



Oliver Thomas Nursery School Policy for Early Help, Safeguarding and Child Protection January 2019

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff builds by undertaking safeguarding training and managing safeguarding concerns on a daily basis. We therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2018).

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on Thursday 24th January 2019

CONTENTS

- 1. Purpose & Aims**
 - 2. School Ethos**
 - 3. Roles & Responsibilities**
 - 4. Training & Induction**
 - 5. Procedures for Managing Concerns**
 - 6. Recording & Information Sharing**
 - 7. Working with Parents & Carers**
 - 8. Child Protection Conferences**
 - 9. Safer Recruitment**
 - 10. Safer Working Practice**
 - 11. Managing Allegations against Staff**
 - 12. Other relevant policies**
 - 13. Statutory Framework**
- Appendices**
- 1 Recording form for reporting concerns**

1. PURPOSE & AIMS

1.1 The purpose of Oliver Thomas Nursery School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Identify children and young people who may be in need of extra help;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeated occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through induction and training, know how to recognise emerging needs and indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills in ways which are appropriate to their young age.

2.4 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015) and [Newham Safeguarding Children Board procedures](#)

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Headteacher and Designated Safeguarding Lead (DSL)	Nicola Hayden	nicola.hayden@oliverthomas.newham.sch.uk
Deputy DSL	Lorna Prynne	lorna.prynne@oliverthomas.newham.sch.uk
Deputy DSL	Naomi Ferron	naomi.ferron@oliverthomas.newham.sch.uk
Deputy DSL	Sally King	Sally.king@oliverthomas.newham.sch.uk
Named Safeguarding Governor	Susan Masters	Contact via the school
Chair of Governors	Julie-ann Nicholls	Contact via the school

3.1 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.2 The Governing Body of Oliver Thomas Nursery School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor, Susan Masters, who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Newham Safeguarding Children Board policies and procedures;
- The school contributes to inter-agency working in line with [Working Together to Safeguard Children \(2015\)](#);
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and there is/are deputy DSL(s) who is/are appropriately trained to deal with any issues in the absence of the lead DSL to ensure there will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2018);
- The Governing Body remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 At each termly meeting the governing body will receive a safeguarding report.

The Headteacher

3.5 At Oliver Thomas Nursery School the Headteacher is responsible for:

- Identifying a senior member of staff from leadership team to be the lead Designated Safeguarding Lead (DSL);
- Identifying additional members of staff to act as Designated Safeguarding Leads (DSLs) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;

- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff.

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection in our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of [‘Keeping Children Safe in Education’](#).

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child’s safety or welfare will be recorded in writing and given to the DSL.

3.8 During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

3.9 The DSL, or one of the Deputy DSLs at Oliver Thomas Nursery School will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children’s Services and other agencies where necessary, and make referrals of suspected abuse to Children’s Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and that appropriate training needs are identified.

4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school’s safeguarding policy along with the staff code of conduct, Part one and Annex A of [‘Keeping Children Safe in Education’](#) and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents. They will also be provided with the recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period before they start work with the children, and for staff this is followed up during their 5-month probationary period. This programme will include

information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of ['Keeping Children Safe in Education'](#). In order to achieve this we will ensure that:

- all members of staff undertake appropriate safeguarding training on an annual basis in accordance with Newham Safeguarding Children Board advice and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- All staff have group and individual supervision, where they are encouraged to discuss children who may be causing concern and are supported in following up these concerns appropriately.

4.4 All regular visitors, temporary staff and volunteers to our school will be briefed about our safeguarding procedures during their induction; they will be informed of whom our lead DSL and deputy DSL(s) are and what the recording and reporting system is and they will be asked to sign a confirmation that they have received and understood this information.

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Newham Safeguarding Children's Board at least once every three years. The DSL and deputies will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSLs will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role. This is done by disseminating national and local updates to staff, attendance at DSL network meetings and Early Help Partnership networks.

4.6 Our governing body will also undertake appropriate training to ensure governors are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from [Newham Partnership Working](#).

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of ['Keeping Children Safe in Education'](#) (2018) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via [Newham Safeguarding Children Board](#).

