

Safeguarding and Child Protection Policy

*ela*active

September 2025

INTRODUCTION

ELA Active fully recognises the responsibility it has under section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014 and the Apprenticeships, Skills, Children and Learning Act 2009 (as amended) to have arrangements in place to safeguard and promote the welfare of children.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2025). 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', 2025, 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 children ELA Active 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, neglected or exploited
- Follow the referral process if they have a concern.

This policy sets out how ELA Active's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children at ELA Active. Our policy applies to all staff, paid and unpaid, working in ELA Active including directors. All ELA Active staff can be the first point of disclosure for a child. Concerned parents/carers may also contact ELA Active and its directors.

It is consistent with the Safeguarding Children Partnership Board procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole 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

- 1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.
- 1.2 ELA Active will therefore:
 - 1.2.1 Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.
 - 1.2.2 Ensure children know that there are trusted adults in ELA Active whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
 - 1.2.3 Adapt our activities and programmes to be age-appropriate and suited to the stage of development of each child, taking into account individual needs and vulnerabilities. This includes providing appropriate support for children who may have experienced abuse and for those with special educational needs or disabilities.
 - 1.2.4 Include within our activities opportunities that help children develop their understanding of fairness, respect, equality, and the impact of stereotyping and prejudice.
 - 1.2.5 Ensure that all holiday club staff and volunteers challenge prejudice-related behaviour, including but not limited to sexism, misogyny/misandry, homophobia, biphobia, and sexual harassment or violence. Any prejudice-related incidents will be managed in line with our Equality and Diversity Policy.
 - 1.2.6 For Younger Children (Primary/Special School Age)

ELA Active recognises the importance of supporting children to stay safe from abuse and exploitation in all contexts. Through participation in activities and interaction with staff, children will be supported:

- Be aware that families are important for children growing up safe and happy because they can provide love, security and stability.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Children should learn skills for developing caring, kind friendships.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

1.2.7 For Older Children (Secondary School Age)

Through participation in ELA Active activities, older children will be supported to:

- How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.
- The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, children should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
- The role of consent, including in romantic and sexual relationships. Children should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
- Children should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.
- Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online.
- Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Children should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Children should understand the serious risks of sending material to others, including the law concerning the sharing of images.
- Children should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment.
- What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
- That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Children should be taught where to go for advice and support about something they have seen online.
- That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners.
- The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
- What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.

- The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.

2.0 PROCEDURES

2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website:
[Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

2.2 The Designated Safeguarding Lead is:

Ryan Baxter – Sports Centre Manager

2.2.1 The Deputy Designated Safeguarding Leads are:

Jenna Bickley – Director of Commercial Performance

2.2.2 The Trust Safeguarding Lead is:

Rebecca Butler

2.3 The Trust Board of Directors will:

- 2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.
- 2.3.2 Ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education, 2025 Annex C).
- 2.3.3 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, 2025, Annex C). Ensure that the DSL and deputies have undertaken the two-day training provided by the Cambridgeshire Education Safeguarding Team and that this training is updated **at least every two years**.
- 2.3.4 Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via updates, meetings or additional training **at least annually**.
- 2.3.5 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**.

ELA Active Safeguarding Procedure

Immediate Risk Situations

1. Contact Ryan Baxter (DSL) or Jenna Bickley (DDSL) immediately.
2. If the DSL/DDSL are unavailable and the concern is urgent, dial 999.
3. Inform the DSL/DDSL as soon as possible afterwards.

Safeguarding Concerns (No Immediate Danger Identified)

1. Complete the online Log of Concern form (goes directly to DSL/DDSL).
2. Submit your report on the same day the concern arises.
3. Follow-up actions will be provided by DSL/DDSL.

Key Reminders

- Always act, even if unsure – better to over-report than overlook something.
- Do not promise confidentiality to a child; explain you must pass concerns to someone who can help.
- Keep safeguarding discussions calm, discreet, and respectful.
- Posters with contact details are displayed in staff areas.
- All safeguarding concerns are logged and escalated in line with ELA Active policies.

