



Gladstone Primary
Academy

SAFEGUARDING AND CHILD PROTECTION POLICY 2021/22

(This policy has been adapted from the LA model child protection and safeguarding policy)

Version:

Type: Policy

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Approved by:	Academy Committee	Date:
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Key Contacts

Key Contact list for Safeguarding in Gladstone Primary Academy

	Name	Telephone contact	email
Designated Safeguarding Lead	P. Fountain	01733 343908	pfountain@gpa.education
Deputy Designated Safeguarding Lead	S. Martin	01733 343908	smartin@gpa.education
Safeguarding Team members And Domestic Abuse Lead	R. Fazil	01733 343908	rfazil@gpa.education
Safeguarding Team member	I. Jawaid	01733 343908	ijawaid@gpa.education
SPOC (for all Prevent referrals)	P. Fountain	01733 343908	pfountain@gpa.education
Safeguarding Academy committee member	J. Turner	01733 343908	

Key local contacts

	Name	Telephone contact	Email
Contact Centre		(01733) 864170	
Out of hours		(01733) 234724	

MASH Police Child Abuse Investigation Unit		(01480) 847743 or 101/999 (in an emergency)	Mash.cp@cambs.pnn.police.uk
Early Help		(01733) 863649	helpwithcaf@peterborough.gov .uk
Designated Officer (LADO)		(01733) 864042	Gisela.jarman@peterborough.g ov.uk

INTRODUCTION

Gladstone Primary Academy fully recognises the responsibility it has under section 175 of the Education Act 2002, [to have arrangements in place to safeguard and promote the welfare of children.](#)

This responsibility is more fully explained in the statutory guidance for academies and colleges 'Keeping Children Safe in Education' (September 2021). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

[Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2021 and 'What to do if you're worried a child is being abused: Advice for practitioners' \(March 2015\) if they are working directly with children. For those staff who do not work directly with children or where English is a second language, Annex A can be issued instead but this is a matter for the Academy to decide.](#)

Through their day-to day contact with pupils and direct work with families, all staff in the academy have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concerns (See Keeping Children Safe in Education, 2019, flowchart p13)

This policy sets out how the academy's Academy Committee discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the academy. Our policy applies to all staff and volunteers working in the academy, including Academy committee members. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the academy and its Academy Committee members.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION, through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole academy protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING CHILDREN, particularly those who may have been abused or witnessed violence towards others

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is on the academy website.

1. PREVENTION

1.1. We recognise that for our pupils, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.

1.2. This academy will therefore:

1.2.1 establish and maintain an ethos where children feel safe, including in a digital context, and are encouraged to talk, and are listened to;

1.2.2 ensure children know that there are adults in the academy whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate;

1.2.3 Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse in all contexts, including:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable...and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, academy and/or other sources.
- This reflects the Relationships Education statutory guidance which comes into effect in September 2020.

1.2.4 We use P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme. This Unit reinforces essential skills for every child. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the Unit.

1.2.5 engage fully in the Early Help process to maximise the opportunity for timely intervention;

1.3 Prevention of Peer on Peer (se

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse, physical abuse and upskirting (part of the Voyeurism (Offences) Act, April 2019)

1.3.1 **All** forms of peer on peer abuse are unacceptable and will be taken seriously.

The academy will therefore:

- 1.3.2 Create a whole academy protective ethos in which peer on peer abuse, including sexual harassment will not be tolerated.
- 1.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 1.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- 1.3.5 Include within the curriculum, information and, materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 1.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

2. PROCEDURES

2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website: <http://www.safeguardingcambspeterborough.org.uk/children-board/>

2.2.1 The Designated Safeguarding Lead for Child Protection is:

Paul Fountain

2.2.2 The following members of staff have also received the Designated Safeguarding Lead training:

Simon Martin, Ifrat Jawaid, Rozina Fazil

2.2.3 The nominated Academy Committee member for Safeguarding and Child Protection is:

John Turner

2.3 The *Academy committee* will:

2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for child protection remains with the DSL and cannot be delegated.

