

Holy Trinity Pewley Down:

A Federation of

Holy Trinity Church of England Junior School and Pewley Down Infant School, Guildford

Child Protection (Safeguarding) Policy

Introduction

Holy Trinity Pewley Down (HTPD) is committed to providing a caring, friendly, safe and Christian environment for all our pupils so that they can learn in an atmosphere of tolerance, mutual respect and co-operation. We encourage children to become confident, independent learners who can contribute positively to our school and community and who respect the needs and values of others. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

Designated Safeguarding Lead (DSL)	Deputy DSL's – Infant Site	Deputy DSL's – Junior Site	Designated Teacher for LAC	Nominated Governor
Clare Brunet	Sheena Preston	Mary Booth Tom Everard (online safety coordinator) Lucy Cray	Mary Booth	Mark Sharman Anna Earl (online and e-safety governor)

We have a statutory duty to safeguard and promote the welfare of children as described in section 157 of the Education Act 2002. This policy has been developed in accordance with the principles of the Children Act 1989 and 2004 and has due regard to the government guidance: 'Working Together to Safeguard Children' 2018, 'What to do if you're worried a child is being abused' 2018, 'Keeping Children Safe in Education (KCSIE) DfE 2018' as the safety and protection of children is of paramount importance to everyone in this school. In addition we will abide by the child protection procedures of our Local Safeguarding Children Board.

The Children Act 2004 defines safeguarding and promoting the welfare of children as:

- protecting children from abuse and neglect
- preventing impairment of their health or development, and
- ensuring that they receive safe and effective care so as to enable them to have the optimum life chances

HTPD believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere and through our teaching and learning, pastoral support and care for both pupils and school staff, training for school staff and with working with parents.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well-being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;
- learning to look after themselves;
- coping with everyday living and for life in Britain today;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school staff and volunteers as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report all concerns and all injuries for the safety and protection of the children in our care.

We acknowledge that children can be **harmed physically, emotionally, sexually or by neglect**. (See 'What to do if you are worried child is being abused 2015'. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse. We will inform the Designated Safeguarding Lead (DSL) of any allegations of abuse by any member of the school staff whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the DSL of any person connected to the school who is considered to be unsuitable to work with children. We are committed to establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school staff about any concerns or fears they may have, knowing that they will be taken seriously. Any concerns about the conduct of the headteacher will be reported to the Chair of Governors.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE and class assemblies that will equip the children with the necessary skills and awareness to stay safe from abuse and prepare them for life and work in Britain today.

We are committed in establishing and maintaining procedures for safer recruitment and sound working relationships with parents and support agencies.

We believe '...safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety and bullying...medical needs of children....providing first aid, school security, drugs and substance misuse, etc.' (Keeping Children Safe in Education DfE 2018).

We acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views and ensure that the child's voice is heard.

Aims of this Policy

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse (including our responsibilities to comply with the Disqualification under the Childcare Act 2006 guidance issued in August 2018)
- To ensure that all school staff are aware of what action to take when dealing with a child protection issue.
- To be consistent with our other school policies that impact Child Protection (please refer to Appendix 3).

Responsibility for the Policy and Procedure

(1) Role of the governing body

The governing body:

- Understands the role of the Designated Safeguarding Lead (DSL);
- has in place a child protection policy and other related procedures;
- has appointed a senior member of staff (part of the Senior Leadership Team – usually the Headteacher) to act as the DSL and this role is specified in their job specification;
- has nominated a safeguarding governor to liaise with the DSL;
- has read KCSIE 2018 Part 1 & 2;
- has delegated powers and responsibilities to the Headteacher to ensure everyone connected with the school is aware of and complies with this policy;
- has appointed a Designated Teacher for Looked After Children (LAC) who will liaise with Virtual School Headteachers who are responsible for the progress of LAC;
- has in place safer recruitment procedures, including appropriate use of reference checks on new staff and volunteers and that all staff (working with under 8s) have been made aware of their responsibilities under 'Disqualification under the Childcare Act 2006'. There is at least one person on every interview panel that has completed safer recruitment training and this is repeated every five years;
- ensures enhanced DBS checks are in place for Chairs of Governors in accordance with KCSIE 2018;
- has in place procedures to deal with allegations of abuse against members of staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned;
- nominated the Chair of Governors to deal with any allegations of abuse made against the Headteacher and ensure all staff know how to contact the Chair if they have concerns;
- has undertaken appropriate training about the ways of safeguarding children which will be regularly updated as necessary;
- will ensure that the Headteacher, school staff and volunteers undertake safeguarding training which will be regularly updated;
- considers the curriculum and how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This should be evidenced in GB minutes and curriculum planning and lesson plans;
- has the responsibility for ensuring that the school complies with all equalities legislation;
- has responsibility for ensuring funding is in place to support this policy;
- ensure appropriate filters are in place together with vigilant staff monitoring when children are using computers and/or tablets;
- will receive an annual report from the Headteacher/Designated Safeguarding Lead on safeguarding pupils in the school;