2.3.6 Ensure that the DSL or DDSL are always available 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.

2.3.7 The DSL or Deputy DSL will be available 24 hours, 7 days a week, via email or phone. In the event, that neither member of staff are available, this should not delay appropriate action being taken and staff should contact the Senior Leadership Team and/or speak to the MASH (Multi-agency Safeguarding Hub) 0345 045 5203 (office hours) 01733 234 724 (out of hours) to discuss safeguarding concerns. If the above is unattainable, please call 999.

See Annex C, page 171 of Keeping Children Safe in Education 2025 for details of requirements.

2.3.8 Liaise with the three safeguarding partners (Local Authority, Integrated Care Board and Police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2023.

2.3.9 Ensure every member of staff knows:

- the name of the Designated Safeguarding Lead/Deputies and their role
- how to identify the signs of abuse, neglect, and exploitation, 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/targeted support 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.

2.3.10 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.

2.3.11 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.

2.3.12 Ensure that parents are informed of the responsibility placed on ELA Active and staff in relation to child protection by setting out these duties in ELA Active. This can be found on our website.

2.3.13 Ensure that this policy is available publicly via website (active.tela.org.uk.)

2.3.14 Help promote positive outcomes by sharing relevant information about the welfare, safeguarding, and child protection needs of children who have, or have previously had, a social worker with ELA Active staff and, where appropriate, with partner agencies.

2.3.15 Where children attend activities or sessions delivered by an external provider, ELA Active will obtain written confirmation from the provider that appropriate safeguarding checks have been completed for all individuals working with the children.

2.3.16 Where children take part in activities through an external provider, ELA Active and the provider will have clear procedures for managing safeguarding concerns between the two organisations. ELA Active remains responsible for the safeguarding of the child and will ensure that the placement is suitable and meets the child's needs.

Procedure for Ensuring Safeguarding Checks with External Providers

Purpose

To ensure that all external providers delivering activities for children attending ELA Active have robust safeguarding measures in place, and that ELA Active fulfils its responsibility for child safety at all times.

1. Identification of External Activities

- The ELA Active Manager will maintain an up-to-date list of all activities delivered by external providers (including sports, enrichment, and specialist sessions).
- Any new external activity must be risk assessed and approved before being offered to children.

2. Safeguarding Checks Required from External Providers

All external providers must supply:

- DBS checks: Written confirmation that all staff working with or having contact with children hold current, enhanced DBS checks completed by the provider under the contractor/supplier name.
- Original DBS Certificates: ELA Active must be shown the original DBS certificate for each employee working with the children.
- Letter of Assurance: A formal letter confirming that the provider follows safer recruitment processes, including identity checks, employment history verification, and appropriate references.
- Safeguarding Policy: A copy of the provider's safeguarding/child protection policy, including named Designated Safeguarding Lead (DSL) or equivalent.

3. Verification Process

- The ELA Active Manager (or Designated Safeguarding Lead) will obtain and file the above documentation prior to the start of any activity.
- DBS evidence (sighting of original certificates) will be logged and signed off by the ELA Active Manager.
- Documents will be stored securely in ELA Active's safeguarding records and updated annually.
- No provider will be permitted to deliver sessions until all documentation has been received and verified.

4. Ongoing Responsibility

- ELA Active remains responsible for the safeguarding of all children attending sessions, even when activities are delivered by an external provider.
- ELA Active staff will remain present and on site during externally delivered activities to ensure oversight and to respond to any safeguarding concerns.

5. Managing Concerns

- Any safeguarding concerns arising during an external provider's activity must be reported immediately to the ELA Active Designated Safeguarding Lead (DSL).
- The DSL will follow ELA Active's safeguarding procedures and, where necessary, liaise with the provider's DSL.