2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description.

2.3.3 Ensure that the DSL has the appropriate status and authority within the Academy to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education 2021, Annex C'). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.

2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.

2.3.5 Ensure that every member of staff, paid and unpaid, and the Academy committee knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.

'Staff members are required to log a concern via My Concern and submit it to the DSL/ DDSL immediately.

2.3.6 Ensure that the DSL or *DDSL* are always available (during Academy hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and *DDSL* are not available.

Staff will speak to a member of the senior leadership team and/or take advice from social care if this exceptional circumstance occurs. Details on how to make a referral are shared with staff and are available on Myconcern. TDET operates a support network of DSLs that can be contacted as required. Children Safe in

Education 2021, page 17, paragraph 5, states “...this should not delay appropriate action being taken”.)

- 2.3.7 Liaise with the three safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.
- 2.3.7 Nominate a committee member for safeguarding and child protection who has undertaken appropriate training.
- 2.3.8 Ensure every member of staff and every Academy committee member knows:
- the name of the designated safeguarding leads/deputies and their role;
 - how to identify the signs of abuse and neglect;
 - how to pass on and record concerns about a pupil;
 - that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring [safeguarding](#) concerns to the DSL/DDSL;
 - that they have a responsibility to provide a safe environment in which children can learn;
 - where to find the Inter – Agency Procedures on the Safeguarding Children Partnership Board website;
 - their role in the early help process;
 - the process for making referrals to children’s social care.
 - [the safeguarding response to children who go missing in education](#)
- 2.3.9 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually**.
- 2.3.10 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.3.11 Ensure that parents are informed of the responsibility placed on the Academy and staff in relation to child protection by setting out these duties in the Academy safeguarding leaflet and on the website..
- 2.3.12 Ensure that this policy is available publicly either via the Academy website (www.gpa.education) or by other means.

2.3.13 Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and Academy leadership staff.

2.3.14 Where pupils are educated off site or in alternative provision, the Academy and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the Academy. These details will be recorded on the SCR.

2.4 **Liaison with Other Agencies**

The Academy will:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.

2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.4.3 Notify the relevant Social Care Team immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

2.4.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Team will also be informed.

2.4.5 The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.

- 2.4.6 Contingency arrangements are in place should the Designated Safeguarding lead not be available.
- 2.4.7 The DSL and or a deputy will always be available during academy or college hours. Staff can submit a concern at any time using 'My Concern', including out of hours. Concerns will be actioned at 10:00 and 14:00 unless a concern is marked as urgent, in which case it will be actioned immediately. Paper copies of concern forms are available if there is a technical issue with 'My Concern'. These will be submitted to the office in an envelope and actioned in the same way.
- 2.4.8 It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the academy.
- 2.4.9 The DSL and DPs should undergo two day training provided by Cambridgeshire Education Child Protection Service, and update this training every two years. Knowledge and skills in addition to this formal training should be refreshed regularly.
- 2.4.10 The Academy Committee has a member for Safeguarding and Child Protection, who has undertaken appropriate training.
- 2.4.11 Academy Committees should ensure every member of staff and every Academy knows:
- the name of the designated person/s and their role
 - how to identify the signs of abuse and neglect
 - how to pass on and record concerns about a pupil
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the DSL/DP
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Inter-Agency Procedures on the LSCB website
- 2.4.12 Academy Committees should ensure that all staff members have satisfactory checks, including DBS, in place and undergo safeguarding and child protection training **at induction**. The training content should be regularly updated, in line with Keeping Children Safe in Education 2019.
- 2.4.13 Safeguarding is too big to rely on a single training session. Therefore, opportunities will be created for regular staff updates and sharing of information. This will be through staff briefings, staff meetings, staff training days and weekly safeguarding email updates.

