effect on local systems.

There was consensus from safeguarding partners that in addition to the above, better working together between schools and safeguarding partners can benefit from:

- sufficient senior buy-in at all levels
- support offers from all three safeguarding partners, not just the local authority
- an education subgroup structure, accountable to the partnership
- strong information and data sharing
- early identification of changes to referrals and types of queries.

Examples of emerging practice shared at the events

Birmingham – Established an ‘Everyone’s Invited’ steering group to review safeguarding processes and prepare for any increased reporting. Birmingham Safeguarding Children Partnership established a Respect and Consent Group to review the extent of abuse in schools and colleges and to inform development of multi-agency strategy for preventing and responding to peer-on-peer sexual harm by children and young people. The executive board receives regular updates on progress of work and envisaged that the local authority education safeguarding group would oversee implementation of the strategy.

- Contact: Micho H Moyo – micho.h.moyo@birmingham.gov.uk

Cumbria – Named education providers as relevant agencies in the local arrangements to ensure participation in planning and delivery. A specific *Keeping Children Safe in Education* group is in operation to recognise the importance of schools and colleges in the wider safeguarding system for children. The group is well represented from primary and secondary heads, independent schools (including academies, free schools and alternative provision academies), non-maintained special schools, further education establishments and pupil referral units. The group also benefits from wider membership from the Virtual School Head, senior manager for early help, the police, Cumbria County Council’s SEND lead and the Early Years lead. The KCSIE group meets monthly and is chaired by Cumbria’s Assistant Director for Education and Skills. Cumbria has also undertaken a review of work and impact to date, including an offer to all schools and colleges, and development of a shared work plan.

- Contact: Holly Murphy – holly.murphy@cumbria.gov.uk

Wakefield – Since the inception of Wakefield’s safeguarding partnership, the executive has included secondary, primary, and SEND schools representatives. School voice and safeguarding analysis is fed into the partnership, with school partners working alongside the local safeguarding partners. Arrangements are in place for schools and colleges to engage with the safeguarding partners on a strategic level, as well as to receive operational support. Monitoring and assessment of take-up by schools and colleges is done through the safeguarding partner scrutiny arrangements. A *safeguarding effectiveness subgroup* also monitors key areas of interest for safeguarding partners in relation to the implementation of the [sexual violence and sexual harassment between children in schools and colleges guidance](#).

- Contact: Jonathan Giordano – jgiordano@wakefield.gov.uk

B. How safeguarding partners work with schools and colleges

[Working Together to Safeguard Children 2018](#) is clear that safeguarding partners should make arrangements to allow all schools (including multi-academy trusts), colleges and other educational providers in the local area to be fully engaged, involved, and included in the local safeguarding arrangements. safeguarding arrangements.

It is expected that local safeguarding partners will name schools, colleges, and other educational providers as relevant agencies, i.e. those organisations and agencies whose involvement the safeguarding partners consider is required to safeguard and promote the welfare of local children.

Once designated as a relevant agency, schools and colleges, and other educational providers, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. The publication of local safeguarding arrangements by statutory safeguarding partners are required under sections 16E and G of the Children Act 2004, as amended.

We heard at the events, and from the survey responses, that the type of educational establishment, capacity, and sheer volume of schools and colleges within some local areas all have an impact on how well arrangements are understood, how responsibilities are met, and how relationships are developed. We also heard that some safeguarding partners recognise they could do more to include schools and education partners in strategic decision making.

There was clearly some emerging practice, understanding, and professional connections in several local areas. Some safeguarding partners are working hard to build on their response to sexual harassment and abuse to foster wider improvements in local systems. This included outlining the 'local offer' from safeguarding partners to schools and colleges in the local area and partnering with schools at every organisational level to support involvement in local responses and understanding and setting thresholds.

We also heard of ways that safeguarding partners were making use of the new flexibilities and pivoting the way they work to encourage and involve school representation. This included focusing the timings of meetings outside of school hours where possible and inviting education representatives for scheduled items rather than full meetings. We heard that partners understanding the importance of engaging education representatives at the point of renewal or change, rather than simply communicating decisions and processes without consultation, had built trust and successful relationships. Remote working responses to the pandemic had in many cases improved attendance at meetings and had brought professionals together more easily.