- will annually review all safeguarding policies and procedures;
- has responsibility for the effective implementation, monitoring and evaluation of this policy;
- has responsibility for ensuring this policy and all policies are maintained and updated regularly
- has responsibility for ensuring all policies are made available to parents/carers via the school website or through other means.

(2) Role of the Headteacher and DSL

- the headteacher will be appointed to be the Designated Safeguarding Lead (DSL);
- ensure the effective implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- work closely with the nominated governor for child protection;
- ensure there is adequate cover when the DSL is unavailable;
- ensure there are adequate resources for the DSL to undertake his/her role;
- ensure DBS checks are undertaken for everyone working in regulated activity with children in the school (<https://www.gov.uk/government/collections/dbs-checking-service-guidance--2>);
- ensure that all school staff and volunteers are able to highlight improvements to the safeguarding policies and procedures, having a “it could happen here approach” to safeguarding;
- ensure that all new staff undertake induction, training in child protection procedures and are given a copy of the first chapter of ‘Keeping Children Safe in Education’ 2016 and ‘What to do if you’re worried a child is being abused’ 2018;
- regularly report to the Governing Body and keep them updated about child protection issues (maintaining confidentiality);
- undertake training in safeguarding and child protection (i.e. be trained in child protection policy and procedures and multi-agency working and attend termly refresher training and formal update training at least every two years);
- keep up to date with any changes in legislation and all new guidance on safeguarding children;
- keep all school staff up to date with any changes to procedures;
- organise appropriate training for school staff and governors;
- provide leadership and vision in respect of equality;
- provide guidance, support and ensure all staff are adequately trained and regularly updated;
- ensure the curriculum equips children to keep themselves safe, actively promotes equality and diversity and fundamental British values, tackles bullying and discrimination and ensures the current and changing risks to children are addressed;
- will follow DfE and KCSIE guidance “Peer on Peer Abuse” when a concern is raised that a pupil is abusing another pupil within the school;
- monitors the effectiveness of this policy;
- work closely with the Designated Teacher for LAC and Virtual School headteachers to ensure LAC fulfil their full academic potential;

Specifically with regard to the role as DSL

- deal with all cases of concern and suspected or actual significant harm;
- to make appropriate child protection referrals to Children’s Social Care/MASH and keep records of all referrals;
- keep separate confidential records of all those pupils known to be at risk or in need of early help and store these records until the child’s 25th birthday;
- familiarise school staff with the policy and procedures;
- co-ordinate action within the school;

- liaise with social care and other agencies and ensure the school provide reports and are represented at multi-agency meetings and child protection case conferences;
- transfer the child protection file of any pupil leaving to join another school (separately from the main school file). A copy of the CP file must be retained until the new school acknowledges receipt of the original file. The copy can then be shredded;
- provide support for any child at risk (including providing opportunities for Early Help);
- act as a source of advice within the school;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school staff when necessary;
- annually review the policy with the Nominated Safeguarding Governor.

(3) Role of the Nominated Governor

- work closely with the Headteacher /DSL;
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with DfE guidelines and Local Safeguarding Children Board procedures;
- ensure that everyone connected with the school is aware of this policy;
- take responsibility for the oversight of procedures relating to handling allegations against school staff and volunteers;
- take responsibility for taking action in accordance with this policy and those of the LSCB where there are allegations against the Headteacher;
- ensure recruitment of school staff and volunteers is in line with the Safer Recruitment policy ;
- undertake safeguarding training that is regularly updated.

