



**The Park Federation Academy Trust  
Child Protection Policy and Safeguarding  
Procedures**

**Montem Academy**

## Approval

<b>Signed by CEO and Federation Principal on behalf of the Board of Directors</b>	Dr. Martin Young
<b>Date of approval</b>	1 <sup>st</sup> September 2018
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## Key Contacts

<u>Role</u>	<u>Name</u>	<u>Contact details</u>
Designated Safeguarding Lead & teacher for LAC (CLA in SLOUGH)	Mrs J Hassan	01753 528050 <a href="mailto:jhassan@theparkfederation.org">jhassan@theparkfederation.org</a>
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Local Authority Designated Officer (LADO)	Nicola Johnson	<a href="mailto:Nicola.johnson@scstrust.co.uk">Nicola.johnson@scstrust.co.uk</a> / <a href="mailto:lado@scstrust.co.uk">lado@scstrust.co.uk</a> 01753474053 / 07885828387
Lead Child Protection Schools Advisor	Jatinder Matharu	<a href="mailto:Jatinder.matharu@scstrust.co.uk">Jatinder.matharu@scstrust.co.uk</a> 01753875068
Child Sexual Exploitation (CSE) Manager	Jatinder Matharu	<a href="mailto:Jatinder.matharu@scstrust.co.uk">Jatinder.matharu@scstrust.co.uk</a> 01753875068
Slough Prevent Officer	Naheem Bashir	01753 875201

### Useful contacts:

First Contact Number – Slough	01753 875362 Berkshire out of hours contact - 01344786543
FIRST (previously Early Help)	01753476589 <a href="mailto:FIRST@slough.gov.uk">FIRST@slough.gov.uk</a>
NSPCC Whistleblowing Helpline	0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>

## Section 1: Statutory Responsibility

Under the terms of the Education Act 2002 Section 175 the Directors of The Park Federation Academy Trust are responsible for ensuring that their functions are carried out in all their academies with a view to safeguarding and promoting the welfare of children. Therefore, although this is a Trust document, it has been personalised to the specific needs of Montem Academy.

This policy has been updated in line with guidance in the updated version of *Keeping Children Safe in Education (Department for Education [DfE] September 2018)*, which provides details of the current guidance and is about the duty of schools to have arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

This policy has been written with reference to the *Slough LSCB Procedures (Updated January 2018)* and *Keeping Children Safe in Education (September 2018)*. Other useful documents to be aware of-

- *Working Together to Safeguard Children (July 2018)*
- *Information Sharing Document (July 2018)*
- *What to do if you are Worried if a child is being abused (March 2015)*.

## Section 2: Policy Aims

The Park Federation Academy Trust fully recognises its responsibilities for safeguarding and child protection. Schools and their staff form part of the wider safeguarding system for children.

**Safeguarding and promoting the welfare of children is everybody's responsibility.** Everybody who comes into contact with children and their families and carers have a role to play in safeguarding children. Consideration should be given, at all times, to the best interests of the child.

Our policy applies to all staff, Board Directors, Trust Members, Academy Council Governors, outside providers and volunteers who have access to children at Montem Academy (for brevity all the preceding groups, apart from staff, will be referred to in the rest of the policy as “**relevant persons**”).

The policy is to be made available to parents and carers via the website, and in writing if requested.

There are five main elements to our policy:

1. Ensuring we practice safe recruitment in checking of all who work with children and train all in safe procedures and child protection
2. Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
3. Procedures for identifying and reporting cases, or suspected cases, of abuse (including protecting children from radicalisation and extreme views, Female Genital Mutilation (FGM), Child Criminal Exploitation (CCE), sexual exploitation and forced marriages)
4. Supporting pupils
5. Establishing a safe environment in which children can learn and develop.

No single professional 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 in contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

### **Section 3: Safer Recruitment**

The Park Federation Academy Trust:

- Carries out all mandatory pre–appointment checks on all staff.
- Keeps a single central record in each of its academies of all safeguarding checks covering all staff and relevant people.
- Carries out enhanced DBS checks on all staff, Board Directors, Academy Council Governors, and volunteers who undertake regulated activities at Montem Academy.
- Carries out an additional check to ensure any member of staff appointed to carry out teaching work is not prohibited from teaching.
- Carries out overseas safeguarding checks to ensure any citizens from overseas or UK citizens who have lived or worked overseas for a sustained period are suitable persons to work at The Park Federation.
- Carries out an additional check to ensure any member of staff taking part in the management of a school (e.g. member of a senior team, a trustee or member of a governing body) is not prohibited or restricted under section 128 of the Education and Skills Act 2008.
- Confirms on each agency supply day that all supply agency staff are enhanced DBS checked and that all such staff have identification.
- Ensures that all outside providers, including special needs staff, peripatetic music teachers and sports clubs must show enhanced DBS checks have been carried out for all staff who enter the building.
- Ensures that all such providers are aware of this policy and follow its provisions.
- Ensure any organisation that advertises through the Trust or its academies, such as local sports clubs, provide evidence of enhanced DBS checks.
- Ensure that “Disqualification by Association” disclosure processes required by Ofsted as part of safeguarding are carried out.
- Both the Designated Safeguarding Lead (DSL) and Deputy DSL have their roles and responsibilities laid out within their contract.

Further advice can be found in the DfE’s guidance *Keeping Children Safe in Education* (September 2018).

## Training

- All staff and Safeguarding Governors are trained in child protection at least once every two years, with at least annual updates to their knowledge and skills.
- All new staff who come into contact with children are given child protection training either through an appropriate online facility or through face-to-face training from the Designated Safeguarding Lead or an appropriate person or agency with the level of training required by a Designated Safeguarding Lead
- Staff also receive safeguarding updates via email or at staff meetings/briefings to keep their skills and knowledge up-to-date.
- The Designated Safeguarding Lead at Montem Academy is **Mrs J Hassan**. She is supported by a Safeguarding Team consisting of Mrs A Probert (Principal) and Mr D Stewart (Deputy Principal) who are both Deputy Safeguarding Leads, and Mr S Hamid (Safeguarding Governor). The Designated and Deputy Safeguarding Leads are trained at least once every two years in inter-agency working.
- Key members of staff – Mrs Probert (Principal and Deputy DSL), Mr Stewart (Deputy DSL) and Mrs Hassan (DSL) – are trained in safer recruitment.
- At least one Governor is trained in child protection by a competent and appropriate trainer and all other Governors have received Awareness Raising in Child Protection. The named governor for Safeguarding is Mr S Hamid.

## Section 4: Indicators of Abuse & Neglect

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**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. They 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.

**Domestic Abuse:** The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

**Sexual abuse:** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. 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 in education.

**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.

### **Specific safeguarding issues**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

## **Section 5: Reporting Procedures**

We recognise that because of the day-to-day contact with children, staff are well placed to observe the signs of abuse, neglect or concern. We are aware that safeguarding incidents could happen anywhere and staff should always be alert to possible concerns being raised in school.

It is important to recognise the importance of information sharing between professionals. This is vital in identifying and tackling all forms of abuse, but particularly important to identify and prevent child sexual exploitation. Data protection fears must not be a barrier to information sharing as the safety of the children should be of utmost importance.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child



suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

The DSL and deputies are most likely to have a complete Safeguarding picture and be the most appropriate person to advise on safeguarding concerns.

The federation will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the federation whom they can approach if they are worried.
- Ensure members of staff and all “relevant persons” know the name of the Designated Safeguarding Lead and his or her role.
- Ensure that appropriate policies and procedures are in place in order for appropriate action to be taken.
- Take a proportional risk-based approach to the level of information provided to temporary staff and volunteers; as a minimum this should include the Child Protection Policy and Staff Code of Conduct, outlining acceptable use of technologies, staff/pupil relationships and use of social media.
- Ensure staff and “relevant persons” read this policy and understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead.
- Provide opportunities for staff to contribute to and shape safeguarding arrangements and child protection policy.  
Ensure that parents have an understanding of the responsibility placed on the school and staff for Child Protection by making the policy available for all adults.

The Academy Principal should ensure that:

- The policies and procedures relating to Child Protection adopted by the Board of Directors are fully implemented, and followed by members of staff and all “relevant persons” and sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities including taking part in training, strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and “relevant persons” feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.
- Children are taught so as to equip them with the skills they will need to keep them safe.

### **The Designated Safeguarding Lead**

The Designated Safeguarding Lead at Montem Academy is **Mrs J Hassan**. Her role is to:

- Take lead responsibility for safeguarding and child protection. This responsibility should not be delegated.
- Ensure that the Slough Local Safeguarding Children’s Board are followed in the Academy.
- Ensure that all staff are aware of these procedures.