Some safeguarding partners have initiated surveys of sexual harassment and abuse to better understand the level of need in local areas, but we heard that some schools had

pushed back on these ad hoc surveys, and wider safeguarding partner audits, citing the independent nature of the educational establishment.

Some safeguarding partners have developed a sector specific training support offer to address issues faced by schools and colleges on sexual harassment and abuse and the language used around identification and action. Clear signposting to training and resources to support schools and colleges is also a key feature mentioned by attendees of the events.

It was clear that safeguarding partners are acutely aware of the continuum of abuse and the concern over escalation, with several partners citing primary school intervention as the starting point for educating children against inappropriate behaviour. Several safeguarding partners reported they had set up 'sexual abuse in education' task and finish working groups which include educational establishments from primary through to further education, to understand the local picture, and how actions and behaviours may escalate as children grow older.

In some local areas, safeguarding partners reported that engagement with schools and colleges was good or improving, and examples of developing relationships included the independent scrutineer regularly meeting designated safeguarding leads (DSLs) and school staff to understand and explore statutory safeguarding partner responsibilities and the relevant agency role within that.

Allowing sufficient time, where possible, for information requests, input, and surveys was mentioned several times, as was assurance and impact testing when assessing the effectiveness of communications, newsletters, and information relating to changes.

Examples of emerging practice

Barnsley – Circulated a purpose-designed *Sexual Harassment, Online Sexual Abuse and Sexual Violence Audit Toolkit*, in response to the findings of the Ofsted review, available to all schools and colleges. Several initiatives for staff training, student awareness and support and reporting are also offered by the safeguarding partners which were informed by the Ofsted review.

- Contact: Annette Carey – annettecarey@barnsley.gov.uk

Birmingham – Took part in the UNICEF Rights Respecting Awards, with over 250 schools (nursery, primary, and secondary) registered for [UNICEF Rights Respecting Award in Birmingham](#). Analysis of feedback from the schools identifies the award has had a positive impact on relationships and behaviour; attitudes to diversity and overcoming prejudice; and pupils reporting an improvement in respect for peers, themselves, and others. Schools also evidenced a reduction in bullying, and this is seen as a key building block in helping schools to develop a culture where children's rights are championed, taught, and celebrated.

- Contact: Micho H Moyo – micho.h.moyo@birmingham.gov.uk

Hull – Has continued communication between the local authority and multi-academy trusts. *Learning Partnership* meetings have representation from chief executives and headteachers, the Education Officers/HTs and safeguarding partners. There is ongoing communication via the local authority education safeguarding manager to drive forward the Ofsted review recommendations across all schools and colleges, with further communications planned following additional review activity in 2022.

- Contact: Phillip Painter – phillip.painter@hullcc.gov.uk

Kent – The safeguarding partner business team has convened several focus groups, conducted interviews, and met with professionals across Kent to better understand how they engage with schools and colleges to establish how communications can be improved and how better engagement and profile-raising can be achieved.

A programme of online and offline communications has been undertaken – including newsletters, a website, and targeted messaging, presentations and attendance at education events. A revised *Communications and Engagement Strategy* will include a specific section on communications and engagement with schools and education providers.

- Contact: Jennifer Maiden-Brooks – jennifer.maiden-brooks@kent.gov.uk

Worcestershire – A steering group for headteachers, as a safeguarding partner subgroup, consists of representatives of the seven phases of education settings. The group quality assures the safeguarding work of the education sector across

Worcestershire and provides direct link for that work into the wider safeguarding partnership.

Worcestershire's *Education Safeguarding Team* hosted an event "It's happening here" which drew together education representatives, including headteachers and DSLs to share good practice and identify barriers through engagement with wide range of local schools in the area. Learning from this workshop informed the DSL and deputy DSL conference which had a focus on reducing and responding to peer-on-peer abuse in educational settings.

Wider communication is supported by a range of actions such as: more direct help to schools and colleges with the creation of template risk assessment for schools when responding to reports of sexual violence between pupils; introduction of peer mentoring programme offered to all schools; upskilling children and young people to give confidence to talk about sensitive issues; and strengthening of peer-on-peer sections of the local schools' audit tool.