5. PROCEDURES FOR MANAGING PATHWAYS TO HELP AND SUPPORT

5.1 Oliver Thomas Nursery School adheres to early help, safeguarding and child protection procedures that have been agreed locally through the Newham Safeguarding Children's Board (NSCB). Where we identify children and families in need of support, we will carry out our responsibilities in accordance with Newham's Pathways to Help and Support (Thresholds).

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report and record any worries and concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, worries and concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on worries and concerns in accordance with this policy to allow the school to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The DSLs' should be used as a first point of contact for worries, concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to a deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1)

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and can seek advice from a number of resources, as required:

- [Early Help Partnership team](#)
- [Neighbourhood Action Meeting](#)
- [Team Around the School](#)
- [Newham Children's Triage](#)

All information and actions taken, including the reasons for any decisions made, should be fully documented.

5.8 The DSL will decide whether to consider offering Early Help to support the family or to make a referral to [Newham Children's Triage](#) when there are complex needs or child protection concerns. The school will use the [NSCB Threshold Guidance](#) to inform our decision making.

If a referral to Children's Triage has not met the threshold for targeted support or statutory intervention the Designated Safeguarding Lead will make full written record of the decision and outcome. The school will continue to offer early help and interventions, supported by the use of the Early Help Record and Plan.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to [Newham Children's Triage](#) immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with [Newham Children's Triage](#), or the police if:

- the situation is an emergency and the designated senior person, their deputy and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Children's Services directly with their concerns.

5.12 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [NSCB Threshold Guidance](#) will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

5.13 We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

5.14 At Oliver Thomas Nursery School we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

5.15 Where FGM has taken place, there is a mandatory reporting duty placed on teachers (since 31 October 2015). Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015).

5.16 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other form of vulnerability in today's society. At Oliver Thomas Nursery School, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals to [Newham Children's Triage](#) and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

6. RECORDS AND INFORMATION SHARING

6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form (see Appendix 1). Any worries or concerns should be passed to the DSL without delay.

6.2 Any information recorded will be kept in a separate named file, in a secure cabinet or electronically and not with the child's academic file. These files will be the responsibility

of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our early help and safeguarding files will include; a chronology, contents front cover and record of significant events in the child's life.

6.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Newham Elective Home Education Team.

7. WORKING WITH PARENTS & CARERS

7.1 Oliver Thomas Nursery School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4 We will seek to work together with parents to support any worries or concerns we may have about their child *unless* to do so may place a child at increased risk of harm.

7.5 In order to keep children safe and provide appropriate care for them, the school requires parents/carers 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
- Emergency contact details of more than one person where reasonably possible
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file. Information about pupils will only be shared with adults who have parental responsibility for a pupil or with those for whom a parent has given permission and the school has been supplied with the adult's full details in writing.

8. CHILD PROTECTION CONFERENCES

8.1 Children's Services will convene an Initial Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3 All reports for child protection conferences will be prepared in advance using the guidance and template [report](#) provided by the NSCB. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9. SAFER RECRUITMENT

9.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)', DfE (2018).

9.2 At Oliver Thomas Nursery School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

10. SAFER WORKING PRACTICE

10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

10.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasions when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to.

10.3 If staff, visitors, volunteers or parent helpers are working with children alone they must always be visible to other members of staff.

10.4 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. This advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)' (October 2015). 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.

10.5 The use of mobile phones and of any camera or recording devices is prohibited wherever children are present: in the nursery school, in the Children's Centre Meerkat Room and at any off-site groups in schools and community venues.

11. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in [Newham Safeguarding Children Board](#) and Part 4 of '[Keeping Children Safe in Education](#)', DfE (2018) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a [consultation or to make a referral](#) via e-mail: LADO@newham.gov.uk or contact the LADO team on 020 3373 3392

11.4 If an allegation is made or information is received about any adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

11.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 020 3373 3392. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

11.7 The School 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.

12. RELEVANT POLICIES

12.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Preventing Extremism & Radicalisation risk assessment
- Anti-Bullying (as part of our behaviour policy)
- Whistleblowing
- Attendance
- Online Safety
- Health and Safety including site security
- Intimate Care
- First aid
- Educational visits

13. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- ['Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'](#), DfE (2015)
- ['Keeping Children Safe in Education'](#), DfE (September 2018)
- [Newham Safeguarding Children Board](#) procedures
- [Newham Safeguarding Children Board](#) : Allegations Against Persons who Work with Children
- ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (October 2015).
- ['What to do if you're worried a child is being abused'](#), DfE (March 2015)
- ['Information Sharing: Advice for practitioners'](#), DfE (March 2015)
- ['The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE (2015)
- ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#), Home Office (October 2015)



Appendix 1: Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the Designated Safeguarding Lead if they have a safeguarding concern about a child.

