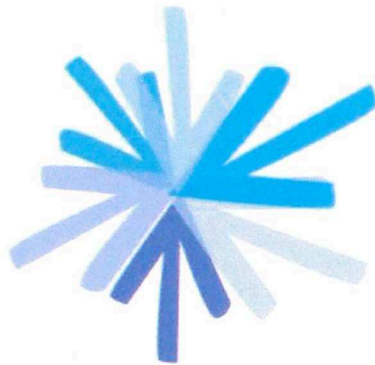


TALBOT SPECIALIST SCHOOL



SAFEGUARDING POLICY

Signed:  (Debbie Grainger-James
Vice-Chair)

Date: February 2023

24.2.23.

Talbot Specialist School

Safeguarding Policy

1. Purpose of the Policy

To present to staff and volunteers, codes of behaviour in dealing with Safeguarding Issues in Talbot School.

2. Introduction

Safeguarding and promoting the welfare of children is everyone's responsibility.

Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. Children includes everyone under the age of 18.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **protecting children from maltreatment;**
- **preventing impairment of children's mental and physical health or development;**
- **ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and**
- **acting to enable all children to have the best outcomes.**

Our school fully recognises the contribution it can make to protect students and to support students in school.

In order to establish effective safeguarding, there are three main elements to our policy.

a. Prevention.

This may be achieved by a positive school atmosphere, through teaching and pastoral care, strong links with outside partners and through support to students.

b. Protection

By following agreed procedures, ensuring that staff are trained to respond effectively and sensitively to safeguarding concerns.

c. Support

To students, families and school staff and other students who may have been affected.

This policy applies to all staff whether teaching or non-teaching, full or part time, volunteer helpers, supply, students on placements other professionals who work with the school, governors and parents and carers.

The school will apply this policy uniformly across its three sites – Talbot School, The Bridge and Peaks College.

3. School Commitment

We recognise that, for all students', high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult may be an aid to prevention. Our school will therefore:

- Establish and maintain an ethos where students feel secure and are able to communicate readily with adult staff both in and out of the classroom.
- Ensure that students know that there are adults in school whom they can approach if they are worried or in difficulty.
- Ensure that, where students have very complex communication needs, staff who know them well will always be alert to signs of distress or changes in their normal pattern of behaviour.
- Include in the curriculum activities and opportunities for students to develop the skills they need to stay safe in their day to day lives. This is achieved by a well-structured PSHE/ Relationship and Sex Education, online safety curriculum, which will be delivered across the whole school in Phases and at Post 16 in order to equip students with the skills they need to stay safe both physically and online.
- To ensure curriculum and staff structures are in place to foster positive Mental Health for students and their families.
- Include in the curriculum material which will help students develop positive attitudes to the responsibilities of adult life and where appropriate to include aspects of child-care and parenting skills.
- Ensure that wherever possible, every effort will be made to establish effective relationships with colleagues from other agencies; to maintain professional curiosity and provide both support and challenge.

4. Framework

Talbot will not operate in isolation. Child Protection is the responsibility of all adults and especially those working with children. The development of appropriate procedures and the monitoring of good practices are the responsibility **Sheffield Children's Safeguarding Partnership (SCSP)**.

The Sheffield children's Safeguarding partnership

The SCSP is a joint forum with responsibility for developing, co-ordinating, monitoring and reviewing child abuse policy and practice within the city.

Children who require a child protection plan

The SCSP maintains a list/register of children who are at risk of significant harm, and for whom a child protection plan is currently being implemented. Where there are concerns about a child's welfare or allegations about a child the DSL or DSD will log an enquiry with the list/register by contacting the Sheffield Children's Service.

5. Roles and Responsibilities

The protection of children and young people is the responsibility of all adults who work at Talbot School.

There are key people within school and the LEA who have particular roles to play in the operation of this responsibility under the Safeguarding procedures. Their names are listed on the back of this document.

Role of DSL

The Designated Safeguarding Lead Teacher is Karen Halford and the Designated Safeguarding Deputies (DSDs) are Jacqui Crewe, Georgia Lowe and Frances Whittaker

- To recognise how to identify signs of abuse and when to make a referral
- To keep detailed, accurate and secure written records of referral/concerns
- To act as the first point of reference for staff who note concerns.
- To carry out a preliminary review of any concern raised to establish the exact nature of the concern and to decide on any necessary action.
- To inform the Headteacher of concerns and the circumstances surrounding them.
- To seek advice from the Education Safeguarding Advisors as necessary.
- To liaise with parents and other agencies as required.
- To keep staff informed of current child protection issues by an annual review of policy and procedure and by the provision of regular training/briefing notes.
- To report to the nominated governor the school profile of need, staff training updates and changes to school policy
- To understand the conduct of a child protection conference and be able to attend and contribute effectively.