- 2.4.14 Academy Committees should ensure that volunteers are subject to a risk assessment to determine the level of checks required.
- 2.4.15 Academy Committees should ensure that parents are informed of the responsibility placed on the academy and staff in relation to child protection by setting out these duties on the academy website and in the academy safeguarding leaflet.
- 2.4.16 Academy Committees should ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- 2.4.17 Academy Committees should ensure that this policy is available publically, either via the academy website or by other means.

2.5 Record Keeping

The academy will:

2.5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

2.5.2 All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. It is good practice to keep concerns and referrals in a separate safeguarding file for each child.

2.5.3 Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

2.5.4

Electronic records are stored on an identified, purpose-built, secure platform (MyConcern)

2.5.5 Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2021, (page 148) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.5.6 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.5.7 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

2.6 Confidentiality and information sharing

2.6.1 Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual. Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The Academy will:

2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.

2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

2.6.6 Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.

2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- 2.6.9 In cases where the 'serious harm test' is met, the Academy must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.
- 2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.7 Communication with parents/carers

The Academy will:

- 2.7.1 ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection by setting out its obligations in the academy safeguarding leaflet and on the academy website;
- 2.7.2 undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them to another agency but there are certain circumstances when this is not the case.** Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents;
- 2.7.3 [Discuss with Children's Social Care if the Academy believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime. \[Further guidance on this can be found in the Effective Support for Children and Families in Cambridgeshire and Peterborough\]](#)
- 2.7.4 record what discussions have taken place with parents on the Log of Concern about a Child's welfare. If a decision has been made not to discuss with parents, the reason should be recorded.

2.8 Peer on Peer Abuse

[We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying \(including cyberbullying, prejudice-based and](#)

discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

2.8.1 All forms of peer on peer abuse are unacceptable and will be taken seriously.

The Academy will therefore:

2.8.2 Create a whole Academy protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.

2.8.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.

2.8.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.

2.8.5 Include within the curriculum, information and materials that support children in keeping themselves safe

2.8.6 Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.

2.8.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

2.8.8 Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

2.9 Dealing with Sexual Violence and Sexual harassment between children

2.9.1 Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur

online. 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 experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The academy will:

- 2.9.2 Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.9.3 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.9.4 Make decisions on a case-by-case basis.
- 2.9.5 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.6 Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. Record any risk assessments and keep them under review.
- 2.9.7 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.9.8 Liaise closely with external agencies, including police and social care when required.
- 2.9.9 Refer to 'Keeping Children Safe in Education - Part Five', 2021, 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, September, 2021) for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020)

3. SUPPORTING CHILDREN

The academy recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.

3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.

3.3 Applying the academy's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The academy will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

3.4 Liaise with the senior mental health lead where safeguarding concerns are linked to mental health in the Academy for advice on case management.

3.5 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.

3.6 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

3.7 The Academy recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see pages 8 – 9 of Keeping Children Safe in Education, 2021 for the complete list. The list includes:

3.7.1 Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. Academy staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The academy has pupils with emotional and behavioural difficulties and/or challenging behaviours. The academy will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as : how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The academy has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the Academy will provide additional training to staff in the use of Makaton, PECS or other communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

3.7.2 Young Carers

The Academy recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

The Academy will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.7.3 Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. The Academy will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The Academy recognises that young people who go missing can be at increased risk of child criminal exploitation, **modern slavery** and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.4).

3.7.4 **Children Frequently Missing Education**

The Academy recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, **modern slavery**, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The Academy monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The Academy endeavours to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the Academy follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The Academy will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.7.5 **Children Misusing Drugs or Alcohol**

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in

itself to initiate child protection proceedings but the academy will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

3.7.6 Children at Risk of 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.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The Academy recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

3.7.7 Children Living with Substance Misusing Parents/Carers

Misuse of drugs or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the academy receives information about drug and alcohol abuse by a child's parent/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable care givers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

3.7.8 Children Living with Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The academy recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The academy will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At Gladstone Primary Academy we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough *Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*'.