Full name of child	Date of Birth	Tutor/Form group	Your name and position in school

Nature of worry, concern or disclosure	
Please include where you were when the child made a disclosure, what you saw, who else was there, what the child said or did and what you said.	
Time and date of incident:	
Was there an injury? Yes / No	Did you see it? Yes / No
Describe the injury:	
Have you filled in a body plan to show where the injury is and its approximate size? Yes / No	
Was anyone else with you? If 'Yes', who?	
Has this happened before?	If 'Yes' did you report the previous incident?
Who are you passing this information to? Name:	
Position:	

Your signature:

Time form completed:

Date:

Time form received by DSL:

Action taken by DSL:

Referred to:

Attendance
Improvement
Officer

Police

School Nurse

Children's
Triage

Early
Help

Guidance
Adviser

Other

Date:

Time:

Parents informed? Yes / No (If No, state reason)

Feedback given to:

Pastoral team

Early Help
Lead

Child

Person who recorded disclosure

Further Action Agreed:

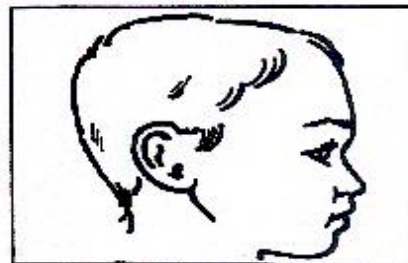
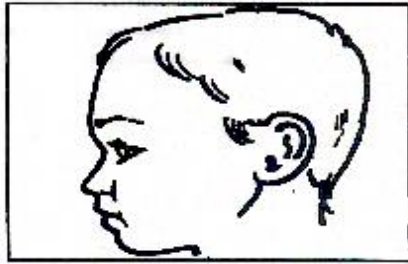
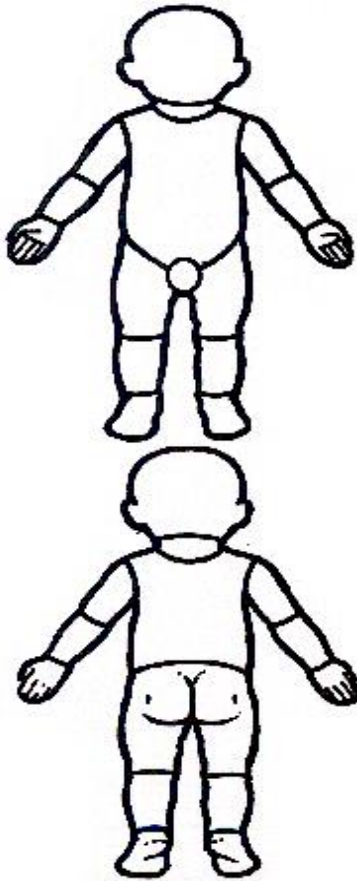
e.g. School to engage with family and start an Early Help Record to Understand, Plan, Do and Review support and interventions