- Work closely with the Safeguarding Team.
- Ensure that Child Protection concerns or allegations against adults are referred to the Local Authority Designated Officer (LADO), Nicola Johnson for advice.
- Ensure they are appropriately trained to carry out their role. In addition to basic Child Protection training, the Designated Safeguarding Lead must undertake training in inter– agency working and refresher training at 2 yearly intervals to keep her knowledge and skills up to date.
- Ensure they regular update their knowledge and skills e.g. through meeting other Designated Safeguarding Leads, taking time to read and digest safeguarding developments.
- Ensure that all staff and the Safeguarding Governor undertake appropriate training to equip them to carry out their responsibilities for Child Protection effectively, that it is kept up to date by refresher training at 2 yearly intervals, and temporary staff and volunteers are made aware of the federation’s arrangements for Child Protection and their responsibilities.
- Ensure all staff members receive regular safeguarding updates via email or at staff meetings/briefings to keep their skills and knowledge up-to-date
- Develop effective working relationships with other agencies and services. Decide whether to take further action about specific concerns e.g. refer to Social Services.
- Liaise with Social Services teams over suspected cases of child abuse.
- Ensure that accurate records relating to individual children are kept in a secure locked location, separate from the main pupil file and marked ‘Strictly Confidential’.
- Ensure that reports are submitted to, and that staff attend Child Protection Conferences.
- Ensure that the Academy effectively monitors children who have been identified as ‘At Risk’.
- Notify Social Care if there is an unexplained absence of more than two days of a pupil who is on the Child Protection Register.
- Provide guidance to parents, children and staff about obtaining suitable support.

### **What to do if you have a concern**

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children’s social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Any member of staff or “relevant persons” concerned about a child must decide what action to take. In most circumstances, there should be a conversation with the Designated Safeguarding Lead to agree a course of action. However, anyone can make a referral to Social Care and/or the Police - this may be the case when a member of staff fears a child is in immediate danger. If a member of staff does make a referral themselves, then they must inform the Designated Safeguarding Lead.

The member of staff or “relevant persons” must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

The Designated Lead for Safeguarding will confidentially share and discuss information with members of the Safeguarding Team at the academy. The Designated Safeguarding Lead will decide whether the concerns should be referred to Social Care, if a referral has not already been made by the member of staff raising concerns.

If a child protection referral is made to Social Care, the Designated Safeguarding Lead will ensure that a written

report of the concerns is sent to the Social Worker dealing with the case within 24 hours (using the inter-agency referral form).

Particular attention will be paid to the attendance and development of any child who has been identified as at risk, or who is subject to a child protection plan. Any absence needs to be investigated immediately.

If a pupil who is subject to a child protection plan changes school, the Designated Safeguarding Lead will immediately inform the Social Worker responsible for the case, and transfer the appropriate records to the receiving school or academy.

### **When to be concerned**

Staff and “relevant persons” should be concerned if a pupil:

- Has any injury which is not typical of the bumps and scrapes normally associated with children’s activities.
- Regularly has unexplained injuries.
- Frequently has an injury, even when apparently reasonable explanations are given.
- Offers confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude.
- Indulges in sexual behaviour which is unusually explicit and/or inappropriate to his or her age.
- Discloses an experience in which he or she may have been significantly harmed.
- Shows signs of neglect e.g. persistently hungry, unkempt or unclean.
- Shows signs of exposure to radicalisation and extreme views.
- Is involved in peer on peer abuse, such as bullying (including cyber bullying), gender based violence and sexting.
- Has any absence that forms a pattern (e.g. days of the week)
- Has any sudden unexplained family (more than one sibling) absences should be immediately investigated. Please refer to Appendix 8.

Annex A of *Keeping Children Safe in Education (September 2018)* contains additional information about specific forms of abuse. It should be noted that abuse, neglect and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another.

### **Dealing with a disclosure**

If a pupil discloses that he or she has been abused in some way, the member of staff or “relevant persons” should:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality, as it might be necessary to refer the case to Social Services.
- Reassure the pupil that what has happened is not their fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions.

- Ask open questions rather than leading questions if necessary, for clarification explain what has to be done next and who has to be told.

### **Record keeping**

When a pupil has made a disclosure, the member of staff or “relevant persons” should:

- Make some brief, factual notes as soon as possible after the conversation including exactly what the child says.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations, rather than interpretations or assumptions.