3.7.9 Children at risk of 'Honour-base' abuse, including Female Genital Mutilation (FGM)

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The academy takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training.

Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.

Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the academy's agreed safeguarding procedures when concerned.

The DSL will make appropriate and timely referrals to Social Care if FGM is suspected. In these cases, parents will not be informed before seeking advice. The case will still be referred to Social Care even if against the pupil's wishes. If a girl has been absent from the academy for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

In accordance with statutory duty, all **known** cases of FGM in girls under the age of 18 will be reported to the police.

3.7.10 Children at risk of Child Sexual Exploitation (CSE)

Sexual exploitation is a form of child sexual abuse and can have a serious impact on every aspect of the lives of those involved. 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 in exchange for something the victim needs or wants, or for the financial advantage or increased status of the perpetrator or facilitator.

Staff at Gladstone Primary Academy are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances.

Potential indicators of sexual exploitation will be addressed within staff training. However, it is important to be aware that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse.

The victim may have been sexually exploited even if the sexual activity *appears* consensual.

The academy will complete the LSCB Exploitation Checklist and refer to the MultiAgency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

3.7.11 Children at risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas.

This activity can be perpetrated by groups or individuals, males or females, young people or adults.

Any child or young person under the age of 18 (or vulnerable adult over the age of 18) can be affected. As with CSE, this kind of exploitation can *appear* to be consensual.

Key to identifying potential involvement in county lines are episodes of missing.

Academy child protection procedures will be followed where concerns are raised.

3.7.12 Children who have returned home to their family from care

The Academy recognises that a previously looked after child potentially remains vulnerable. The Academy will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter - Agency Procedures.'

3.7.13 Children showing signs of Abuse and/or Neglect

The Academy recognise that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. The Academy may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

The Academy will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.7.14 Children at Risk of 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.

The Academy Committee will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral. [The Academy's designated safeguarding lead \(and any deputies\) should be aware of local procedures for making a Prevent referral.](#)

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

3.7.15 Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The Academy will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

3.7.16 Children with Family Members in Prison

These children are at risk of poor outcomes including poverty, stigma. Isolation and poor mental health.

Children may be the target of bullying, or may have attendance issues. There may be problems associated with prison visits and the family may be experiencing financial difficulties.

Gladstone Primary Academy is committed to supporting the children and young people who have a parent or close relative in prison, and to minimise the risk of them not achieving their full potential.

Information shared by the family will be treated in confidence and will be shared on a 'need to know basis.

We will work with the family to find the best ways to support the child/ren.

4 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

4.1 The Academy will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2021. This section should be read in conjunction with the Academy's Safer Recruitment Policy.

4.2 The academy committee will ensure that at least one person on any appointment panel has undertaken safer recruitment training.

The following members of staff have undertaken Safer Recruitment training:
Simon Martin, Ifrat Jawaid, Paul Fountain, Sabine Frey (HR)

4.3 Allegations that may meet the harms threshold (Part Four, Section One)

4.3.1 Any allegation of abuse made against a member of staff (including supply staff and volunteers) that meets the harms threshold as set out in Keeping Children Safe in Education, 2021, Part Four, Section One, will be reported straight away to the Head Teacher.

4.3.2 In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of the Academy Committee. The Academy will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

4.3.3 The Academy will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff, volunteer or agency/supply staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2021 and the Academy's HR Policies, and seek advice from their HR provider.

4.3.4 The Headteacher or Chair of the Academy Committee will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

4.3.5 Before contacting the LADO, the Academy should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

4.3.6 Where the Academy identify a child has been harmed they should contact children's social care and as appropriate the police immediately.