(4) Role of School Staff & Volunteers

- Read and sign agreement with the School Code of Conduct (see Appendix 1);
- recognise that child protection is a main responsibility for everyone working with children;
- treat children’s welfare with utmost importance;
- encourage self-esteem and self-assertiveness, foster positive relationships between children and staff;
- be aware of changes in behaviour (consider abuse and neglect as possible reasons for this) and the behaviour management policy;
- be aware of the background of the children in their care (as appropriate and on a need to know basis);
- be made aware of this policy and all other safeguarding policies and procedures during induction, the staff handbook and training;
- be responsible for reading chapter one of ‘Keeping Children Safe in Education’ 2018 and ‘What to do if you’re worried a child is being abused’ 2015 and sign the school register to confirm that you have;
- be aware of the names of the DSL and staff providing cover and understand the role of the DSL;
- to attend formal training sessions which are arranged every 3 years and attend the update sessions held so that they are able to identify signs of harm and abuse and the effects of abuse and neglect on children;
- be alert at all times to the signs of abuse namely **physical, emotional, sexual or neglect**;
- have an understanding of why children with SEN-D are more vulnerable to abuse and neglect
- know how to report any suspected case of harm or abuse;
- respond immediately to any child;

- report any concerns to the designated safeguarding lead or those providing cover. In exceptional circumstances **any** member of staff can make a referral;
- know what to do if a child makes a disclosure;
- be kept up to date with changes in procedures;
- be prepared to attend a Multi-agency meetings and contribute to reports;
- ensure that they conduct themselves correctly at all times, maintain professional boundaries and do not put themselves at risk;
- report and deal with all incidents of discrimination;
- report any concerns about the conduct of other staff and volunteers and know how to contact the Chair of Governors with concerns about the Headteacher;
- receive support and counselling if they feel distressed from being involved with a case or incident.

(5) Role of Pupils

- follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and around bullying, and how they relate to others;
- be made aware of basic safeguarding procedures in school such as visitors signing in;
- learn how to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media;
- through personal, social, moral, cultural and spiritual development, including through access to cultural experiences so that they are well prepared to respect others and contribute to wider society and life in Britain today;
- know who to speak to in school if they have concerns of their own or about others.

(6) Role of the School Council

The School Council will be involved in discussing aspects of this policy during the school year and surveying the children to ensure they feel safe and know who to talk to in school about concerns.

Every year the School Council together with a designated member of staff will ask the views of KS1 & 2 pupils by issuing a questionnaire and asking:

- Do you feel safe in school?
- Are you aware of basic safeguarding procedures in school?
- Are you aware of how to keep yourselves safe?
- Do you know who to go to if you are concerned about your own safety or that of others?
- Are you aware of e-safety?
- Do you know how to keep yourself safe outside school?
- Do you know how to keep yourself safe when using the internet?

(7) Role of Parents/Carers

- are asked to work closely with the school to establish excellent home-school relationships;
- are made aware that the school has a responsibility for the welfare of all our pupils;
- are made aware that the school has a duty to involve Social Care if the school has any concerns about a child;
- are made aware that they will be informed of any actions the school takes involving their child(ren) unless to do so could put their children at greater risk.

Annually we will ask parents/carers if:

- they have any concerns about the safety of their child when in school;
- they feel enough time is given for children to learn how to keep safe;
- they know who talk to if they have any concerns;
- they feel their views are listened to and acted upon.

Partnerships with Parents/Carers

The Designated Safeguarding Lead will

- ensure that parents are aware of this policy and that it is available via the school website;
- respect parents and children’s need for privacy;
- respect families from different backgrounds and cultures as long as it does not put the child at risk.

When making a referral, the DSL will share all information with parents unless it places the child at risk or in cases of suspected sexual abuse or fabricated and induced illness.

