

# Immanuel Safeguarding Policy

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## Introduction

Immanuel creates a culture of safety for all children and vulnerable adults – in both the school and church. Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

To summarise, the aim of child protection and safeguarding is to ensure that children are safe, healthy, cared for and achieve. This policy should be read in conjunction with the Health and Safety at Work Act 1974 and associated regulations, the Immanuel Health and Safety Policy Statement, Immanuel Safeguarding Policy Statement, the Immanuel School e-Safety Policy, the Immanuel Safeguarding Procedures, the Immanuel Mental Health Policy and the Immanuel Employment Policy and Procedures.

An annual Safeguarding Review monitors all safeguarding matters, including the impact of this policy and our procedures – which is attended by Peter Taylor (Immanuel Leadership), Ben Cope (Designated Safeguarding Lead), Sarah Williams (School Principal & Deputy Designated Safeguarding Lead) and Lin Milton (Trustee for Safeguarding). Minutes are then approved by Steve Milton (Chair of Trustees).

### A. Biblical mandate

- i. The consequence of sin in our world is all manner of ungodly behaviour. The desire to hurt or misuse children/young people and vulnerable adults is one way in which man’s sinfulness can be manifested.
- ii. In scripture, trusted relationships between young and old are endorsed and encouraged. Father and son (parent/child) relationships should be founded on love and mutual respect - see Proverbs chapter 4.
- iii. God’s plan for mankind is that there should be healthy mutual respect between husbands and wives, between parents and children and between adults. This would also apply to those ‘in loco parentis’ or positions of trust.
- iv. God puts us in families so we are cared for - see Psalms 68:6.
- v. When relationships go wrong within the church we have a scriptural principle to adhere to, i.e. confronting the offender, review and discuss the consequences of sin and move towards reconciliation.
- vi. Where, nationally, too many children are reluctant to come forward and have had negative experiences when making disclosures, we seek to create a culture that fosters trusting relationships between staff and children, which is in response to Jesus’ commandment to love our neighbours as ourselves (Mark 12).

## **B. UN and UK Government expectations and the legal framework**

The United Nations Convention on the Rights of the Child is legally binding and incorporates the full range of human rights - civil, cultural, economic, political and social. In 1989, world leaders decided that there should be a convention specifically for children, because people under 18 years old often need extra care and protection. The leaders also wanted to make sure the world recognised that children have the same human rights as adults. In addition, the Convention states that children everywhere have the right to:

- i. Survival.
- ii. Develop to the fullest.
- iii. Protection from harmful influences, abuse and exploitation.
- iv. Participate fully and safely in family, cultural and social life.

The standards in this policy build on and incorporate legislation and government expectations for children, young people and vulnerable adults. This includes the Children Acts 1989 and 2004, The Education (Independent School Standards) Regulations and, for adults in need of protection, the Care Act 2014, and 'Safeguarding Adults – 2011 (ADASS)' replacing the 2005 document.

**In 2013 HM Government issued 'Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children'. This was most recently updated in July 2022.** The guidance is for statutory agencies and voluntary organisations alike and covers all the expectations of Government in relation to safeguarding children in England. The guidance specifically refers to places of worship where it says:

'Churches, other places of worship and faith-based organisations provide a wide range of activities for children and have an important role in safeguarding children and supporting families. Like other organisations who work with children they need to have appropriate arrangements in place to safeguard and promote the welfare of children.'

**We also pay regard to the DfE 'Keeping Children Safe in Education – statutory guidance for Schools and Colleges (updated in September 2022). We ensure that all staff read Part 1 and Annex A of this document. The Designated Safeguarding Lead checks the teacher and management prohibition lists for each new appointment, and regularly thereafter, in liaison with the Trustee for Safeguarding.**

'Every Child Matters: Change for Children' published in 2003 was the Government's agenda for safeguarding children. This was followed by The Children Act 2004 (England) that provided the legislative spine for developing more effective and

accessible services focused around the needs of children, young people and families. The Government's aim was for every child, whatever their background or their circumstances, to have the support they need to:

- i. Be healthy.
- ii. Stay safe.
- iii. Enjoy and achieve.
- iv. Make a positive contribution.
- v. Achieve economic well-being.