4.3.7 The Academy will consider:

- Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

4.3.8 The Academy will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the Academy and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

4.3.9 Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

4.4 Concerns that do not meet the harms threshold (Part Four, Section Two)

4.4.1 Low level concerns that do not meet the harms threshold should be reported to the Headteacher. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

4.4.2 In cases where the Head Teacher is the subject of an allegation, it will be reported to the Chair of the Academy Committee. The Academy will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2021.

4.4.3 The Academy will deal with any such concern, no matter how small, where an adult working in or on behalf of the Academy may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

4.4.5 The Academy can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)

Hard copies will be kept by the Head teacher or the Chair of the Academy Committee

4.5 The Academy will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the Academy or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the Academy to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the Academy are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

4.5.1 The Academy should ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

4.5.2 All staff have signed to confirm that they have read 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).

4.5.3 The Academy will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

5 OTHER RELATED POLICIES

5.1 Use of Mobile Phones Policy

- 5.1.2 This is a requirement for all Nursery or primary schools with EYFS but any school may wish to adopt the policy.
- 5.1.3 Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the Academy has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

6. Academy committee CHILD PROTECTION RESPONSIBILITIES

- 6.1 The Academy Committee [should ensure they facilitate a whole Academy approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.](#)
- 6.2 The Academy committee fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in the Academy are effective and comply with the law and government guidance at all times.

It will:

- Nominate an academy committee member for safeguarding and child protection who will take leadership responsibility for the Academy's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the Academy Committee, and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be [published](#) on the Academy website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.

- Ensure children’s wishes and feelings are taken into account where there are safeguarding concerns.

6.2 Use of Academy premises for non-Academy activities

- 6.2.1 If the Academy committee provides extended Academy facilities or before or after Academy activities directly under the supervision or management of Academy staff, the Academy’s arrangements for [safeguarding](#) as written in this policy shall apply.
- 6.2.2 Where services or activities are provided separately by another [organisation or individual](#), either on or off the Academy site, the Academy committee will seek assurance that the body concerned has appropriate policies and procedures in place [to keep children safe](#) and there are arrangements to liaise with the Academy on these matters where appropriate.

This policy also links to our policies on:

Behaviour
 Staff Code of Conduct
 Whistleblowing
 Allegations against staff
 Allegations against other pupils
 Parental concerns
 Attendance
 Curriculum
 PSHE, including drug education and sex education
 Teaching and Learning
 Administration of medicines
 Risk assessment
 Recruitment and selection
 Intimate Care

This policy was ratified by the Academy Committee on

and will be reviewed on

Signed by the Headteacher

Appendix A

Four categories of 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.

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

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved

- Inadequate
- Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).

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

Appendix B

Useful Contacts - Cambridgeshire and Peterborough

Cambridgeshire and Peterborough Safeguarding Children Partnership Board –
Safeguarding Inter-Agency Procedures

<http://www.safeguardingcambspeterborough.org.uk/children-board/>

Education Safeguarding Team

ECPSGeneral@cambridgeshire.gov.uk

Police Child Abuse Investigation Unit
101

Tel:

Useful Contacts - Cambridgeshire

Early Help Hub (EHH)

01480 376666

Tel:

Customer Service Centre – social care referrals

0345 045 5203

Tel:

Emergency Duty Team (out of hours)

01733 234724

Tel:

Local Authority Designated Officer (LADO)

LADO@cambridgeshire.gov.uk

01223 727967

Tel:

Named Senior Officer for allegations

Senior Education Adviser – Diane Stygal

01223 507115

Tel:

Useful Contacts - Peterborough

Early Help

01733 863649

Tel:

Customer Service Centre – social care referrals

01733 864180

Tel:

Emergency Duty Team (Out of hours)

01733 234724

Tel:

Local Authority Designated Officer (LADO)

Gisela Jarman

01733 864038

Tel:

Jane Bellamy
01733 864790

Tel:

Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2021)

Safeguarding and remote education during coronavirus (COVID-19) (May 2020)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