Worcestershire has also undertaken an analysis of the quality of response to those children and young people who been victims of sexual violence from peers by undertaking multi-agency 'deep dive' audit of selected cases, using a Joint Targeted Area Inspection-type audit tool and process. Cases were selected for a wide range of relevant agencies involved in each case and in support of victims. Those same agencies were involved in the audit process and learning, and best practice from the cases will be disseminated across the partnership to support schools and other agencies in their response to peer-on-peer abuse. This will help to raise awareness of the services available to support victims at the various levels of need.

- Contacts: Stephen Eccleston – secleston@worcschildrenfirst.org.uk and Denise Hannibal – dhannibal@worcschildrenfirst.org.uk

C. Support for designated safeguarding leads

As set out in statutory guidance [Keeping Children Safe in Education](#), every school and college should have at least one designated safeguarding lead (DSL). They play an important role in providing protection and support for children given their role in referring cases to children's social care, attending child protection conferences, and supporting staff and children within the school on safeguarding matters.

The DfE recognises the importance of the DSL role in safeguarding in schools which is why we are trialling supervision and training for DSLs in over 280 schools. These trials have a particular focus on responding to sexual harassment and abuse and we are working with the Centre for Expertise on Child Sexual Abuse. In Autumn 2022, we will launch an online resource hub to support DSLs with relevant knowledge, skills, and guidance on a range of issues, including harassment and abuse.

We heard that many local areas have established or were considering DSL networks or forums, to share information, provide support, and feed into future planning. Where such networks exist, we heard some strong examples of safeguarding partners using the networks as a conduit to share information and effective practice.

Participants told us how DSLs value support and supervisory input from safeguarding partners, giving them a route to escalate issues when they are unsure of how to respond to emerging issues. As such, some safeguarding partners offer specific training and development to DSLs, along with training resources. Regular DSL conferences and master classes were cited as an effective way to share emerging practice and ensure DSLs are aware of local safeguarding issues, including how other schools have responded to the sexual harassment and abuse of learners. We also heard that safeguarding in education teams offer direct support to schools around risk assessments and incident support.

Examples of emerging practice

Cornwall – The designated safeguarding lead network includes a specific area for training and development and resources for DSLs including a DSL network, open to all DSLs across the county which allows access to safeguarding resources, a sexual harm toolkit, a chat function to ask questions of other DSLs. The network is also used to signpost DSLs to national and local events and training opportunities, in particular for sexual harm prevention. Cornwall has encouraged the use of the ‘Beyond Referrals’ toolkit to enable schools to map their in-school offer for support for learners.

There are regular supervision events for DSLs, run by the local authority, where experiences, good practice, and anonymous case studies are shared. Cornwall has also overhauled the s.175 process this academic year, partnering schools together based on strengths and areas for improvement, in order to encourage shared practice with new and emerging safeguarding themes.

- Contact: Natasha Davey-Diop – natasha.davey-diop@cornwall.gov.uk

Waltham Forest – Has a well-established designated safeguarding lead forum for school DSLs to keep up to date on the latest safeguarding issues and receive support and development.

- Contact: Eleanor Ross – eleanor.ross@walthamforest.gov.uk

Hampshire – the council provides initial and refresher training for DSLs as well as an annual DSL conference which is open to all schools and colleges. As part of the wider response, Hampshire produced a dedicated multi-agency briefing on sexual harassment and abuse, child-on-child abuse, prejudicial language, and behaviours. The safeguarding partners provide online training and e-learning and provide funding for access to Brook training and materials for all education professionals.

In addition, Hampshire holds regular multi-agency forums for all DSLs to gain advice and share experience on concerns and anonymised cases. Hampshire safeguarding partners also conducts a s11 audit across all schools and colleges – with the safeguarding partners undertaking validation visits, sampling, and feedback shared to all education establishments. Safeguarding partners, through the education subgroup, provide resources and support materials, including ‘Keeping My Friends Safe’ resources.

Hampshire also provides access to resources through the Safe4Me police website and promotion and has developed model policies and procedures in-line with related DfE documents and Keeping Children Safe in Education.