- Have working knowledge of how the local safeguarding procedures operate.
- To review and update the Safeguarding policy.

Role of the Headteacher

- To liaise with the Designated DSL.
- To ensure that the school safeguarding policy and procedures are communicated to and implemented by school staff.
- To ensure that the DSL and deputy receive training every 1 year.
- To ensure safeguarding training is undertaken by all staff.
- To ensure that arrangements are in place for the inclusion of Safeguarding procedures in an induction programme for all people working in school.
- To ensure that arrangements are in place to ensure safe recruitment procedures and appropriate checks on new staff and volunteers.
- To ensure all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and such concerns are addressed sensitively and effectively in a timely manner.
- Provide the Annual Safeguarding Report for Head Teachers.

Role of the nominated Governor

The nominated governor for Safeguarding is Debbie Grainger-James

- To be familiar with Local Authority Guidance and policy relating to safeguarding issues.
- Attend training for nominated Safeguarding Governors.
- Ensure the governing body puts in place suitable child protection policy and procedures.
- Encourage other members of the governing body to develop their understanding of Safeguarding responsibilities and assist the school to perform its statutory duties.
- Ensure that they remedy any weaknesses or deficiencies in the schools' Safeguarding practices which are brought to their attention.
- Meet regularly with the DSL teacher and deputy to monitor effectiveness of the schools Child protection/safeguarding procedures.

The role of the Safeguarding Children – Safeguarding Advisors for Education

The Education Safeguarding Advisors will give advice and support to schools in maintaining effective Safeguarding Procedures and will ensure that they are of good quality and represent good practice.

They will make available training relevant to staff and governors through the Safeguarding Children package of support.

6. Procedures

Our school will ensure that the Headteacher, senior designated person, deputy co-ordinator and the governing body attend training relevant to their role.

At Talbot we will follow the procedures set out in the manual produced by the Sheffield Children's Safeguarding Partnership.

- Staff have access to policies and procedures on the MLE, staff room and reception.
- All staff will be made aware of the identity of DSL/DSDs on induction and be alerted to the guidance that they should follow should concerns arise.
- Parents will be informed of the school's duties and responsibilities in relation to Safeguarding by a statement in the school prospectus that is issued to all parents of students who admitted to Talbot. This information will also be available on the school website.

7. Safer Recruitment

Key members of SLT and the chair of governors have attended the Sheffield Local authority training in safer recruitment. The procedures and practices presented within this training are being adopted as part of our recruitment process and all members of SLT will receive this training. Safer Recruitments practices reflect changes made in the Keeping Children Safe in Education 2021 amendments to 'Working Together to Safeguard Children' 2018

8. Single central record

There is a single central record where all DBS and pre-recruitment records are retained. In addition to employees and volunteers' records are also kept for contractors and supply staff. This is kept in a locked cabinet in the school office.

9. Training and Support

Talbot school will ensure that the Headteacher, DSL, Deputy DSL and the governing body attend training relevant to their role.

- All new staff will receive safeguarding training as part of their induction.
- All staff both teaching and non-teaching will receive basic training on Child Protection.
- All staff will be kept informed of current child protection issues by an annual review of policy and procedure and by the provision of regular training/briefing notes.
- Within school support will be available to staff by immediate access to the DSL and DSDs and the Headteacher. Where necessary the Education Safeguarding Advisor is also available via a direct line of communication.

10. Professional Confidentiality

- Confidentiality is an issue that needs to be fully understood by all those working with children particularly in the context of Safeguarding. The only purpose of confidentiality in this respect is to benefit the child.
- We will ensure that all adults working in the school or associated with it including parents and governors will have due regard to the need for confidentiality.
- A member of staff must never guarantee confidentiality to a student in order to ensure that appropriate action may be taken where there is cause for concern. In the event of disclosure, it must be explained to the student that information will need to be passed on in order to ensure appropriate help can be obtained.
- Where risk of significant harm/significant harm is suspected the CDT, social worker will be notified and where necessary they will arrange for the young person to be seen by a doctor at the Child Assessment Unit at the Children's Hospital.

11. Records and Monitoring

Well-kept records are an integral part of good Safeguarding practice.