This meant that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - would be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life.

The five outcomes were universal ambitions for every child and young person, whatever their background or circumstances. Improving outcomes for all children and young people underpinned all of the development and work within Children's Trusts (see below).

The Every Child Matters: Change for Children programme encompassed all children, from birth to age 19, and through the National Service Framework for Children, Young People and Maternity Services (NSF), an integral part of the programme, the government aimed to support parents from pregnancy onwards. The vision was to create a joined-up system of health, family support, childcare and education services so that all children got the best start possible in the vital early years.

The Children Act 2004 (England) places a duty on every local authority with Children's Services' responsibilities in England to promote cooperation to improve the well-being of children in their locality. This was achieved through the setting up of Children's Trusts. These were partnerships between organisations that provide, commission, or are otherwise involved in delivering better outcomes for children and young people. Local authorities worked with its partners through Children's Trusts, to find out what worked best for children and young people in its area and act on it. They needed to involve children and young people in this process. Local authorities were expected to involve voluntary and community groups.

The Childcare Act 2006, amended in 2018, has contributed to transforming childcare and Early Years in England. The Childcare Act became law on 28 June 2006. It placed new duties on local authorities to improve the well-being of pre-school children and ensures there is sufficient childcare, and information about it, in the local area. Measures in the act formalise the important strategic role local authorities play through a set of new duties. These duties require authorities to improve the five Every Child Matters outcomes for all pre-school children and reduce inequalities in these outcomes. Also to:

- i. Secure sufficient childcare for working parents.
- ii. Provide a better parental information service.

The act also reforms and simplifies 'early years' regulation and inspection arrangements, providing for a new integrated education and care quality framework for pre-school children.

The Childcare Act 2006, amended 2018, further enhances the provision of Early Years entitlement and adds to the provision made by the previous Childcare Act 2006.

The 2018 amendment of the Childcare Act 2006 requires staff who may work in Early Years to self-declare that they have never

1. had a child placed under a Care Order.
2. had childcare registration cancelled or refused (apart from non-payment of fees)
3. Had any overseas conviction which would prevent you working with children in this country.

These self-declarations are stored in Staff Folders.

Reference has also been made to London Child Protection Procedures (7<sup>th</sup> edition, updated October 2022), in the preparation of this policy. These new amendments refer to the new General Data Protection Regulations. (GDPR, May 2018)

Safeguarding adults procedures refer to the local area-based, multi-agency response which is made to every adult 'who is or may be eligible for community care services' (National Health Service and Community Care Act 1990) and whose independence and well-being is at risk due to abuse or neglect.

## **C. Values and aims**

Having a formal written safeguarding policy demonstrates the commitment of Immanuel and its leadership (e.g. ministers, school principals, teachers, trustees, volunteers) to the safety, well-being and care of children, young people and vulnerable adults, always acting in their best interests. All those within Immanuel who work, or have contact, with children, young people and vulnerable adults follow the same standards of care, thus minimising the risk of false allegations.

We recognise that adults with disabilities can be equally vulnerable to abuse and neglect, as well as those with mental health problems and conditions like dementia. We are also aware that adults have been abused within relationships of trust, such as counselling. As a result of our increased understanding, we have put measures in place to safeguard vulnerable adults as well as children and young people.

We recognise the contribution we make to safeguarding children/young people and vulnerable adults. We value their protection. We value truth, justice and mercy. We

always seek to apply the spirit behind any code of practice and we value appropriate care for all those involved in allegations of abuse or proven abuse.

As such we aim to:

- i. Provide a caring, safe and stimulating environment, which promotes the social, physical and moral development of each child/young person/vulnerable adult.
- ii. Support their development in ways that will foster security, confidence and an age related level of independence.
- iii. Raise awareness of all members of staff and volunteers through training to recognise the signs of abuse and to understand our procedures including reporting possible cases of abuse.
- iv. Provide a systematic means of monitoring children/young people/vulnerable adults known or thought to be at risk of harm.
- v. Emphasise the need for good communication between staff.
- vi. Develop a structured procedure in cases of suspected abuse.
- vii. Develop and promote effective working relationships with other agencies, including the police and social care.
- viii. Ensure that all adults who have access to children/young people/vulnerable adults have been checked as to their suitability.

