



Safeguarding and Child Protection Policy

The Harbour School

September 2023

Ratified by Governors: September 2023

To be reviewed: August 2024

INTRODUCTION

The Harbour School is fully committed to ensuring that consistent and effective procedures are in place to fulfill its statutory obligation to safeguard and promote the welfare of the young people in its care. The Harbour School recognises the responsibility it has under section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, the Non-Maintained Special Schools (England) Regulations 2015 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2023). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2023, if they are working directly with children. For those staff who do not work directly with children Annex A can be issued instead but this is a matter for the school/college to decide.

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

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the Harbour Schools' governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to **all** staff, paid and unpaid, working in the school including governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

There are four main elements to our policy:

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

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

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

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children are not employed.

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

1.0 PREVENTION

At the Harbour School we recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

Ensure children know that there are trusted adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.

Ensure that all school staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in a timely manner.

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

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

- Where to get advice e.g. family, school and/or other sources.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021)

Throughout the Harbour School curriculum pupils will be provided with opportunities and activities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including custodial sentencing
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021)

We adhere to statutory guidance on RSE and utilise PSHE resources as part of our personal development programme. These units support children to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Children are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect (PS5-6). All children have opportunities to practice seeking help or advice from others, including from their Networks of Support, and develop their problem-solving strategies, which can be applied in a range of contexts.

We use Brook resources which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

PROCEDURES

The Harbour School will follow the procedures set out by in the Portsmouth Safeguarding Children Partnership. A copy of these procedures can be found on their website: <https://www.portsmouthscp.org.uk/3-safeguarding-children-procedures/>

The Designated Safeguarding Lead is: **Andrea Nesbit**

The Deputy Designated Safeguarding Leads are: **Lacey Plato, Lydia Fooks, Anne Ormiston, Heidi Gibbs, Jess Bartlett, Rachel Endean & Alison Hannan, Sian Lacey, Karen Lemieux, Sarah Hounsell, Sarah Ghassemi**

The nominated governor for Safeguarding and Child Protection is: **Donna Bennett**

The *Governing body* will:

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

Ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education, 2023 Annex C).

Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2023, Annex C). Ensure that the DSL and deputies have undertaken the two-day training provided by Portsmouth Safeguarding Children's Partnership Education Safeguarding Team and that this training is updated **at least every two years**.

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

Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**. Staff members are required to log a concern via CPOMS and submit it to the DSL/DDSL immediately if there is a concern for a child.

Colleagues who are not staff members of The Harbour School are required to complete a logging of concern form and pass it in person to the DSL/ DDSL immediately at the respective campus.

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

- The school's DSL and DDSL's are available in person during term time for any member of staff/ children/ families to discuss any safeguarding concerns. If there are exceptional circumstances and the DSL/ DDSL are not able to meet in person, a online call or telephone call will be facilitated.
- During out of hours/ out of term time, the DSL and safeguarding team are available should any concerns arise. The school's safeguarding email is monitored daily during term time and out of hours/ out of term time.

Liaise with the Safeguarding Partners as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2018.

Nominate a governor for safeguarding and child protection who has undertaken appropriate training.

Ensure every member of staff and every governor knows:

- the name of the Designated Safeguarding Lead/Deputies and their role;
- how to identify the signs of abuse and neglect, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online.
- that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful
- how to pass on and record concerns about a child;
- that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL;
- what is meant by, and the importance of, showing professional curiosity
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Multi–Agency Procedures on the Safeguarding Children Partnership Board website;
- their role in the early help process;
- the process for making referrals to children's social care;
- the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.
- the role of filtering and monitoring and the process for reporting issues

Ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. The training should be **regularly updated**, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

Ensure that **all** staff, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.

Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website.

Ensure that this policy is available publicly either via the school website or by other means.

- www.thsharbourschoolportsmouth.org

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

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

Multi-Agency Working

The school will:

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

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

Notify the relevant Children's Social Care Team immediately if:

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

When a child who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Record Keeping

The school will:

Keep clear, detailed, accurate, written records of concerns about children, even where there is no need to refer the matter to Children's Social Care immediately.

Records should include:

- a clear and comprehensive summary of the concern;
- the child's wishes and feelings;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.
- a record of any discussion/communication with parents, other agencies etc

The Harbour School uses CPOMS; a purpose-built, secure platform to report child protection and safeguarding concerns.

Ensure all relevant safeguarding records are sent to the receiving school or establishment when a child moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2023, (page 167) and the Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

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

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

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

Confidentiality and information sharing

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

The school will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a child or parent they will refer the request to the DSL or Headteacher.
- Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

Disclose information about a child to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.

Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.

Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)

In cases where the 'serious harm test' is met, schools must withhold providing the data in

compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

Communication with Parents/Carers

The school will:

Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.

Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.

Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

Child-on-Child Abuse

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting part of the Voyeurism (Offences) Act, April 2019) and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All forms of child-on-child abuse are unacceptable and will be taken seriously.

The Harbour School will therefore:

Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.

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

Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or 'banter'.

Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

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

Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding procedures.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.

Recognise the risk of intra familial harms and provide support to siblings following incidents when necessary.

The Designated Safeguarding Lead will use the BrookTraffic Light Tool, if there is a concern that a young person may be displaying sexually harmful behaviours to support assessment and intervention.

Dealing with Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

The school will:

Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.

Provide training for staff on how to manage a report of sexual violence or sexual harassment.

Make decisions on a case-by-case basis.

Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.

Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.

Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.

Liaise closely with external agencies, including police and social care, when required.

Refer to 'Keeping Children Safe in Education - Part Five', 2023, for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, December 2020)

SUPPORTING CHILDREN

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

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

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

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

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

Liaise with other agencies which support the pupil. There are a range of services available for families the Portsmouth Local Safeguarding Partnership has developed a pathway through services to ensure that children, young people and their families receive the appropriate help at the right time. When a child's needs cannot be met by universal services alone, quality conversations can strengthen decision making and joint working to provide the right help at the right time for families.

The Harbour School will hold conversations with children, parents and/or families to understand level of difficulty or challenge they are experiencing and what solution they think would work for them. Further conversations about the families' identified needs may then take place between practitioners working across universal, additional, targeted and specialist services to secure the right support to improve outcomes for the child.

The DSL will access the Multi-Agency Safeguarding Hub (MASH) if families require targeted or specialist help. The MASH will consider what is known about the family and apply the threshold criteria to ensure families who need a coordinated multi-agency response have access to the right services.

Portsmouth Threshold Document October 2022.

<https://hipsprocedures.org.uk/okyyzl/appendices/threshold-documents-and-inter-agency-referral-forms>

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

The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see page 9 of

Keeping Children Safe in Education, 2023 for the complete list. The list includes:

Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs

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

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

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

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

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

Under the Equality Act, there is also a duty to make reasonable adjustments for disabled children and young people.

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

Some children at The Harbour School have an Education, Health and Care Plan and multi-agency planning and involvement to support integrated care.

Young Carers

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

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

Children at Risk of Criminal Exploitation

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

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

Where a child is thought to be at risk of or known to be at risk of one or more forms of exploitation, a Child Exploitation Risk Assessment Framework (CERAF) will be completed. Following the Portsmouth guidance all Low, Medium and High cases will be shared with the Police and MASH.

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

Children at Risk of Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

Where a child is thought to be at risk of or known to be at risk of one or more forms of exploitation, a Child Exploitation Risk Assessment Framework (CERAF) will be completed. Following the Portsmouth guidance all Low, Medium and High cases will be shared with the Police and MASH.

At the Harbour School we are working with the Local Authority to identify and provide appropriate support to children who go missing. Children who go missing may place themselves and others at risk and each missing episode is potentially serious. The reasons for their absence are often varied and complex and cannot be viewed in isolation from their home circumstances or their experiences of care

The definition of Missing is as follows: "Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another". The definition of Absent is as follows: "A person is not in a place where they are required to be". The classification of a child who is

'missing' or 'absent' will be based on ongoing risk assessment. A child whose whereabouts are known would not be treated as either 'missing' or 'absent'. The decision about whether to categorise a child as 'missing' or 'absent' rests with the police, but clearly multi-agency assessment will assist this decision-making process. Children under the age of 16 years old are not legally considered as being able to live independently. For children over the age of 16 years old consideration should be given to their legal status, physical and emotional needs when making a judgment as to whether they can live independently.

Every “missing” episode should attract proper attention from the professionals involved, who must collaborate to ensure a consistent and coherent response is given to the child on their return. ‘Children Going Missing from Home or From Care Risk Assessment Toolkit’ must be completed to aid your assessment and intervention for the young person.

Children Frequently Absent from Education

The Harbour School recognises that children who are absent from education, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the attendance of individual children closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each child to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, the school follows the procedure as set out in Portsmouth’s Children Missing from Education guidance. The school will inform Children’s Social Care if a child who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings, the school will consider such action in the following situations:

When there is evidence or reasonable cause:

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

Children Living with Substance Misusing Parents/Carers

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

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

This is particularly important if the following factors are present:

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

Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over and introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

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

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

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

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer

support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At the Harbour School we are working in partnership with Portsmouth Police and Portsmouth County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

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

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

Children at risk of 'Honour- Based' Abuse including Female Genital Mutilation

So called 'honour-based' abuse (HBA) encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The new Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Children who have returned home to their family from care

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

Children showing signs of Abuse and/or Neglect

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

Children at Risk of Radicalisation

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school or colleges safeguarding approach.