Our school is clear on the need to record any concerns about a child or student placed within Talbot, the status of such records, times and associated action where appropriate will be shared with other agencies.

- After discussions with the DSL/DSDs, the information provided will be recorded on our electronic system CPOMS. Once the DSL/DSD has reviewed the information shared then a decision will be made on the next steps, e.g. referral to Safeguarding Hub. An initial category of concern will be identified and this will be amended as and when needed depending on information gained e.g. Safeguarding (Emotional Abuse). All next steps/associated actions/access to services including discussions with parents will then be recorded linked to the initial incident.
- As we are a Student Wellbeing Team CPOMS is also used to record and monitor general student wellbeing and therefore if the initial information shared is a 'lower level' the classroom staff may be asked to keep an agreed log of information that is felt to be relevant when there are concerns over the welfare or behaviour of a particular student, e.g. self-harm associated with emotional regulation. This will be monitored regularly with the DSL/DSD. An appropriate level of support will be offered to families in the first instance alongside monitoring to determine if support offered brings about positive change.
- Monitoring records will indicate the need to instigate a referral should there be a significantly high level of concern over time, a pattern of concern images or should there be a major incident or event in relation to a student.
- If it becomes apparent that there are indicators safeguarding concerns the DSL/DSDs will keep a record relating to the particular student containing all relevant information collated from staff members who support the individual. This record will be placed in the electronic safeguarding file (CPOMS) that is held by the DSL.

- These files are accessible only to the DSL, DSDs, Deputy Headteacher and Headteacher. Where needed Assistant Head Teachers will be given access for identified students to support information sharing.
- Teacher/class team held logs/observations become part of the school record if there is an escalation in concern or in the case of a major incident or disclosure.
- The DSL/DSDs will liaise regularly with classroom staff about students for whom there is concern. Any level of concern will also be shared with the named social worker if once is allocated to the student and their family.
- The Headteacher will be informed immediately by DSL/DSDs of significant concerns in relation to a particular student.
- When a student leaves Talbot a copy of his/her safeguarding file would be passed to any new school or post school provision. Any concerns will be shared with the designated worker in the new establishment to be attended by the student.

12. Attendance at Child Protection conferences

- The case conference will be attended by the DSL/DSDs and where appropriate the class teacher.
- The Child Protection case conference is the means by which communications between agencies is formalised. Relevant information exchanged and risk assessed. Decisions and/or recommendations relating to the individual will then be made.
- When writing reports the agreed format will be followed.
- Staff will be supported by the DSL/DSDs in maintaining relationships with parents at all stages when a student is the subject of concern.

13. Supporting Pupils at risk

All students at Talbot are deemed to be Children in Need by virtue of their EHCP of Special Educational Needs (see Framework of Assessment 2001)

Talbot School will endeavour to support pupils through:

- A curriculum to encourage self-esteem and self-motivation.
- A school ethos which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued.
- The implementation of school behaviour policies which takes into consideration the Use of Reasonable Force guidance July 2013 and the principles of our agreed training to preserve respect and dignity.
- A consistent approach, which recognises and separates the cause of behaviour from that which the student displays. This is vital to ensure that all students are supported within the school setting.
- Regular liaison with other professionals and agencies engaged in supporting the students and their families.

- Environment, resources and curriculum that promote pupil voice and raise students' awareness of their rights to be heard.
- A commitment to develop productive, supportive relationships with parents and carers whenever it is in the best interest of the student so to do.
- The development and support of a responsive and knowledgeable staff group who will be trained to respond appropriately in child protection situations.

This policy should be considered alongside other related policies in school. These include:

- Recruitment and Selection
 - Health and Safety
 - Behaviour Management Policy
 - Personal and Intimate care
 - SEN Information Report
 - Education of Young People in Public Care
 - Sheffield City Council Procedure for the Management of Allegations of Child Abuse by made against School Based Employees (now including supply staff)
 - Relationship and Sex Education Policy

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Staff at Talbot who work in any capacity with students who have profound and multiple disabilities, severe learning difficulties, sensory impairment and challenging behaviours will need to be particularly sensitive to signs of abuse and consistently promoting pupil voice/communication

Student Welfare Team

The Talbot community understand the value of early intervention and the positive impact close partnerships with parents, class teams and other professions can have. To ensure that our families have the support they deserve we have a dedicated Student Wellbeing team. Our team includes:

- The Assistant Head Teacher who is the DSL and the Senior Leader for Mental Health.
- Two Student Welfare HLTA's with responsibility for Medical Needs, Nurture and Attendance who are both DSDs.
- Two HLTAs for Behaviour
- 1 HLTA for Communication
- 1 HLTA for Moving and Handling
- 5 TAs for supporting Medical Needs

A thread that links all members of the team is promoting pupil voice and effective multi-disciplinary working.