### **Support**

Dealing with a disclosure from a child is likely to be a stressful experience. The member of staff or “relevant persons” concerned should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

### **Possible categories of support**

**Children in need:** A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

**Children suffering or likely to suffer significant harm (known as Child Protection):** Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation, CCE and sexual exploitation.

### **Early Help – Now known as FIRST in Slough since July 2018. FIRST - Family Information Resource Team**

All staff should be prepared to identify children who may benefit from FIRST. Those in need of additional support but not at risk of significant harm. FIRST means providing support as soon as a problem emerges at any point in a child’s life. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. This includes identifying emerging problems, sharing information with other professionals and, in some cases, acting as the Lead Professional in undertaking an FIRST assessment.

If support from the FIRST team is appropriate, the Designated Safeguarding Lead will support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. In most instances, Slough’s FIRST assessment form would be completed and sent to the Early Intervention service.

Any child may benefit from FIRST support, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is frequently missing/goes missing from care or home

- is misusing drugs or alcohol
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care”.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services if the child’s situation does not appear to be improving or is getting worse.

Issues identified by Slough as requiring further support are:

- Childhood Obesity
- Levels of temporary accommodation
- Risk to English as an Additional Language (EAL) families due to language barrier causing isolation
- Children at risk of engaging in anti-social behaviour
- Involvement in gangs.

All these concerns can be raised through the FIRST process, or through referral to other targeted services.

If FIRST is appropriate, the case should be kept under constant review and consideration given to a referral to Social Care if the child’s situation doesn’t appear to be improving.

## **Section 6: Allegations involving academy or trust staff**

If a child, or parent, makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Academy Principal at Montem Academy.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Academy Principal. A record of the concerns must be made, including a note of anyone else who witnessed the incident or allegation. The Local Authority Designated Officer (LADO) must be involved at this initial stage.

If the Academy Principal decides that the allegation warrants further action through Child Protection procedures, following discussion with the LADO, she/he must make a referral direct to the Social Care team and/or the Police. If the allegation constitutes a serious criminal offence, it will be necessary to contact the Police before informing the member of staff.

If it is decided that it is not necessary to refer to Social Services the Academy Principal, in conjunction with the Trust’s Chief Executive Officer (Dr. Martin Young), will consider whether there needs to be an internal investigation.

If the concerns are about the Academy Principal, the LADO should be contacted by the Chief Executive Officer. The Chief Executive Officer is responsible for liaising with the Local Authority and/or partner agencies, as appropriate. He will also be the main channel of communication to the Board of Directors (technically the Proprietors of Montem Academy and the Trust as a whole) if that is appropriate. In the event of allegations of abuse being made against the Academy Principal, the Academy Principal will not investigate the allegation himself or herself, or take written or detailed statements.

If the concerns are about the Chief Executive Officer, the LADO should be contacted by the named Board Director for Child Protection, Ranisha Dhamu, at The Park Federation Academy Trust. The named Board Director will be responsible for liaising with the Local Authority and /or partner agencies, as

appropriate.

In the event of allegations of abuse being made against the Chief Executive Officer, the Chief Executive Officer will not investigate the allegation himself or herself, or take written or detailed statements.

If contact with the LADO is not possible in any of these scenarios, then the referral should be made to the Child Protection Officer for Education.

A referral to the Disclosure and Barring Service (DBS) will be made by the Principal if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.

If a staff member feels unable to raise an issue with the federation or Local Authority, or feel that their genuine concerns are not being addressed, then they can contact the NSPCC whistleblowing helpline on 0800 028 0285.

## **Section 7: Supporting Pupils**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The federation and its academies may be the only stable, secure and predictable elements in the lives of children at risk. When in the federation their behaviour may be challenging and defiant or they may become withdrawn. The federation will endeavour to support the pupil through:

- The content of the curriculum;
- The federation ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- The federation ethos which supports and promotes British Values;
- The Montem Academy Behaviour Policy, in line with the Park Federation

It is important to make children and young people aware of behaviour towards them that is not acceptable and how they can help keep themselves safe:

- The framework for Personal, Social and Health Education (PSHE) provides opportunities for children and young people to learn about keeping safe and who to ask for help if their safety is threatened.
- Issues such as Domestic Violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable. Let children know that it is acceptable to talk about their own problems and signpost sources of help.
- Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects need to be prepared for that possibility.
- All children are trained in internet safety and all parents and carers have access to this training and support materials, advertised in the academy newsletter and through the Montem Academy website and the federation's website.