Reporting Concerns

(1) If a pupil makes a **disclosure** then the member of the school staff must:

- listen to the pupil
- remain calm
- offer reassurance
- not ask the pupil to remove or adjust clothing if bruises are observed
- not ask leading questions
- let the pupil speak freely
- accept what has been told them without challenge
- not offer opinion or criticise or lay blame
- reassure the pupil at the end of the disclosure, telling them that they have done the right thing
- not promise confidentiality but inform them that other people need to be told
- record accurately and factually on the School Record of Concern (Appendix 2)
 - what the child has said using the child’s own words
 - record observed injuries or bruises on a map of the body (but not take photographs)
 - submit the School Record of Concern to the DSL as soon as possible.

(2) If a member of the school staff **suspects that a child may be a victim of abuse** then they must record accurately and factually what they have seen on the School record of concern form (Appendix 2) and submit it to the DSL who will then:

- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral of his/her decision;
- prepare in readiness for a **case conference/core group meeting** the following information on the child:
 - attendance record
 - academic achievement
 - child’s behaviour and attitude
 - relationships and social skills
 - appearance and presentation

- any known incidents in or outside school
- school contact with parents/carers

(3) If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the Designated Officer in the local area (LADO) about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed.

Procedures

(1) Recording Information

School staff and volunteers are asked to record any concern or incident using the School Record of Concern (Appendix 2). This should be done as soon as possible after the concern was raised (within 24 hours).

(2) Reporting to the DSL

All concerns must be reported and discussed immediately with the DSL, within 24 hours where possible, who will decide the appropriate action in consultation with the Headteacher. In an emergency or in exceptional circumstances **any** member of staff can make a referral to the multi-agency Safeguarding Hub.

If anyone other than the DSL makes a referral they should inform the DSL as soon as possible. The local authority should make a decision about what course of action they are taking within 24 hours and let the referrer know the outcome. Staff should follow up if that does not happen. The online tool allows staff to insert a child's home postcode and directs them to the local children's social care contact number and out of hours numbers for that area.

<https://www.gov.uk/report-child-abuse-to-local-council>

(3) Support

We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence by teaching children how to keep themselves safe and by building positive relationships with staff.

School staff and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

(4) Confidentiality and Security of Information

All matters relating to child protection are confidential. It must be recognised that school staff have a professional responsibility to share information with other professionals who are investigating a case of significant harm and must abide by the government guidance 'Information sharing' 2015.

Parents will be made aware of any intention to refer their child to Social Care unless to do so would put the child at greater risk of harm, or impede a criminal investigation and Social Care are consulted if we are not sure.

A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret. The child must be reassured that the information will be shared initially with the DSL who will decide what will happen next.

All child protection records will be kept in a secure place and separate from the main school file.

(5) Multi-agency meetings

The Designated Safeguarding Lead will attend or ensure the school is represented at:

- all Child Protection Case Conferences (with other appropriate members of staff);
- all Core Group meetings once a child has a Child Protection Plan meetings;
- Team around the Child (TAC), Child in Need (CIN) or any other professional meetings.

On rare occasions if attendance is not possible a report will be provided.

(6) Pupils Transferring to another School

The following procedures will take place if a pupil with a Child Protection Plan transfers to another school:

- the case social worker will be contacted by the DSL
- child protection records will be passed on (separately from the main school file) to the DSL at the receiving school (records should always follow the child).

(7) Training

We ensure all school staff have equal chances of training, career development and promotion. Periodic training will be organised for all school staff so that they are kept up to date with new information and guide lines concerning equal opportunities.

Training organised or approved by the DSL will take place for school staff, volunteer helpers and governors:

- on induction to the school
- during NQT induction
- throughout the academic year

All school staff must undertake regular, updated training appropriate to their role:

- child protection issues
- restraint training
- recognising signs of abuse
- understand the reasons disabled children are more susceptible to abuse
- handling disclosures
- peer on peer abuse (including youth produced sexual imagery, "sexting")
- honour-based violence

(8) Monitoring and Evaluation

A continual process of:

- Governing Body (GB) visits to school
- regular SLT discussion with children and staff
- pupil surveys and discussion and listening to children
- scrutiny of attendance data

- scrutiny of GB minutes
- reviewing logs of bullying/racist/behaviour incidents for SLT and GB to monitor
- review of parental concerns and parental surveys
- review of any 'nurture groups' or small group work with vulnerable children