- Contacts: Graham Thomas – graham.thomas@hampshire.police.uk and Karen Nye – karen.1.nye@hants.gov.uk

D. Knowing your children and the issues they face

i) Voice of the child

Engaging, listening, and acting on the experiences and views of children and young people in relation to sexual harassment and abuse, is critical. Many safeguarding partners have reported engagement including through surveys and input from school or youth councils.

We heard from several local areas how they are responding to the emerging issues of sexual harassment and abuse in schools. Some safeguarding partners have introduced a pupil voice survey for primary aged pupils, in conjunction with DSLs – recognising that this is not just a secondary school issue. Some safeguarding partners are involving the voice of school council/pupil representatives to understand the experiences of children to influence the design of local services and how to respond.

Some safeguarding partners are developing or have undertaken surveys of young people or facilitated ‘take-over days’ to listen to views and to assess the extent of issues. As a result, local areas have been able to identify hotspots and key areas of response. By using anonymous reporting mechanisms, local areas reported they were hopeful that they would receive open and honest views from their children and young people. The department is interested in this approach and would like to hear more from those local areas where this is in operation.

Safeguarding partners were also keen to stress that effective practice for addressing sexual harassment and abuse involves co-ownership with children and young people, to ensure that learning comes from lived experience.

Examples of emerging practice

North Yorkshire – Undertakes an annual survey ‘*Growing Up in North Yorkshire*’ to collect reliable information about young people’s learning and wellbeing. The findings are used for driving agendas and evidencing priorities. Over 16,146 children and young people participated in the [2020 survey](#) and shared their perceptions and experiences.

- Contact: James Parkes – james.parkes@northyorks.gov.uk

Middlesbrough and Redcar and Cleveland – Ran a ‘*Big take over day*’ where children and young people took over the roles of staff within the local authority for the day. In doing so the children and young people developed their own solutions to some of the issues from the Ofsted review.

- Contact: Gary Watson – gary.watson@middlesbrough.gov.uk

Camden – Has begun to adapt its relationship and sex education lesson plans in partnership with secondary and primary schools. They are involving the pupil representatives from the school council to help bring out the experiences of children in the delivery of the curriculum.

- Contact: Dinishia Mitford – dinishia.mitford@camden.gov.uk

ii) Using audit to understand the local need

We were keen to hear from safeguarding partners how they used auditing to better understand how audits supported effective practice in safeguarding. We heard that many safeguarding partners make use of a s175⁴ audit with the information being used to plan and prioritise.

Safeguarding partners said that S11⁵/175 audits were being used to understand the level of confidence that school staff have in identifying learning and development needs of their local schools. However, some safeguarding partners are moving to a multi-agency audit to give a broader partnership understanding of the issues schools and students face. Whilst safeguarding partners agreed that this was an effective way of collecting information, they agreed that there are some difficulties that pupil intake can cross borders and therefore come under different partnerships with different requirements, making it difficult to formulate an effective response for their individual local areas. We will address this issue more thoroughly in the upcoming wider barriers work and, in the meantime, have published plans in the Schools White Paper [*Opportunity for all: strong schools with great teachers for your child*](#) for further consultation on auditing processes.

Examples of emerging practice

Wakefield – Undertake an annual school safeguarding audit. All schools in Wakefield (160) responded to the latest audit (including academies, independent and private providers), which illustrates a high-level of engagement. Audit findings in relation to sexual violence and sexual harassment reported that almost 60% of schools were ‘very confident’ and can evidence plans in managing sexual violence and sexual harassment. Over 40% of schools reported they were ‘somewhat confident’, stating that they needed

⁴ Section 175 of the Education Act 2002 requires governing bodies to carry out an annual review of the school’s policies and procedures and to provide information to the local authority about how the duties set out in the guidance have been discharged.

⁵ Section 11 of the 2004 Children Act sets out the provision for Local Children Safeguarding Partnerships to undertake a self-assessment audit of how organisations and services are meeting standards to safeguard children and young people.

time to embed and test the new Relationship, Sex and Health Education (RSHE) curriculum which been delayed in some settings due to Covid-19.