2.4 Multi-Agency Working

ELA Active will:

- 2.4.1 Work to develop effective links with relevant agencies and services to promote the safety and welfare of all children attending ELA Active.
- 2.4.2 Co-operate as required, in line with 'Working Together to Safeguard Children,' (2023), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- 2.4.3 When a pupil who is subject to a Child Protection Plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

2.5 Record Keeping

ELA Active will:

2.5.1 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.

2.5.2 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.

2.5.3 Ensure records are stored securely on the ELA Active shared drive. Access is restricted to DSL and DDSL.

2.5.4 Sharing Safeguarding Information

- Where appropriate, the Designated Safeguarding Lead (DSL) at ELA Active will consider whether safeguarding information should be shared with a child's school, college, or other relevant setting in order to support the child's safety and welfare.
- Any sharing of information will be carried out in line with statutory guidance (Keeping Children Safe in Education, 2025) and the Cambridgeshire Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.
- The DSL may decide to share information with the school/college in advance of a child leaving ELA Active if it is judged to be in the best interests of the child.
- Parents will normally be informed if safeguarding information is shared, unless to do so would place the child at increased risk of harm.

2.5.5 Ensure all actions and decisions are led by what is considered to be in the best interests of the child and rationales are included for all discussions and decisions made.

2.6 Confidentiality and information sharing

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

ELA Active will:

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

2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

2.6.4 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.

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

The Designated Safeguarding Lead/Deputies will:

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

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

2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' 2023)

2.6.9 In cases where the 'serious harm test' is met, ELA Active must withhold providing the data in compliance with ELA Actives' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt ELA Active should seek independent legal advice.

2.6.10 Seek advice about confidentiality from outside agencies if required. (See 'Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

2.7 Communication with Parents/Carers

ELA Active will:

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

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

2.7.3 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if ELA Active 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 a Child in Need or Child Protection Enquiry is undertaken.

2.8 Child-on-Child Abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of ELA Active and online. By definition, it applies to abuse by one child of another child – regardless of the age, of stage of development, or any age differential between them.

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 personal relationships between children; physical abuse; harmful sexual behaviour; sexual violence and sexual harassment including upskirting, and online sexual harassment; child sexual exploitation; child criminal exploitation; hate incidents and hate crime; racism; and initiation/ hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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

ELA Active will therefore:

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

2.8.3 Provide training for staff about recognising and responding to child-on-child abuse,

2.8.4 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'.

2.8.5 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.

2.8.6 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. ELA Active will ensure that these children have a trusted adult in ELA Active to talk to.

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

2.8.8 The Designated Safeguarding Lead will refer to the Safeguarding Children Partnership Board's [Child Sexual Behaviour Assessment Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) if there is a concern that a young person may be displaying sexually harmful behaviours.

2.9 **Dealing with Sexual Violence and Sexual Harassment between children**

2.9.1 Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. 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.

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.

ELA Active will:

- 2.9.2 Refer to 'Keeping Children Safe in Education - Part Five', 2025 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, March 2024)
- 2.9.3 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.
- 2.9.4 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.9.5 Make decisions on a case-by-case basis.
- 2.9.6 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.7 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 2.9.8 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.9.9 Liaise closely with external agencies, including police and social care, when required.

3.0 SUPPORTING CHILDREN

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

- 3.1 Providing activities which promote and provide opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the Trusts behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the child's sense of self-worth. ELA Active will ensure that the child knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Early Help (Targeted Support) Teams.
- 3.5 Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- 3.6 Recognising 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 (Risks outside the home). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances. Please see

page 10 of Keeping Children Safe in Education, 2025 for the complete list. The list includes:

3.7 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 more vulnerable to abuse and can face additional safeguarding challenges both online and offline. ELA Active staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse, neglect, and exploitation.

ELA Active 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.

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

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.

3.8 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. These are referred to as Extra-Familial Harms/Contextual Safeguarding and/or Risks Outside the Home.