See 'Immanuel's Safeguarding Policy Statement' which is displayed in a prominent place in Havering Grange Centre Main Office.

## **D. Commitment to staff and volunteers**

The Trustees and leaders of Immanuel recognise the contribution that staff and volunteers make to the nurture, development, teaching and safeguarding of children/young people/vulnerable adults. In view of their working environment and reviews to social care procedures and practices, we recognise that they are in an increasingly vulnerable position whereby they can be made the subject of false or malicious accusations. With this in mind we aim to provide support, training and advice designed to avoid possible pitfalls and misunderstandings and will make every effort to minimise risk. We value our staff and volunteers highly and their vocation and reputation matter to us. School staff receive a Staff or Volunteer Handbook, as appropriate, and sign a Staff Code of Conduct and an Online Safety Acceptable Use Agreement. On an annual basis, all read the latest edition of Keeping Children Safe in Education (KCSIE) Part One and Annex A (September 2022), as well as the Immanuel Safeguarding Procedures. They also undergo informal annual refresher training on safeguarding procedures and complete on-screen modules throughout the year, on topics such as 'peer on peer abuse', 'sexual violence & harassment between children & young people' and 'The Prevent Duty'.

## E. Structure of accountability and responsibility

Ben Cope (Immanuel Leadership, School Management and Staff) and Sarah Williams (Principal, Immanuel School) are the Designated Safeguarding Leads and will receive regular and appropriate training every 2 years, as well as regular online training on safeguarding related modules. In addition, Safeguarding Trustee - Lin Milton and Chair of Trustees - Steve Milton, participate in the same online training. All are familiar with and keep up to date with KCSIE (September 2022) and Immanuel Safeguarding Procedures. The DSL and Trustee for Safeguarding receive weekly emails from both the Local Authority's Advisers for Safeguarding, Michelle Wain and Carol Rockey, and a well-known Safeguarding consultant, Andrew Hall. Contents are noted and implemented as appropriate, in accordance with locally agreed procedures and inter-agency working, including the Prevent Duty, for example.

The School Principal has specific responsibility for Safeguarding in EYFS. They work to government definitions and guidelines, and guidance issued by local government Safeguarding Partnerships (formally Local Safeguarding Children Boards). This means that they are aware of the current local procedures and processes and are therefore able to implement them quickly and accurately in order to safeguard the pupils and staff in their care. The local partnership is The BHR Safeguarding Partnership (Barking & Dagenham, Havering and Redbridge, although some school pupils live in other districts).

Both Designated Safeguarding Leads can be contacted on 01708 764449.

They will be responsible for:

- i. The implementation and up-dating of the Immanuel's policies and procedures in respect of safeguarding, including initiating the annual review.
- ii. Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- iii. Ensuring that all members of staff and volunteers are properly trained in safeguarding procedures, including the risks associated with e-Safety, The Prevent Duty and the risk of radicalisation.
- iv. Ensuring that all new members of staff and volunteers receive a copy of Immanuel's Safeguarding Policy and Procedures, incorporating Part H of the procedures – Concerns about and allegations against Staff, the identity of the two DSLs, Staff Code of Conduct and KCSIE Part 1 and Annex A as part of their induction process.
- v. Ensuring that support, training and advice designed to avoid possible pitfalls and misunderstandings is given to all staff and volunteers.
- vi. Keeping written records of concerns about a child/young person/vulnerable adult even if there is no need to make an immediate referral.
- vii. Ensuring that all such records are kept confidentially and securely and are separate from their records.