- Contact: Jonathan Giordano – jgiordano@wakefield.gov.uk

North Yorkshire – Over last few years North Yorkshire has received pushback from some academies which undertake their own audits and do not feel they should complete those by the partnership. This poses difficulties when trying to look across the piece and the local authority is working with them to address and reduce administrative burden where possible. The authority has had discussions with the wider Yorkshire and the Humber authorities about the possibility of standardising forms, and suggested standardisation at national level would be useful.

- Contact: James Parkes – james.parkes@northyorks.gov.uk

Oldham – Oldham’s Contextual Safeguarding network uses the ‘[Beyond Referrals](#)’ toolkit – a tool for schools to identify and respond to a range of extra-familial harms.

- Contact: Lisa Morris – lisa.morris@oldham.gov.uk

Part 3: Sources of guidance and information

About this section

The information provided in this document is intended to support, rather than to endorse any particular resources or approaches. **This is not an exhaustive list, there may be other resources available providing the same, or similar, service that have not yet been captured / are more suitable for local areas.**

A. Government and agencies core guidance and support

For everyone (including practitioners)

Cross government statutory guidance on inter-agency working to safeguard and promote the welfare of children	Working together to safeguard children
Gov.UK 'hub' of links to safeguarding children guidance	Safeguarding children - detailed information

Strategies and campaigns

Violence against women and girls

Strategy covering the government's plan to tackle violence against women and girls	Tackling violence against women and girls strategy
Tackling Child Sexual Abuse Strategy sets out the government's whole-system response to all forms of child sexual abuse	Tackling Child Sexual Abuse Strategy
Multi-year national communications campaign which says 'Enough' to violence against women and girls.	'Enough'

Cross-government campaign to empower parents/carers to understand the potential signs of child sexual abuse	Stop Abuse Together
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For practitioners

Statutory guidance on roles and responsibilities of the Director of Children's Services and Lead Member for Children's Services	Roles and responsibilities of the Director of Children's Services
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Guidance to help practitioners identify the signs of child abuse and neglect and understand what action to take	Child abuse concerns: guide for practitioners
Guidance on information sharing for people who provide safeguarding services to children, young people, parents/carers	Information sharing advice for safeguarding practitioners

For schools, colleges, and universities

DfE statutory safeguarding children guidance for schools/colleges	Keeping children safe in education
Guidance for schools on preventing and responding to bullying	Preventing bullying
DfE tool to support schools develop a whole-school approach	Respectful schools signposting tool
Powers school staff have to search pupils with/without consent	Searching, screening and confiscation at school
Enables exemplary behaviour schools to work with other schools	Behaviour hubs programme
DfE guidance on supporting schools to teach pupils how to stay safe online when studying new and existing subjects	Teaching online safety in schools
New pledge to end the use of Non-Disclosure Agreements within universities to silence complainants in sexual harassment cases	Universities pledge to end use of non-disclosure agreements

For parents and carers

Cross-government advice on keeping children safe	Keeping children safe from abuse and harm
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B. Government and agencies – further guidance and support

Helplines

Support service (for England) for anyone working with children and young people, particularly, DSLs	Harmful Sexual Behaviour Support Service
Child Exploitation and Online Protection command – report online sexual abuse or grooming concerns	Make a report

Office of the Children’s Commissioner

Promotes the rights, views, and interests of children in policies or decisions affecting their lives. They particularly represent children who are vulnerable or who find it hard to make their views known	Children's Commissioner Office of the Children's Commissioner - GOV.UK
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The Victims’ Commissioner

Promotes the interests of victims and witnesses, encourages good practice in their treatment, with responsibility for the Code of Practice for Victims	The Victims’ Commissioner Victims' Commissioner - GOV.UK
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Ofsted

Education inspection framework for all types of schools/colleges	Education inspection framework
Guidance for Ofsted inspectors for inspecting safeguarding under the education inspection framework	Inspecting safeguarding in early years, education, and skills settings
Policy/guidance for inspectors handling safeguarding disclosures	Ofsted safeguarding policy
Ofsted’s findings and recommendations on sexual harassment and sexual violence, including online sexual abuse	Review of sexual abuse in schools and colleges