ELA Active will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's [Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

ELA Active 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.

3.9 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.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's [Contextual Risk Screening Tool | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk) and refer to Social Care if there is a concern that a young person may be at risk of CSE.

ELA Active recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

3.10 Children Persistently Absent from Activities/Clubs

ELA Active recognises that children who are persistently absent from activities or clubs, without clear explanation, may be at risk of a range of safeguarding concerns, including abuse, neglect, child sexual exploitation, child criminal exploitation, modern slavery, mental health difficulties, risk of substance misuse, risk of travelling to conflict zones, and risk of female genital mutilation (FGM) or forced marriage.

- **Monitoring Attendance:** ELA Active will monitor patterns of attendance at its clubs and activities and follow up promptly on unexplained or persistent absences where there are safeguarding concerns.
- **Emergency Contacts:** ELA Active will aim to hold more than one emergency contact for each child, to ensure there are additional responsible adults to contact if welfare concerns arise due to non-attendance.
- **Raising Concerns:** Where a child is persistently absent and there are safeguarding concerns, ELA Active's Designated Safeguarding Lead (DSL) will follow the safeguarding procedures and, where appropriate, share information with the child's school, Social Care, or other relevant agencies.

- **Children Subject to Plans:** If a child who is subject to a Child Protection Plan, Child in Need Plan, or for whom there are ongoing safeguarding concerns is absent without explanation, the DSL will inform Social Care without delay.

3.11 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 consider a Child in Need or Child Protection referral. However, ELA Active 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 or criminal exploitation.
- The child's substance misuse dependency is affecting their mental and physical health and social wellbeing.
- Where the misuse is suspected of being linked to parent/carer substance misuse
- Where the child's substance misuse dependency is putting the child at such risk that intensive specialist resources are required
- Where the child is perceived to be at risk of harm through any substance associated criminality.

3.12 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 abuse.

When ELA Active 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:

- Parent/ carer/other family members drug and/or alcohol use is at a problematic level and are unable to provide care to child.
- Family home is used for drug taking / dealing / illegal activities.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Child or household member found in possession of Class A or Class B drugs / drug paraphernalia found in home.
- Evidence of substance/drug misuse during pregnancy

3.13 Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over 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.

ELA Active 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. ELA Active 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 ELA Active we are working in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to children who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic abuse incidents to which Police have been called, where one of our child participants has been present, with the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.

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

3.14 Children at risk of 'Honour- Based' Abuse (HBA) including Female Genital Mutilation (FGM)

Honour-Based Abuse can be defined as:

'An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator's perception that an individual has shamed, or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community's accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.'

ELA Active 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 Marriage and Civil Partnership (Minimum Age) Act 2022 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.

ELA Active 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 via the DSL. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate.

Children previously in care or who have returned home to their family from care

ELA Active 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 Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board Multi-Agency Procedures.

3.15 Children showing signs of Abuse, Neglect and/or Exploitation

ELA Active recognises that experiencing abuse, neglect or exploitation may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. ELA Active may be the only stable, secure, and predictable element in the lives of children at risk. Children who have experienced abuse, neglect or exploitation 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 ELA Active 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. Risks outside the home 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.

ELA Active 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.

3.16 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 college's safeguarding approach.

The Trust will ensure that a DSL has undertaken Prevent Lead training (which is updated every two years) and that all staff receive training about the Prevent Duty.

Staff are required to be alert to changes in children's behaviour 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. ELA Active's Designated Safeguarding Lead (and Deputies) should be aware of local procedures for making a Prevent referral using the Prevent National Referral Form found on the Cambridgeshire and Peterborough Safeguarding Board website.

[National Prevent referral form \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk)

See also Prevent Duty Guidance: for England and Wales,' HM Government, (March 2024).

3.17 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.

3.18 Children who have Family Members in Prison

ELA Active 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.