(9) Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- include regular consultation with children e.g. through safety questionnaires, asking children to report whether they have had happy/sad lunchtimes / playtimes;
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycle training. Also focussed work in Year 6 to prepare for transition to Secondary school and more personal safety/independent travel;
- ensure all staff are made aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

Other Safeguarding Challenges

Schools and society are continually experiencing new challenges, including the following details of which may be seen in the appendices listed below:

- Positive Touch / Physical Intervention (refer to Appendix 3)
- SEN-D (refer to Appendix 3)
- Peer-on-peer abuse (refer to Appendix 4)
- Children Missing Education (refer to Appendix 4)
- Radicalisation and Extremism (refer to Appendix 4)
- Child Sexual Exploitation (refer to Appendix 4)
- Forced Marriage (refer to Appendix 4)
- Female Genital Mutilation – FGM (refer to Appendix 4)
- Domestic abuse (refer to Appendix 4)
- Honour based violence (refer to Appendix 4)
- Youth produced sexual imagery (sexting – refer to Appendix 4)

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Headteacher and/ or to the DSL, remembering that this can happen both online and offline. They should then follow normal safeguarding procedures. If the matter is urgent then The Police must be contacted by dialing 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

Dealing with Allegations against School Staff, School Volunteers, the Headteacher or another Pupil

All school staff should take care not to place themselves in a vulnerable position with a child. Staff should be aware school's Behaviour Policy – see separate document. Staff will be asked to sign their agreement to comply with the school Code of Conduct and Appendix 1 to the E-Safety and ICT Policy (Staff Acceptable Use) for the safe use of information technology.

If an allegation is made against a member of staff (paid or unpaid) or if anyone has concerns re a person's suitability to work with children, the member of staff will immediately notify the Headteacher and the Headteacher/DSL will discuss the content of the allegation with DSL team members and/or the LADO in some areas at the earliest opportunity or at least within one working day.

Any allegation that concerns the Headteacher must be reported immediately to the Chair of Governors via the Clerk to the Governors, who will consult the Designated Officer in the local area. All staff should have access to contact details for the Chair of Governors.

The School Whistleblowing Policy for managing allegations against staff will be followed and the Chair of Governors notified.

Suspension of any member of staff against whom an allegation has been made, needs careful consideration, and advice of the school's HR consultant should be sought.

The decision to suspend the Headteacher will be made by the Chair of Governors following advice from the school's HR consultant.

Raising Awareness of this Policy

Staff, parents/carers, governors and other interested parties will be made aware of this policy by means of:

- the School Handbook/Prospectus
- the school website
- meetings with parents/carers such as introductory meetings
- communications with home such as end of half term newsletters
- reports such as Headteacher reports to the Governing Body

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed annually by the DSL, the nominated governor and any recommendations for improvement made to the Governing Body. A safeguarding audit will be undertaken annually.

Review:

The Governing Body of HTPD first adopted this policy in 2010. It will be reviewed annually.

Date last reviewed: January 2019

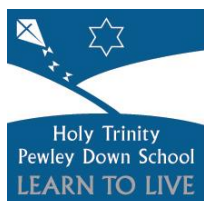
Date for next review: January 2020

Signed:

Mark Sharman

Governor of Holy Trinity Junior & Pewley Down Infant Schools

ECM Committee



Safeguarding Children and Young People

Holy Trinity Pewley Down School highly values its staff and wishes to encourage their support, contributions and assistance.

It is our duty to ensure that our pupils' welfare is promoted, that they are cared for appropriately and safeguarded from any harm.

This information is to inform you of the measures we need to apply to ensure that all employees and pupils are safe and cared for.

Code of Conduct

Holy Trinity Pewley Down School places the utmost importance on safeguarding. I therefore ask you to read and sign this Code of Conduct, and return it to the School Business Manager.

While we acknowledge that the vast majority of employees behave appropriately whilst working with our pupils, it is essential that the conduct of adults working in a school is governed by certain laws and government guidance. Further, staff and volunteers sometimes express uncertainty as to what is and isn't acceptable and ask for guidance regarding those behaviours which, whilst most probably innocent, may be considered illegal, improper or could be misconstrued by another person.