In addition, where needed we will also work with outside services. For example, at Talbot we work hard to support our students' mental health. We frequently enlist the support of outside agencies, such as CAMHS and the MAST Team to support families both in school or whilst remote learning from home. In addition to the DSL being the Senior Lead for Mental Health all the Student Wellbeing team are Mental Health Champions and two of the DSLs have completed additional Mental Health Training.

Children and online safety away from school and college

Karen Halford is the Designated Lead for Safeguarding is also the Online Safety Co-Ordinator.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Students at Talbot Specialist School access online safety curriculum as part of both the PSHE curriculum and Relationship and Sex Education curriculum to ensure they develop the knowledge and understanding of how to keep themselves safe both in their peer relationships and their online relationships.

This curriculum includes:

- PSHE Education Planning Framework for Pupils with SEND Key stage 1-4
- Sheffield Primary Relationships Education Curriculum
- NHS Leeds Puberty and Sexuality for children and young people with Learning Difficulties (Phase 2)
- Sheffield Online Safety Curriculum 2019
- Asdan Lifeskills Challenges

Online teaching should follow the same principles as set out in the school code of conduct. Where learning needs to move to online, staff should continue to deliver the online safety curriculum and follow the additional guidance for safeguarding during live streaming lessons or virtual meetings.

Talbot Specialist School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Safe School, Safe Staff

- Talbot has a large staff and recognises that the necessary involvement of such numbers of adults needs to be managed effectively to ensure high standards in relation to safeguarding practices with our students.

- Physical contact is not actively encouraged between staff and students, but it is recognised that this will be unavoidable in a variety of situations. The staff are encouraged to use their professional judgement to ensure that in such situations contact should not be made in any way which would be considered inappropriate.
- Staff working in a 1:1 situation should ensure that wherever possible they are clearly visible to another colleague or that planning has taken place to ensure clear guidance at such times.
- Views will be sought from parents on all matters relating to the policies on PSHSE, and Science where aspects of Sex Education or Intimate Care are involved.
- Multi -agency training gives the opportunity for sharing good practice with practitioners from other agencies. Representatives will always be welcomed into school when they are working with particular students.
- Staff teams are constructed and trained to ensure that we reduce the possibility of any student being abused by anyone working within the school setting.

14. Multi Agency Referral Form

- This form should be used when we consider that a child has needs that cannot be met solely by the services or resources within the Education Directorate, and where, following an assessment of the situation, we believe that co-ordinated intervention is required to promote safeguard or protect the welfare of the student.
- In such circumstances the school will have records detailing the work that has been undertaken to support the students and their family and why it is believed that a more corporate and co-ordinated approach is needed. This information then provides the basis for the completion of the FCAF. The request for co-ordinated support services for a family should always be discussed with parents unless to do so would place the child or others at risk of harm.
- This form should be completed by the Assistant Headteacher (DSL) or the DSD.
- The Headteacher will be informed that a referral has been made.
- A copy of the form will be held on within the secure records of the school.
- Where, following an assessment of a situation, it is considered immediate protective action is required, a child protection referral will be made by the Designated Safeguarding Lead Teacher or the DSDs. This referral will be made by telephone to the Safeguarding Hub for 'safeguarding conversation.'
- The Designated Safeguarding Lead or Deputy will be advised on the next steps based on the outcome of the discussion.

Procedures to follow if a member of staff is concerned about the welfare and safety of a student

1. If staff have any concerns about the health and safety of a child at Talbot Specialist School or feel that something may be troubling them, they should share this information with an appropriate member of staff straight away. Some issues e.g. a child's appearance, hygiene, general behaviour, can be discussed with any teacher or member of support staff here. These can be shared with our Student Wellbeing Team so concerns can be monitored and the impact of any support given reviewed.
2. Staff need not worry that they may be reporting small matters – we would rather that they tell us things which turn out to be small than miss a worrying situation. Information collected over time can also give us an indication that Early Help may be needed or interventions around Mental Health. Part of the information school assesses includes risks and issues in the wider community 'Contextualised Safeguarding' when considering the well-being and safety of its pupils.
3. However, if they think the matter is very serious and may be related to a child protection concern, e.g. physical, sexual, emotional abuse, Mental illness or neglect, they must talk to the Designated Lead for Safeguarding or Deputy Designated Lead immediately. (detailed below).