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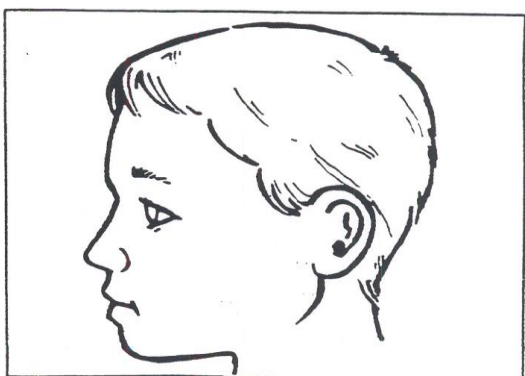
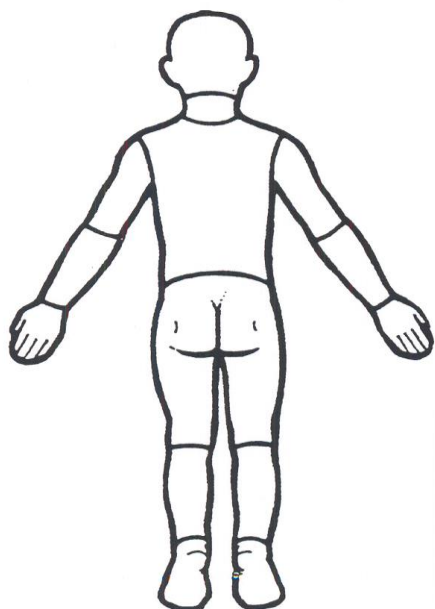
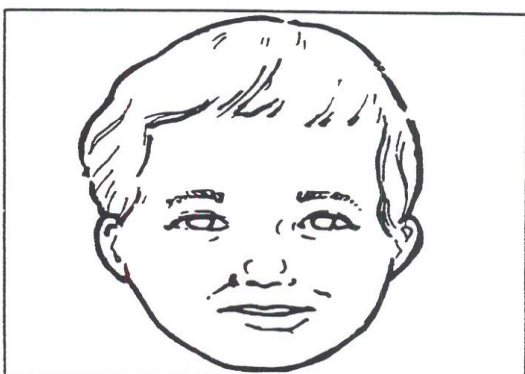
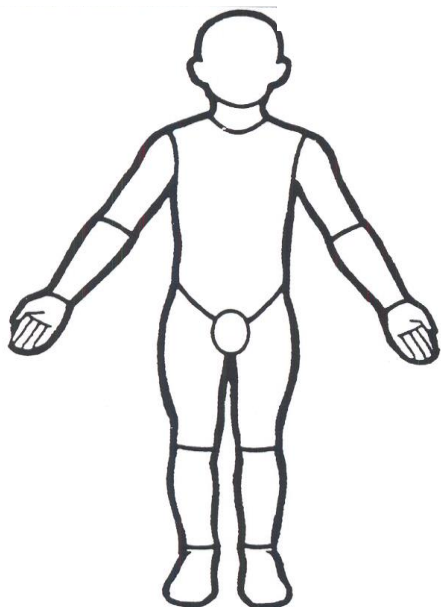
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Young Child



Older Child



Annex A: Further information Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex. As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy). Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Annex A Index Abuse/Safeguarding Issues Page Children and the court system 77 Children missing from education 77 Children with family members in prison 77 Child sexual exploitation 77 Child criminal exploitation: county lines 78 Domestic abuse 79 Homelessness 80 So-called 'honour-based' violence 80 Preventing radicalisation 82 Peer on peer abuse 84 Sexual violence and sexual harassment between children in schools and colleges 84 Additional advice and support 87 77 Children and the court system Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. Children missing from education All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures. Children with family members in prison Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Child sexual exploitation Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation 78 does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation: • can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; • can still be abuse even if the sexual activity appears consensual; • can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity; • can take place in person or via technology, or a combination of both; • can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; • may occur without the child or young person's immediate

knowledge (e.g. through others copying videos or images they have created and posted on social media); • can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and • is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of child sexual exploitation: • children who appear with unexplained gifts or new possessions; • children who associate with other young people involved in exploitation; • children who have older boyfriends or girlfriends; • children who suffer from sexually transmitted infections or become pregnant; • children who suffer from changes in emotional well-being; • children who misuse drugs and alcohol; • children who go missing for periods of time or regularly come home late; and • children who regularly miss school or education or do not take part in education. Child criminal exploitation: county lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation: • can affect any child or young person (male or female) under the age of 18 years; • can affect any vulnerable adult over the age of 18 years; • can still be exploitation even if the activity appears consensual; • can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence; • can be perpetrated by individuals or groups, males or females, and young people or adults; and • is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources. Domestic abuse The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: ⁹⁸ national crime agency human-trafficking ⁸⁰ NSPCC- UK domestic-abuse Signs Symptoms Effects Refuge what is domestic violence/effects of domestic violence on children Safelives: young people and domestic abuse Homelessness Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into

children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: here. So-called 'honour-based' violence So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Actions If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers⁹⁹ that requires a different approach (see following section). FGM FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information. ⁹⁹ Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). ⁸² Teachers must

personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁰ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Preventing radicalisation Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism¹⁰¹ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the 100 Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case. ¹⁰¹ As defined in the Government's Counter Extremism Strategy. ⁸³ armed forces.