- viii. Acting as an advocate on behalf of children, young people, those with SEND, young carers and vulnerable adults in need of protection.
- ix. Ensuring that any pupil in Immanuel School who is subject to a Child Protection Plan and who is absent without explanation for two days is referred to social care.
- x. Liaising and working together with all other support services and those agencies involved in safeguarding.
- xi. Notifying social care and other agencies, as appropriate, as soon as there is a concern.
- xii. Providing continuing support to a child/young person about whom there have been concerns who leaves the church/school by ensuring that appropriate information is forwarded under confidential cover to the child's/young person's new church or school.
- xiii. Providing support to those affected by abuse.
- xiv. The supervision of offenders.
- xv. Regularly informing the Immanuel Leadership Team and Trustees on good practice issues.

This is explicit in their job description and although the DSL has overall responsibility for Safeguarding and the welfare of any Looked After Children and the School Principal, who is the DDSL, has lead responsibility for EYFS, it should be noted that, in line with Local Authority published thresholds, anyone can make a referral.

## **F. Insurance and safeguarding**

The consequences of failing to implement and maintain effective child protection procedures means that it is easier for a child to become the victim of abuse and/or it may continue undetected. Resultant injury or harm could lead to a civil action on grounds of negligence against those who could have taken steps to prevent it. Lack of effective procedures also increases the difficulty of proving innocence against a false accusation.

When an allegation of abuse is made it is essential to follow the guidance contained in this Policy and the Immanuel Safeguarding Procedures. In cases of alleged or actual abuse a ministry worker could incur substantial cost, either as damages awarded to a victim or in legal and other costs arising out of the actual or alleged abuse. Insurance policies issued to churches invariably include Public Liability cover and, more recently Legal Protection cover. In many circumstances (but not all) this will protect the ministry and its officers and workers against the financial costs.

Churches are considered 'high risk' by insurance companies. If there is a concern or allegation of child abuse involving the ministry (e.g. relating to ministry premises or personnel) our insurance company must be informed immediately. Failure to do so might affect the protection afforded by the policy. It is important also that no communication or correspondence on the matter is entered into with anyone else, other than to the statutory authorities involved or in relation to seeking appropriate advice and support from *Thirtyone:eight*.



Immanuel should take out adequate insurance to cover leaders and children during both on-site and off-site sessions. Insurance should cover transport to and from outside locations if you are intending to run off-site activities.

## **G. Confidentiality**

Regarding confidentiality:

- i. We recognise that all matters relating to safeguarding are confidential.
- ii. The Principal, senior youth worker or the Designated Safeguarding Leads will disclose any information about a child to other staff or volunteers on a need to know basis only.

## **H. Safer recruitment**

We practice safe recruitment by undertaking DBS checks of staff and volunteers who work with children/young people/vulnerable adults - see Immanuel Employment Policy and Procedures. The Designated Safeguarding Lead, Deputy and Leader of Immanuel have received Safer Recruitment Training by the London Borough of Havering and more recently by the NSPCC and online training provided by EduCare, which is part of TES.

Following the UK leaving the EU, Immanuel recognises that the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states and will follow advice as outlined in KCSIE (September 2022).

We will make further checks as appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- criminal records checks for overseas applicants – Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional bod applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.

## **I. Allegations against staff**

- i. At Immanuel, we understand that a child or third party may make an allegation against a member of staff. We understand that an allegation is wider than just those where it is considered that there is reasonable cause to believe that a child has suffered or is at risk of suffering significant harm. Some allegations may indicate that a staff member is unsuitable to

work with children. In line with the London Safeguarding Children Board and the London Child Protection Procedures (6<sup>th</sup> edition, updated September 2020), Immanuel has a procedure for dealing with such allegations, as explained in the Immanuel Safeguarding Procedures.

- ii. The procedures for dealing with allegations also apply to circumstances often covered by a 'whistle blowing' procedure. The purpose of this procedure is to assist all staff to share their concerns, if such concerns arise, about any adult in the setting, whether paid or voluntary. The procedure, laid out in the Immanuel Safeguarding Procedures, applies to all paid staff and volunteers working in Immanuel and reflects the requirements of Working Together to Safeguard Children (updated July 2022) and Keeping Children Safe in Education (updated September 2022).