National Cyber Security Centre

Guidance on online security	Cyber Aware
Guidance to protect individuals and families when using technology	Individuals and families
Advice and resources for schools/students on cyber security	Schools
Home Office guidance for young people on taking, making, sharing, and possessing indecent images of people under 18	Indecent images of children guidance for young people

National Crime Agency

Working with partners to safeguard victims, bring offenders to justice, and help children and young people stay safe	Child sexual abuse and exploitation
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Thinkuknow programme

Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline	Thinkuknow [Supporting children to stay safe online]
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For children and young people

Animated series to help 4–7-year-olds gain knowledge/confidence needed to stay safe from sexual abuse and other online risks	Jessie and Friends: online safety education for 4-7s
Animated series and resource pack helps 8 to 10s to stay safe from sexual abuse, exploitation, and other online risks	Play Like Share
Fun interactive game to help 8–10-year-olds learn how to stay safe from risks they might encounter online	Thinkuknow 8-10s
Package of resources for 8-18-year-olds focusing on features of live streaming and the specific risks young people can face	Live Streaming
Film and learning resources for 11-14 years olds focusing on respect for others, and importance of online privacy and consent	First to a Million
Resource pack containing session plans that explore issues related to consensual and non-consensual nude image sharing	Send me a pic?
Guidance for teens on relationships, sex, and the internet	CEOP Education
Toolkit of 15 activities for use with 11-18-year-olds to gets them thinking/talking about issues related to sex/relationships/internet	Thinkuknow Toolkit
Film and learning resources for 14-18-year-olds exploring features of exploitative relationships in contrast to healthy relationship	Exploited (thinkuknow.co.uk)

Resource for 15-18-year-olds to help them identify key characteristics of how blackmail manifests online	Online blackmail education resource for 15-18-year-olds
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For parents and carers

Guidance for parents and carers on talking to their child about sex, relationships, and the internet	Parents homepage
For parents/carers of primary/secondary aged children	Parents and carers presentations
Age-appropriate activities to discuss issues including porn	Worried about your child and online porn

UK Council for Internet Safety

Guidance on responding to incidents and safeguarding children and young people	Sharing nudes/semi-nudes: advice for education settings working with children and young people
Tool for organisations, policymakers, schools, and companies to embed digital resilience into products, education, and services	Digital Resilience Framework
Review of existing evidence online harassment, revenge pornography and image-based abuse, and hate crimes	Adult Online Hate, Harassment and Abuse: A rapid evidence assessment
Literature review of evidence relating to children's online activities and safety	Children's online activities, risks, and safety: A literature review
Framework to equip children and young people for digital life	Education for a Connected World
Guidance for those in early years settings to consider practice and to take steps to safeguard both children and adults online.	Safeguarding children and protecting professionals in early years settings: online safety considerations

Centre of Expertise on Child Sexual Abuse

Centre of expertise on child sexual abuse (CSA Centre) aims to reduce the impact of child sexual abuse	CSA Centre
Guide seeks to build knowledge, confidence, and skills in anyone whose role brings them into contact with children	Communicating with children: A guide for those working with children who have or may have been sexually abused

Template helps professionals address the issue that children and young people will not tell anyone at the time of their abuse	Signs and Indicators Template
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C. Other organisations

BBC teaching resources for primary/ secondary pupils	Online safety - BBC Teach
Police Scotland campaign to reduce rape, serious assault, and harassment	That Guy (that-guy.co.uk)
Ending the misuse of NDAs to buy victim's silence	Can't Buy My Silence
Aim to reduce the risk of violence and aggression through campaigning, education, and support	Suzy Lamplugh Trust
Safer Internet Day takes place every February	Safer Internet Day
Childnet guidance for schools about understanding, preventing, and responding to cyberbullying	Cyberbullying: Understand, Prevent, Respond – Guidance for Schools
Guidance about recognising/responding to abuse/neglect in children and young people aged under 18	NICE guideline on child abuse and neglect
Understanding and combatting youth experiences of image based sexual harassment and abuse	ASCL report