The following, therefore, gives a guide to appropriate conduct whilst working in or on behalf of the school (e.g. residential visits, out of school activities). Adherence to this code will help to ensure that both children and adults are safe, including protecting staff from the possibility of unfair allegations of misconduct.

You must:

- Adhere to the school's Child Protection, Behaviour, Physical Intervention, Photography and Video, Health and Safety and Positive Touch Policies.
- Behave in a mature, respectful, safe, fair and considered manner.
- Provide a good example and a 'positive role model' to pupils (for example in language, dress, attitudes, punctuality, empathy and respect).
- Not behave in a way that could lead a reasonable observer to question your conduct, intentions or suitability to care for other people's children.
- Observe people's rights to confidentiality.
- Not touch children in a manner which would be considered sexual, threatening or intimidating.
- Treat all children equally; if necessary being aware of their individual circumstances.

- Only make arrangements to contact, communicate or meet children outside of school through their parents/guardians, including communication via electronic media, such as e-mail, texting and social networking sites.
- Not develop 'personal' or sexual relationships with children.
- Not push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so.
- Not be sarcastic, make remarks or 'jokes' to children of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature.
- Not embarrass or humiliate children.
- Not allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking, drinking alcohol.
- Never undertake any work with children when you are not in a fit and proper state to do so.
- Drive safely and within the law when transporting children and be properly insured.

Report to the headteacher:

- ✓ Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation.
- ✓ Any difficulties you experience e.g. coping with an unruly child, situations you anticipate you may not be sufficiently qualified, trained or skilled to deal with or handle well.
- ✓ Any behaviours of another person working for the school, which gives you, cause for concern. (You will be protected by our 'whistle blowing policy' in these circumstances).

I _____ have read the school's Code of Conduct for staff and volunteers and agree to abide by the guidelines contained therein.

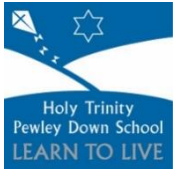
I also confirm that I have read the Department for Education's publications entitled "Keeping Children Safe in Education (KCSIE) 2018" and "What to do if you're worried a child is being abused (2015)"

Signed: _____ Date: _____

Many thanks for your support of the School and its arrangements for the safety and care of children and adults in our school community. Please keep one copy of the Code of Conduct for yourself and return one to the School Business Manager. Thank you!

Clare James

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Headteacher



RECORD OF CONCERN

Date and time of concern:	
Child's name:	
Child's DOB:	
Class / Year Group:	
Male / Female	
Your account of the concern: (what was said, observed, reported and by whom)	
Additional information: (your opinion, context of concern/disclosure)	
Your response: (what did you say/do following the concern)	
Your name:	
Your signature:	
Your position in school:	
Date and time of this recording:	Date given to DSL:
Action and response of DSL:	
DSL signature:	Date:

HTPD Policies related to Safeguarding and Child Protection

(1) Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Area (LADO) following the Whistleblowing Policy. Whistle-blowing re the Headteacher should be made to the Chair of Governors who can be contacted through the Clerk to the Governing Body.

(2) Positive Touch / Physical Intervention

The HTPD policy on Positive Touch / Physical Intervention is set out in a separate document. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Any incidences should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained physical intervention which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate if needed to meet the needs of the child and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundaries.

(3) Online and E-safety

The HTPD policy on the risks to our children through the misuse of information technology is set out in a separate document (E-Safety and ICT Policy). The online safety coordinator is Tom Everard.

Risks include:

- inappropriate contact: from people who may wish to abuse, exploit or bully them
- inappropriate conduct: because of their own and others' online behaviour, e.g. the personal information they make public on social networking site, cyberbullying
- inappropriate content: being able to access or being sexually explicit, racist, violent, extremist or other harmful material, either through choice or in error
- commercialism: being the targets of aggressive advertising and marketing messages
- enabling viruses and spyware by careless or misinformed use of their or others computers, smartphones, tablets or games consoles

(4) SEN-D

Three times more likely to be abused, these children can have a vast range of complex needs, from physical difficulties and sensory impairments to communication and interaction difficulties and difficulties with cognition and learning. Additional barriers can exist when recognising abuse and neglect in this group of children. We recognise:

- assumptions can be made 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 may prevent them from disclosing abuse.