Signs and Symptoms of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which 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 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), 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 alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school or college's policy and procedures for dealing with it.

- Peer on Peer Abuse is included in Sheffield Policy and Procedures PDF included in policy along with other specific Policies and Procedures
- Appendix 1 Sexual Harassment and Sexual Violence

Neglect: 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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Talbot Specialist School is currently located over three sites. If you are on the main school site then safeguarding concerns should be reported face to face to the DSL or DSD. If you are at any other of the sites then you should report your concern by telephone. If you are unable to contact them, you must ask the office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

4. Any allegation or disclosure involving a member of staff, a child's foster carer, supply teacher or a volunteer at Talbot Specialist School **must** be reported directly to the Head, unless it involves the Head and then it should be reported directly to the Chair of the Governing Body. This includes the sharing of any 'low level' concerns. The term low-level concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out at KCSIE (2021) paragraph 338. A low-level concern is any concern no matter how small, and even if no more than causing a sense of unease or a nagging doubt- that an adult working in or on behalf of the school or college 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 of harm threshold or

is otherwise not considered serious enough to consider a referral to the LADO. Records will be kept by the Headteacher should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. (Appendix 2 'Low Level Concerns' flowchart).

5. The people they should talk to at Talbot Specialist School are:



Our Designated Safeguarding Lead (DSL), Online Safety Co Ordinator and Senior Leader for Mental Health is:

Name: Mrs. Karen Halford, Assistant Head

Their office is located in the Leadership Office behind Reception

Their tel. no and ext. are: 0114 2507394 ext. 2043



Our Designated Safeguarding Deputy (DSD) is:

Name: Jacqui Crewe

Their office is located downstairs along the health corridor

Their tel. no and ext. are: 0114 2507394 ext. 2080

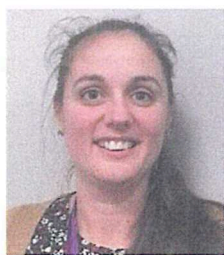


Our Designated Safeguarding Deputy (DSD) is:

Name: Georgia Lowe

Their office is located downstairs along the health corridor

Their tel. no and ext. are: 0114 2507394 ext. 2081



Our Designated Safeguarding Deputy (DSD) is:

Name: Fran Whittaker

Their office is located downstairs along the health corridor

Their tel. no and ext. are: 0114 2507394 ext. 2080

Mark Coppel

Chair of Governors

Talbot Specialist School

Lees Hall Road

Sheffield

S8 9JP

0114 2507394

enquiries@talbot.sheffield.sch.uk

Policy Review

Our Governing Body of our school is responsible for ensuring the annual review of this policy and for additional policies that are relevant to safeguarding and child protection. Our school adopts the policies and procedures set out by Sheffield Safeguarding Children Partnership, these are revised annually, and copies are available in school for staff to access.

We have adopted the following policies from the Sheffield Safeguarding Children Partnership for 2021-22

- **Sheffield Educational Settings Policies and Procedures 2021-22:**



Sheffield Policies and
Procedures.pdf

- **Appendix 1**

Sexual Violence and Sexual Harassment In School: Response Flowchart



SVSH Flow Chart.pdf

- **Appendix 2:**

Managing staff 'Low Level' Concerns



Managing Low Level
Concerns.pdf

Safeguarding Guidance

'Working Together to Safeguard Children', 2018 (amended 2020)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

'Keeping Children Safe in Education', September 2021
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Disqualification under the Childcare Act 2006 and Childcare (Disqualification) Regulations 2009 updated August 2018
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act2006>

'What To Do If You Are Worried A Child Is Being Abused', March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried- a-child-is-being-abused--2>

Information Sharing advice for practitioners, July 2018
<https://www.gov.uk/government/publications/safeguarding-practitioners- information-sharing-advice>

Guidance for Safer Working Practice for those working with children and young people in education settings – May 2019 <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

Child Protection and Online Protection Agency
www.ceop.org.uk www.thinkuknow.co.uk

Legislation and guidance relating to this policy:

- School Standards and Framework Act 1998
- Children Act 1989
- Children Act 2004
- Working Together to Safeguard Children, February 2019
- Education Act 1996, Education Act 2002 (Section 157/175)
- Keeping Children Safe in Education, September 2021
- Disqualification under the Childcare Act August 2018
- Safeguarding Vulnerable Groups Act 2006