D. Other guidance and support

Children and young people

United Nations Convention on the Rights of the Child: Legislation/case law/policy on how children's rights are protected	UNCRC: how legislation underpins implementation in England
National Society for the Prevention of Cruelty to Children	NSPCC
Children's Rights Alliance for England provide information about how children can use the law to protect their rights	Children's rights and the law

NSPCC / Childline

Helplines

NSPCC - free advice and support to professionals with concerns about how child protection issues are being handled	Whistleblowing advice line
NSPCC Helpline helps adults protect children	NSPCC helpline
Childline - free service to support children and young people	Childline

Online safety

Advice for keeping children safe online	Keeping children safe online
Advice for parents about online safety	Teaching Your Child about Internet and Online Safety
Advice on sharing / receiving nude images	Sharing nudes and semi-nudes
Advice on the risks to children from online porn	Online porn
Tool for removing an image/video of themselves from the internet	Remove nude image shared online
Tool to start discussions about how to behave online	Family agreement

Keeping children safe

Information and advice on preventing child sexual abuse	Preventing Child Sexual Abuse/Keep Children Safe
Information and advice on bullying, abuse, and safety	Bullying, abuse, safety, and the law

Parental guidance on healthy/unhealthy sexual behaviour in children and teenagers and what to do if worried	Understanding Sexual Behaviour in Children
Advice on how to start difficult conversations	Talking about difficult topics
Parental advice on talking to children about relationships	Healthy relationships
Teaching 4-8-year-olds how to stay safe from sexual abuse	Talk Pants/Join Pantosaurus-The underwear rule

Internet Watch Foundation

Blocking out online sexual abuse	Gurls Out Loud
Guide for parents and carers on making sure your home does not have an open door to child sexual abusers	TALK checklist
How to spot potential signs of online child sexual abuse, and where to go for additional support and information	Additional help

Internet Matters

Internet Matters information/advice, including on internet porn	Online pornography
Internet Matters step-by-step guides on setting up parental controls on your child's device	Set Up Safe

British Board of Film Classification

Age ratings and why they are important in helping them stay safe	The KS1 PSHE resource
Recognise the role of age ratings in staying safe	The KS2 PSHE resource
Positive/negative ways in which sex and relationships are portrayed in film and the impact on viewers	The KS3 PSHE resource
Mental health representation in film, and the ways in which film/TV content can impact on viewers' attitudes towards mental health	The KS4 PSHE resource
Guidance for parents	Parents' Guide to Age Ratings

Helplines

24/7 text service for anyone in crisis	Shout
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Parents Protect / Stop It Now campaign

Stop It Now! indecent images of children campaign	Stop It Now - Helping prevent child sexual abuse
How to protect children in the digital world	Internet Safety
Helping parents/carers protect children from sexual abuse	Parents Protect

E. Guidance and support used by safeguarding partners

Contextual Safeguarding Network toolkits that can help schools recognise harm and create safety for students in their settings	Beyond Referrals - Schools
Beyond Referrals self-assessment resource for schools	Levers for addressing harmful sexual behaviour in schools
Brent Council portal for if you have concerns about a child being harmed or at risk of harm	Brent Family Front Door
Summary of the Growing Up in North Yorkshire 2020 survey	Growing up in North Yorkshire
Website aims to help children learn how to spot potential perils online and what to do if something goes wrong	Beware of Lurking Trolls
UK Feminista provides resources to tackle sexism in schools	School resource hub
Details about the Keeping Bristol Safe Partnership – Education Reference Group	Keeping Bristol Safe Partnership
Keeping Bristol Safe Partnership model safeguarding child protection policy	Model safeguarding child protection policy 2021-22

UNICEF - The rights respecting schools award	<u>UNICEF accreditation</u>
A community cohesion project running in primary schools across Lincolnshire since September 2018	<u>Mini Police</u>
Brook's Sexual Behaviours Traffic Light Tool and training provides a multi-agency response that helps professionals to identify, understand and respond appropriately to sexual behaviours in young people	<u>Sexual Behaviours Traffic Light Tool</u>
Toolkit, developed by The University of Bedfordshire and Hackney Children and Families Services, to support practitioners carry out a contextual assessment within a secondary school context	<u>School Assessment Toolkit</u>