Children with SEND can face additional safeguarding challenges. This can include:

- Assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Being disproportionately impacted by things like bullying – with outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.
- Being more prone to peer group isolation than other children

To address these additional challenges, the school considers extra pastoral support for children with SEN and disabilities.

### **Use of Reasonable Force**

There are some circumstances when reasonable force might be a possibility, or it might be part of a strategy to deal with an incident of very challenging behaviour, there are individual plans in place in order to minimise the likelihood of challenging behaviour, and when it does occur, there is less use of physical restraint and other restrictive methods, and more focus on de-escalation techniques.

## **Section 8: Establishing a safe environment**

The Directors of the Park Federation Academy Trust control the use of its premises both during and outside normal school hours, no transfer of control agreement is made.

Where the Board of Directors provides services or activities directly under the supervision or management of federation staff, the federation's arrangements for Child Protection will apply. Where services or activities are provided separately by another body, the Directors will obtain assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and Child Protection, and there are arrangements to liaise with the federation on these matters where appropriate.

### **Appendix 1: Related Documentation**

*Working Together to Safeguard Children (March 2015)*

*Keeping Children Safe in Education (September 2018)*

*Slough LSCB Procedure Manual – January 2018*

*Information Sharing – July 2018*

*What to do if you are worried that a child is being abused- March 2015*

## Appendix 2: Checklist

This is suggested checklist that can be used by DSL.

	Yes/No	Notes/Dates
Have the Designated Safeguarding lead and DDSL received advanced training in the last two years?		
Have all staff had basic level awareness training in the last 2 years?		
Is there a separate locked file for children who are subject to a child protection plan?		
Are children subject to a child protection plan monitored?		
Is the federation's Child Protection Policy and Procedures appropriate?		
Are the procedures and policies of other outside providers appropriate?		



### **Appendix 3: Guidance on Female Genital Mutilation (FGM)**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia.

It is estimated that approximately 103,000 women aged 15-49 and approximately 24,000 women aged 50 and over who have migrated to England and Wales are living with the consequences of FGM. In addition, approximately 10,000 girls aged under 15 who have migrated to England and Wales are likely to have undergone FGM.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

Victims of FGM are likely to come from a community that is known to practise FGM. There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

For further information see *Multi-Agency Practice Guidelines: Female Genital Mutilation*

2014 (available at [www.gov.uk/government/publications/female-genitalmutilationguidelines](http://www.gov.uk/government/publications/female-genitalmutilationguidelines)).

From the 31<sup>st</sup> October 2015, there is a mandatory duty on education professionals to report 'known' cases of FGM directly to the Police, as well as informing the DSL. 'Known' cases are those where either a girl informs the person that an act of FGM has been carried out on her, or where the person

observes physical signs on a girl appearing to show that an act of FGM has been carried out.

#### **What can you do?**

- Call the police on 999 if you believe a child is in immediate risk of harm or 101 if it is a non-emergency call.
- Contact the NSPCCs FGM helpline on 0800 028 3550.
- Look at the mandatory reporting guidelines document –

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

## **Appendix 4: Guidance on Child Sexual Exploitation**

In February 2017, the government changed the statutory definition of child sexual exploitation after concluding the previous version was “unclear and out of date”. The new definition can be found below:

“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.”

*Source: Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (Department for Education February 2017)*

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

#### **Accessibility, availability and anonymity**

The internet and new technologies have enabled potential victims to be accessible and available to perpetrators, who may be anonymous, quickly and freely in ways that would otherwise not be possible. The internet enables users to feel they are protected and can remain anonymous, resulting in an apparent lack of inhibition online and risk-taking that would not take place offline.

#### **Vulnerability**

Young people at risk of harm online may not have any previous vulnerabilities that are often associated with being victims of sexual abuse and exploitation, such as being in care; from families facing adversities or having a history of sexual abuse. This has implications for identification, as they are less likely to be known to the authorities. The currently accepted indicators of possible sexual exploitation, such as going missing or school

absence, may not be displayed, and the first parents may know that their child has been a victim of sexual exploitation is when the police contact the family.