All staff are aware of the procedure and should feel confident to voice concerns about the attitudes or actions of colleagues; this includes contact and actions using mobile phones, internet, email and chat. This procedure relates to a situation whereby a member of staff believes a colleague has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they are unsuitable to work with children.

## **J. Anti-bullying**

Our anti-bullying policy has regard, amongst other things, to that given in the DFE guidance Preventing and Tackling Bullying, July 2017, the Human Rights Act 1998 and the Race Relations Amendment Act 2000.

All, staff, teachers, volunteers, workers, parents/carers, children and young people should be made aware of the anti-bullying policy within Immanuel and what they should do if bullying arises. Everyone should have an understanding of what bullying is, be aware of possible signs it is happening and follow the policy when it is reported. Children, young people, vulnerable adults and parent/carers should be assured that they will be supported when bullying is reported.

Immanuel's safeguarding procedures includes:

- i. A definition of bullying, including racist, sexist and homophobic bullying.
- ii. Aims<sup>1</sup> and objectives.

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<sup>1</sup> We must aim to provide a safe and secure environment where everyone can flourish spiritually, emotionally, physically, socially and academically. Help everyone to understand that we are all unique. We have different strengths and weaknesses and are called to build each other up in love.

- iii. Procedures to follow - who to tell, how to record bullying, sanctions, intervention techniques and strategies<sup>2</sup>, curriculum/discussion support, training policy etc.
- iv. On-going monitoring.
- v. Encouragement to victims not to suffer in silence.

Immanuel has a zero tolerance to bullying. See 'Immanuel's Anti Bullying Procedures'.

## K. E- Safety

Immanuel endeavours to ensure the e-safety of all members of the school and church community. We believe it is important to recognise both the benefits and dangers of technology, seeking to use it wisely and in a way that honours God. Please refer to the separate Immanuel School e-Safety Policy.

## L. Definitions

For the purposes of Immanuel's safeguarding procedures, the following definitions apply:

- i. Definition of a child: the legal definition of a child is someone under the age of 18. Some legislation in the UK allows young people from age 16 to make certain decisions for themselves (e.g. getting married), but safeguarding legislation applies to anyone under the age of 18 because this is the legal definition of a child. The Children Act 1989 and 2004 in England and Wales, the Children (Scotland) Act 1995 in Scotland and the Children (Northern Ireland) Order 1995 in Northern Ireland similarly define a child as someone under 18.
- ii. Definition of vulnerable adult/adult in need of protection: an adult is someone 18 or over (unless specific legislation states otherwise). The Universal Declaration of Human Rights (1948), the European Convention on Human Rights, the Human Rights Act 1998 and the UN Convention on the Rights of Persons with Disabilities (2006) all state that adults should be free from abuse.

It follows that some adults because of circumstance or particular vulnerability or risk may be in need of protection. Vulnerable adults are also known as 'adults at risk'. *'An adult at risk of abuse or neglect is defined as someone who has needs for care and support, who is experiencing, or at risk of, abuse or neglect and as a result of their care needs - is unable to protect themselves.* The Care Act 2014.

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<sup>2</sup> Strategies can be adopted to prevent bullying. As and when appropriate, these may include: writing a set of group rules, signing a behaviour contract and having discussions about bullying and why it matters.

## **There is a separate e-Safety Policy, and Preventing Extremism and Radicalisation Policy for Immanuel School.**

### **M. Key contacts**

- 1.1 MASH (NOW PARTNERS) 01708 433222 (01708 433999 out of hours)  
[https://www.havering.gov.uk/info/20083/safeguarding\\_children](https://www.havering.gov.uk/info/20083/safeguarding_children)
- 1.2 LADO – Lisa Kennedy – 01708 431653 - [lado@havering.gov.uk](mailto:lado@havering.gov.uk)  
<https://www.havering.gov.uk/Pages/ServiceChild/Local-authority-designated-officer.aspx>