The governing body will ensure that a DSL has undertaken Prevent Lead training and that all staff receive training about the Prevent Duty.

The following member of staff is the Prevent Lead and has undertaken Prevent Lead training:

Heidi Gibbs

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's/college's Designated Safeguarding Lead (and Deputies) should be aware of local procedures for making a Prevent referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (April 2021).

Privately Fostered Children

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

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

Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2023. This section should be read in conjunction with the school's Safer Recruitment Policy.

The governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training:

- **Nick Morley**
- **Andrea Nesbit**
- **Sarah Ghassemi**
- **Sarah Hounsell**
- **Sian Lacey**
- **Karen Lemieux**
- **Simone Elliot**
- **Nicky Shaw**

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

Any allegation of abuse made against teachers, (including supply staff, other staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2023, Part Four, Section One, will be reported straight away to *the Headteacher*

In cases where the Head Teacher is the subject of an allegation, it will be reported to the *Chair of*

Governors or Director of School Improvement. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2023.

The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff or other staff, volunteer or contractor and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2023, Part Four *and the school's HR Policies and procedures.*

The Headteacher will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

Before contacting the LADO, The Harbour School will conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The Harbour School will use the guidance chart found at Appendix B to support their decision-making.

Where the school identifies a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact Children's Social Care and as appropriate the Police immediately.

School will consider:

- **Looking after the welfare of the child** - the Designated Safeguarding Lead (or Deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority Children's Social Care.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

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

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

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

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

In cases where the Head Teacher is the subject of an allegation, it will be reported to the *Chair of Governors and/ or the Director for School Improvement.* The school will follow the procedures set out in Part Four, Section Two of 'Keeping Children Safe in Education', 2023.

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

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

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

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

- Records at the Harbour school are kept online with the Headteacher.

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

The Harbour School should ensure that **all** staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff have signed to confirm that they have read the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).

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

GOVERNING BODY SAFEGUARDING RESPONSIBILITIES

Governing bodies should ensure they facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

The governing body fully recognises its responsibilities with regards to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding who will take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Ensure that all governors and trustees receive appropriate governor safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- Ensure governors and trustees are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Governors) is made to the full governing body and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- Ensure that this Safeguarding and Child Protection policy is published on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

Use of school/college premises for non-school/college activities

If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

Where services or activities are provided separately by another organisation or individual, either on or off school site, the governing body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

The governing body will use the guidance on 'Keeping children safe in out-of-school settings' which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

Appendix A

Categories 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. 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 - may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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

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

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

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

It may involve conveying to a child that they are:

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

It may include:

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

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

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

It may involve:

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

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

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

This may involve:

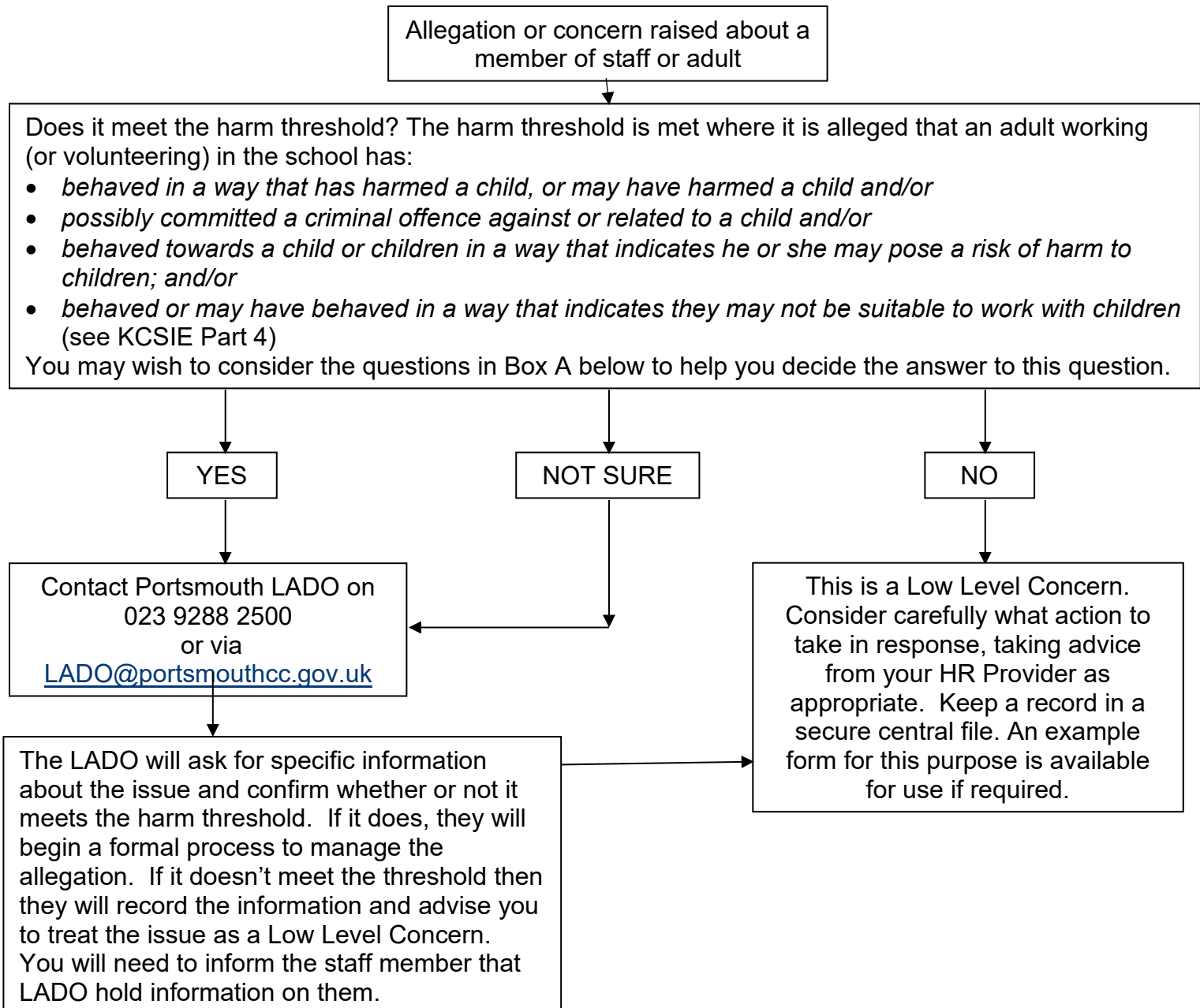
- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual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

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

Child Criminal Exploitation - Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Appendix B

Dealing with Allegations or Concerns about an Adult Working with Children



Box A:

- How long has the adult or member of staff worked for you?
- Have there been any previous concerns raised?
- Is this a one-off or part of a pattern of behaviour?
- Has the member of staff previously been given advice in this area?
- Would an associated pattern of behaviour (if it exists) be seen by others? (How closely do they work with other colleagues?)
- Might this have been a planned action or event?
- Could this behaviour be inadvertent? What is the likelihood of this?
- Could this be the precursor to more concerning behaviour?
- Did it occur in a 'public' or 'private' place? Was this in school or out of school?
- If electronic devices are involved, have any relevant files been deleted and is there any evidence of this?
- If this relates to inappropriate language, what is the precise nature of the language used? How inappropriate is it? What was the context – where was this, and who were the listeners? Could this be seen as 'banter' or might it have more serious undertones?

Appendix C

Useful contacts

Social Care Enquiries Multi Agency Safeguarding Hub	Children's Social Care Civic Offices Guildhall Square Portsmouth PO1 2BG	Tel: 023 928 39111 Opening hours: 8.30am - 5pm, Mon - Thurs 8.30am - 4.30pm Fri. Email: pccraduty@portsmouth.gcsx.gov.uk or Mashedu@secure.portsmouth.gov.uk Please note: Emails are dealt with during normal office hours Monday to Friday. Mash Education: 023 9268 8793 Out of Hours: 0300 5551373 Please note: in an emergency call 999
Local Authority Designated Officer / Child Protection Advisor	Portsmouth City Council Civic Offices Portsmouth Hants PO1 2BG	Rebecca Paradise Tel: 02392 882500 SQT 023 9283 8224 Email: Lado@secure.portsmouthcc.gov.uk
Portsmouth Safeguarding Children Partnership (PSCP)		Website: http://pscb.secure@portsmouthcc.gov.uk Tel: 0845 6710271 / 023 9268 8793

Relevant Documents

"Keeping Children Safe in Education: Statutory guidance for schools and colleges" (September 2023)

"Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings" (April 2022)

"Guidance for Safer Working Practice for those working with children and young people in education settings" (February 2022)

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

"Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges" (March 2023)

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

“Revised Prevent Duty Guidance: for England and Wales” (April 2021)

“Sharing nudes and semi-nudes: advice for education settings working with children and young people” (UKCIS, December 2020)

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

“When to Call the Police: guidance for schools and colleges,” (National Police Chief Council)

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