We recognize that additional resources (e.g. a signer) may be required for these children to have the opportunity to give their account of abuse and their wishes and feelings heard. The staff who are best understand their condition and difficulties should support them throughout an investigation. All staff should be trained to understand the reasons these children are more susceptible to abuse and any member of staff working directly with a disabled child should undergo additional LSCB training. Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

(5) Children Missing Education (CME)

The HTPD policy on Attendance is set out in a separate document. A child going missing from education (particularly on repeat occasions) is a potential indicator of abuse or neglect and may also be an indicator of travelling to conflict zones, sexual exploitation, FGM and forced marriage. School will inform the local authority of any pupil who is going to be deleted from the admission register where they:

- are being home educated
- have ceased to attend and no longer live within reasonable distance of the school
- have been certified by the school medical officer as unfit to attend school before ceasing to be of compulsory school age
- are in custody for more than four months and school does not believe they will be returning to school after the end of that period; or
- have been permanently excluded

The School must inform the local authority of any pupil who fails to attend school regularly, or has been absent for a continuous period of 10 school days or more. The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities¹ and Surrey County Council Safeguarding Children Missing Education Policy 2017².

https://www.surreycc.gov.uk/_data/assets/pdf_file/0005/109589/Children-Missing-Education-Policy-CME.pdf

(6) Anti-bullying

The HTPD policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or

¹ <https://www.gov.uk/government/publications/children-missing-education>

² https://www.surreycc.gov.uk/_data/assets/pdf_file/0005/109589/Children-Missing-Education-Policy-CME.pdf

differences/perceived differences are more susceptible to being bullied / victims of child abuse.

(7) Safer Recruitment

The HTPD policy on safer recruiting is set out in a separate document.

(8) Racist Incidents

The HTPD policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

(9) Behaviour policy

The HTPD policy on children's behaviour is set out in a separate document.

(10) Disciplinary and Capability Policy

The HTPD policy on staff discipline and capability is set out in a separate document.

Information on specific categories of abuse**Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter

(including exclusion from home or abandonment), protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers), ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer-on-peer abuse

We recognise that children are capable of abusing their peers; children with intra-familial abuse in their histories, living with domestic abuse, LAC and children who have suffered bereavement feature as those who may abuse or have been abused by their peers but this can happen to any child. Peer-on-peer abuse is captured in four key definitions):

- (1) The definition for domestic abuse (Home Office 2013) relates to young people aged 16 and 17 who experience physical, emotional, sexual and/or financial abuse, and coercive control, in their intimate relationships
- (2) The definition for child sexual exploitation (KCSIE September 2018, p 11) captures young people aged under- 18 who are sexually abused in the context of exploitative relationships, contexts and situations by a person of any age – including another young person
- (3) The definition for young people who display harmful sexual behaviour refers to any young person, under the age of 18, who demonstrates behaviour outside of their normative parameters of development (this includes, but is not exclusive to abusive behaviours) (Hackett 2011, NICE 2014)
- (4) Serious youth violence is defined with reference to offences (as opposed to relationships/contexts) and captures all those of the most serious in nature. (London Safeguarding Children Board 2009)

The term peer-on-peer abuse can refer to all of these definitions as well as cyber, racist, homophobic or gender related issues. Any response to peer-on-peer abuse needs to cut across these definitions and capture the complex web of young people's experiences. We will:

- apply the child protection procedures to both the victim and alleged abuser (under 18 years of age) (using the Brook sexual behaviours traffic light tool in cases of peer on peer sexual abuse)
- put the victim's welfare first if there is any conflict of interest
- ensure all abusers are held accountable for their behaviours
- ensure early referral and intervention
- recognise that comprehensive assessment and therapeutic intervention by skilled child care professionals is needed

Radicalisation and Extremism

From 1 July 2018 schools are subject to a duty under section 26 of the Counter-Terrorism and security Act 2018, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty and is seen as part of schools' wider safeguarding duties. Since 2010, when the Government published the Prevent Strategy, there

has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been a number of local and national incidents where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

HTPD seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

HTPD values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions; however, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech cannot be condoned. It is subject to laws and policies governing equality, human rights, community safety and community cohesion

The school governors, the Headteacher / DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy

Threats from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation and the Governors are clear that this should be viewed as a safeguarding concern.