Radicalisation¹⁰² refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard¹⁰³ to the need to prevent people from being drawn into terrorism".¹⁰⁴ This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies. Additional support The department has published advice for schools on the

Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. 102 As defined in the Revised Prevent Duty Guidance for England and Wales. 103 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 104 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). 84 There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges. Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue. Channel Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. Peer on peer abuse Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Sexual violence and sexual harassment between children in schools and colleges Context Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the 85 experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment? Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents. Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. 105 Legislation.gov.uk 86 What is consent?106 Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.107 Sexual harassment When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include: • sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; • sexual “jokes” or taunting; • physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and • online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.108 It may include: • non-consensual sharing of sexual images and videos; • sexualised online bullying; • unwanted sexual comments and messages, including, on social media; and • sexual exploitation; coercion and threats The response to a report of sexual violence or sexual harassment The initial response to a report from a child is important. It is essential that all victims are reassured 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 106 It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here 107 PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4. 108 Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment. 87 reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy). Additional advice and support Abuse or Safeguarding issue Link to Guidance/Advice Source Abuse What to do if you're worried a child is being abused DfE advice Domestic abuse: Various Information/Guidance Home Office Faith based abuse: National Action Plan DfE advice Relationship abuse: disrespect nobody Home Office website Bullying Preventing bullying including cyberbullying DfE advice Children and the courts Advice for 5-11-year olds witnesses in criminal courts MoJ advice Advice for 12-17 year old witnesses in criminal courts MoJ advice Children

missing from education, home or care Children missing education DfE statutory guidance
Child missing from home or care DfE statutory guidance Children and adults missing
strategy Home Office strategy Children with family members in prison National
Information Centre on Children of Offenders Barnardo's in partnership with Her
Majesty's Prison and Probation Service (HMPPS) advice Child Exploitation County
Lines: criminal exploitation of children and vulnerable adults Home Office guidance
Child sexual exploitation: guide for practitioners DfE Trafficking: safeguarding children
DfE and HO guidance Drugs Drugs: advice for schools DfE and ACPO advice Drug
strategy 2017 Home Office strategy Information and advice on drugs Talk to Frank
website 88 Abuse or Safeguarding issue Link to Guidance/Advice Source ADEPIS
platform sharing information and resources for schools: covering drug (& alcohol)
prevention Website developed by Mentor UK "Honour Based Violence" (so called)
Female genital mutilation: information and resources Home Office Female genital
mutilation: multi agency statutory guidance DfE, DH, and HO statutory guidance Forced
marriage: information and practice guidelines Foreign Commonwealth Office and Home
Office Health and Wellbeing Fabricated or induced illness: safeguarding children DfE,
Department for Health and Home Office Rise Above: Free PSHE resources on health,
wellbeing and resilience Public Health England resources Medical-conditions: supporting
pupils at school DfE statutory guidance Mental health and behaviour DfE advice
Homelessness Homelessness: How local authorities should exercise their functions HCLG
Online Sexting: responding to incidents and safeguarding children UK Council for Child
Internet Safety Private fostering Private fostering: local authorities DfE - statutory
guidance Radicalisation Prevent duty guidance Home Office guidance Prevent duty
advice for schools DfE advice Educate Against Hate Website DfE and Home Office
Violence Gangs and youth violence: for schools and colleges Home Office advice Ending
violence against women and girls 2016-2020 strategy Home Office strategy Violence
against women and girls: national statement of expectations for victims Home Office
guidance Sexual violence and sexual harassment between children in schools and colleges
DfE advice Serious violence strategy Home Office Strategy 89 A