### **Where to go for further information:**

- a. Ofsted: Inspecting safeguarding in early years, education and skills 2019  
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
- b. Havering Local Safeguarding Partnership  
[https://www.havering.gov.uk/info/20083/safeguarding\\_children](https://www.havering.gov.uk/info/20083/safeguarding_children)
- c. Havering: MARF  
[https://www.havering.gov.uk/downloads/download/306/multi-agency\\_referral\\_form\\_marf](https://www.havering.gov.uk/downloads/download/306/multi-agency_referral_form_marf)
- d. Havering: Missing protocol  
[www.havering.gov.uk/missingchildren](http://www.havering.gov.uk/missingchildren)  
[cs10-havering-missing-protocol-august-draft.docx \(live.com\)](#)
- e. Thirtyone:eight  
[info@thirtyoneeight.org](mailto:info@thirtyoneeight.org)  
0303 003 1111
- f. Emily Knight | Prevent and Hate Crime Coordinator  
London Borough of Havering | Corporate and Community Resilience Team  
8th Floor Mercury House, Mercury Gardens, Romford, RM1 3RX  
Pronouns: She/Her  
01708 433082  
[emily.knight@havering.gov.uk](mailto:emily.knight@havering.gov.uk)
- g. Havering: Online CSE toolkit  
<https://www.havering.gov.uk/Pages/Services/Sexual-exploitation.aspx>
- h. Havering HES Hub COVID 19 guidance  
<http://www.hes.org.uk/Page/16925>
- i. London Child Protection Procedures, edition 7  
<http://www.londoncp.co.uk/>
- j. DfE: Statutory guidance: Working together to safeguard children 2018 (with Dec 2020 updates)  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- k. DfE: Statutory guidance: Keeping children safe in education 2022  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007260/Keeping\\_children\\_safe\\_in\\_education\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf)
- l. DfE Coronavirus (COVID-19): safeguarding in schools, colleges and other providers May 2020  
<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>
- m. DfE Safeguarding and remote education during coronavirus (COVID-19) May 2020  
<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- n. General COVID 19 guidance for educational settings May 2020  
<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19>
- o. DfE Coronavirus (COVID-19): Supporting vulnerable children and young people May 2020  
<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>
- p. DfE: Teaching Online Safety in schools 2019  
<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>
- q. DfE: Statutory guidance School exclusion, May 2020  
<https://www.gov.uk/government/publications/school-exclusion>
- r. DfE: Relationship Education and Relationship and Sex Education, July 2020  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- s. DfE: Behaviour and discipline in schools, July 2020  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- t. DfE – Mental Health and Behaviour in schools  
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- u. DfE: Mental health and behaviour in schools, November 2018  
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- v. DfE: Advice what to do if you are worried that a child is being abused 2015  
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- w. DfE: Preventing and Tackling Bullying 2017  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- x. DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges 2018  
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
- y. DfE Guidance: Protecting children from radicalisation: the prevent duty  
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- z. DfE: Searching, screening and confiscation at school  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- aa. DfE: Guidance: Safeguarding practitioners: information sharing advice 2018  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- bb. Home Office: Preventing youth violence and gang involvement  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
- cc. Home Office: Criminal exploitation of children and vulnerable adults: county lines  
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- dd. UKCIS: Sharing nudes and semi nudes  
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- ee. UKCIS: Tackling race and faith targeted bullying face to face and online  
<https://www.gov.uk/government/publications/tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools>
- ff. UKCIS: Safeguarding children and protecting professionals in early years settings: online safety considerations  
<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>
- gg. UKCIS: Online safety in schools and colleges: Questions from the Governing Board 2020  
<https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>
- hh. UKCIS: Education for a connected world 2020  
<https://www.gov.uk/government/publications/education-for-a-connected-world>

- ii. UKCIS guidance for Youth produced sexual imagery:  
<https://ineqe.com/2021/01/13/ukcis/>
- jj. LGfL: online safety policies  
<http://os.lgfl.net>
- kk. Gov.UK: Safeguarding children, latest documents  
<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children/latest>
- ll. NPCC- When to call the police  
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>
  - mm. NSPCC, Undertaking remote teaching and learning safely  
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>