Indicators of vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Needs – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance The Prevent Duty can be accessed via this link.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

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 does not always involve physical contact; it can also occur through the use of technology. All staff are aware of the link between online safety and vulnerability to CSE.

HTPD School is aware that a child is often unable to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Forced Marriage, Honour Based Violence, Female Genital Mutilation and Domestic Violence

Forced Marriage (FM)

This is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence (not arranged marriage). Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either Children's Social Care/MASH in your local area or the Forced Marriage Unit 020 7008 0151.

Honour-based Violence (HBV)

Is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with traditional beliefs or their culture. HBV can include domestic abuse, threats of violence, sexual or psychological abuse, being held against your will, FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be treated as any other type of abuse and reported immediately to the DSL. HBV might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that are not traditional within their culture

HBV can affect both sexes although women and girls are the most common victims.

Female Genital Mutilation (FGM)

Comprises all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons (World Health Organisation – WHO). All school staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. FGM is internationally recognised as a violation of human rights of girls and women.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2018) places a statutory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18 (by disclosure as school staff should not be examining pupils). Those failing to do so will face disciplinary sanctions. The Mandatory reporting duty came in to force on 31st October 2018 and teachers must personally report to the police (after informing the DSL) a disclosure that FGM has been carried out and unless there is good reason not to they will first discuss cases with the DSL who will involve children's social care/MASH as appropriate.

This is a cultural practice not ground in any religion and the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community

- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in the UK, an extremely harmful practice and a form of child abuse.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

As with Forced Marriage there is the 'One Chance' rule. It is essential that schools take action **without delay** and call Children's Social Care/MASH. See Female genital mutilation; multi-agency practice guidelines <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Domestic Abuse

The definition changed in 2013 (Home Office circular 003/2013) to 'Any incident or pattern of incidents of controlling, coercive or 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'. This can encompass but is not limited to the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

We use the term domestic abuse to reflect that in addition to violence a number of abusive and controlling behaviours are involved including sapping, punching, kicking, bruising, rape, ridicule,

constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours.

The signs and symptoms of a child suffering or witnessing domestic abuse have been likened to post-traumatic stress disorder and are similar to other forms of abuse or neglect.

This definition includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

HTPD School is enrolled onto the Operation Encompass scheme, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day morning our headteacher is notified of all domestic abuse incidents that have occurred in the previous 24 hours which involved a pupil at this school (72 hours on a Monday morning). This allows us to provide the right support at the right time for our pupils who are experiencing domestic abuse.

Youth produced sexual imagery (sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people' 16.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly. If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if

- the incident involves an adult;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- the imagery involves anyone aged 12 or under;
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply, then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, to respond to the incident without escalation to Children's Social Care or the police.

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOP Thinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Safeguarding disabled children; practice guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190544/00374-2009DOM-EN.pdf

Forced marriage: <https://www.gov.uk/stop-forced-marriage>

Honour-based Violence: https://www.safe.met.police.uk/crimes_of_honour/get_the_facts.html

Female Genital Mutilation: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/>

Mandatory reporting of female genital mutilation: procedural information:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Reference documents

Working Together to Safeguard Children, DfE 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf

Keeping children safe in education: for schools and colleges, DfE 2018:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Information sharing; advice for practitioners providing safeguarding services, DfE 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Disqualification under the Childcare Act 2006

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

What to do if you're worried a child is being abused, DfE 2018:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Female genital mutilation; multi-agency practice guidelines, Home Office and DfE 2014 (updated 2018)

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

Circular: new government domestic violence and abuse definition, Home Office 2013

<https://www.gov.uk/government/publications/new-government-domestic-violence-and-abuse-definition>

The Prevent Duty, Departmental advice for schools and childcare providers, DfE June 2018

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Guidance on Safer Working Practices for Adults who work with Children and Young People in Education Settings, 2009