Certain groups, such as young people with learning difficulties, those with mental health problems and lesbian, gay, bi-sexual, transgender and questioning (LGBTQ) young people, appear to be particularly vulnerable to online harm. This is in part due to seeking social interaction online that they are not able to achieve offline and in part due to not fully understanding the consequences of sharing personal information, sending images or arranging to meet strangers met online.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

## **Appendix 5: Guidance on the Prevent Duty**

Montem Academy gives full regard to the need to prevent people from being drawn into terrorism, as part of the Government's Prevent Strategy (July 2015).

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views. Montem Academy has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from exposure to negative influences.

If a member of staff identifies causes for concern linked to possible radicalisation to violent extremism, they will alert the designated Safeguarding Lead immediately. If, when more information is gathered there is an immediate risk or emergency then the emergency services would be contacted. If there was no immediate risk but action is required then discussion with the nominated local police officer would take place and this would then determine the further response.

If the academy felt that there was a potential risk to an individual child, the academy would contact Children's Services.

In terms of being aware of potential risks and signal events which can impact on our pupils and our school community the schools makes every attempt to:

- Ensure that the school are aware of and manage potential risks to pupils and the wider school community effectively;

- Respond effectively to events, locally, nationally and globally, which could have an impact on individual pupils and on the school community;
- Regularly review emergency plans and procedures to prepare for future events and risks.

## **Appendix 6: Children Looked After and previously Looked After Children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The Designated Safeguarding Lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Schools must appoint a designated teacher for Child Looked After (CLA) and Children Previously Looked After (CPLA). At Montem Academy, the designated teacher is Mrs J Hassan. The designated governor is Shuhab Hamid.

On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

## **Appendix 7: Online Safety**

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. The school ensures that appropriate filters and monitoring systems are in place. Although appropriate blocking is essential, there should not be so much that it restricts children's learning.

The academy ensures pupils are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.

Please see the E-safety Policy for further detail.

## **Appendix 8: Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage.

The law requires all schools to have an admission register and an attendance register. All pupils must be placed on both registers. All schools must inform their local authority of any pupil who is going to be removed from the admission register where the pupil:

- has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

## **Appendix 9: Peer-on-Peer Abuse**

Peer-on-Peer abuse is when a child might have been abused by another child. There is no clear boundary

between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. but staff should be aware that peer on peer abuse can take place and it should not be tolerated as a 'part of growing up' or 'banter' This is a matter of professional judgement. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. Staff should be aware that different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

All staff should recognise that children are capable of abusing their peers. All staff should be clear about their school's policy and procedures with regard to peer on peer abuse. Governing bodies and proprietors should ensure that they put in place:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as: sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting (also known as youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges; and initiating/hazing type violence and rituals.

Any concern must be referred to the DSL particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

## **Appendix 10: Sexting**

There is no clear definition of 'sexting', many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Pupils in the academy are educated on the harm of producing sexual imagery through learning opportunities in the PSHE curriculum.

When an incident involving sexting comes to the attention of the academy:

- The incident should be referred to the DSL
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

## **Appendix 11: Sexual violence and sexual harassment between children in schools**

### Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

## **Appendix 12: Private fostering- Local Authority notification when identified**

Private fostering occurs 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 a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

*A link to comprehensive guidance on the circumstances in which private fostering may arise can be found at Annex A of Keeping Children Safe in Education Final document Sep 2018*

## **Appendix 13: So-called ‘honour-based’ violence**

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Appendix 14: Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce

a person into marriage. Schools play an important role in safeguarding children from forced marriage.

*The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).*

## **Appendix 15: Children and the court system**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **Appendix 16: Child criminal exploitation: county lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs, groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## **Appendix 17: Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing



Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

## **Appendix 18: Preventing youth violence and gang involvement**

Preventing violence in schools can require a mix of universal, targeted or specialist interventions. School leaders should be able to:

- develop skills and knowledge to resolve conflict as part of the curriculum
- challenge aggressive behaviour in ways that prevent the recurrence of such behaviour
- understand risks for specific groups, including those that are gender-based, and target interventions
- safeguard, and specifically organise child protection, when needed
- carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision
- work with local partners to prevent anti-social behaviour or crime.

## Sources of Further Advice and Guidance

Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
Children and the courts	<a href="#">Advice for 5-11-year olds witnesses in criminal courts</a>	MoJ advice
	<a href="#">Advice for 12-17 year old witnesses in criminal courts</a>	MoJ advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website

	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK
"Honour Based Violence"  (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance
	<a href="#">Forced marriage: information and practice guidelines</a>	Foreign Commonwealth Office and Home Office
Health and Well-being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a>	DfE and Home Office
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy