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

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

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

4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1 ELA Active will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in

Education', 2025. This section should be read in conjunction with the school's Safer Recruitment Policy.

- 4.2 The Trust Directors will ensure that at least one of the people on the recruitment panel has completed safer recruitment training.

Jenna Bickley – Director of Commercial Performance
Ryan Baxter – Sports Centre Manager

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

- 4.3.1 Any allegation of abuse made against staff, (including casual staff, other staff, volunteers, and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2025, Part Four, Section One, will be reported straight away to *the* Designated Safeguarding Lead.
- 4.3.2 In cases where the DSL is the subject of an allegation, it will be reported to the *DDSL*. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2025.
- 4.3.3 ELA Active 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', 2025, Part Four *and* ELA Active's HR Policies, and seek advice from their HR provider.
- 4.3.4 The DSL will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.
- 4.3.5 Before contacting the LADO, ELA Active should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future possible police investigation.
- 4.3.6 Where the ELA Active identify 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.
- 4.3.7 ELA Active 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.
- 4.3.8 ELA Active will ensure that any disciplinary proceedings against staff, casual staff or volunteers relating to child protection matters are concluded in full even when the member of staff, casual staff or volunteer is no longer employed at ELA Active, and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

- 4.3.9 Staff (including casual staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 4.4 **Concerns that do not meet the harms threshold (Part Four, Section Two)**
- 4.4.1 Low level concerns that do not meet the harms threshold should be reported to the Designated Safeguarding Lead. NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.
- 4.4.2 In cases where the DSL is the subject of a low-level concern, it will be reported to the DDSL. ELA Active will follow the procedures set out in Part Four, Section Two of 'Keeping Children Safe in Education', 2025.
- 4.4.3 ELA Active will deal with any such concern, no matter how small, where an adult working in or on behalf of ELA Active may have acted in a way that:
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- 4.4.4 All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.
- 4.4.5 ELA Active 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).
- 4.4.6 Records are securely stored on the ELA Active shared drive. Access is restricted to DSL and Senior Management Team.
- 4.4.7 ELA Active will promote an open and transparent culture in which all concerns about all adults working in or on behalf of ELA Active (including staff, volunteers, and contractors) are dealt with promptly and appropriately. This will enable the ELA Active 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 ELA Active.
- 4.4.8 ELA Active should ensure that **all** staff, including casual staff, volunteers, and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with children 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 casual 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.

4.4.9 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).

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

5.0 Extended ELA Active Provision and External Activities

5.1 Where ELA Active staff provide extended provision or before/after activities (on or off site), the safeguarding arrangements in this policy will apply in full.

5.2 Where activities are run by another organisation, on or off site, ELA Active will seek assurance that the provider has suitable safeguarding and child protection policies in place, and that there are arrangements to liaise with ELA Active where necessary.

5.3 ELA Active will follow the guidance in Keeping Children Safe in Out-of-School Settings (May 2025) when assessing external providers' safeguarding arrangements.

5.4 Safeguarding requirements will be written into any lease, hire, or transfer of control agreements for use of ELA Active premises. Failure to comply will result in termination of the agreement.

Categories of abuse, neglect and exploitation

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 because 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 caregivers.
- Ensure access to appropriate medical care or treatment.
- Provide suitable education.

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 person's 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.

Risks Outside the Home - is an approach that considers children and young people's experiences of significant harm beyond their families. The approach considers children and young people's experiences being not only influenced by their family, but also by their peer network, wider community and society in general. These threats can take a variety of different forms, including: Exploitation by criminal gangs and organised crime groups; Children who go missing and trafficking; Online abuse; Sexual exploitation; Influences of extremism leading to radicalisation

Useful Contacts - Cambridgeshire

Education Safeguarding Team	ecps.general@cambridgeshire.gov.uk
Education Safeguarding Manager – Sara Rogers	sara.rogers@cambridgeshire.gov.uk
Early Help Hub (EHH) - Targeted Support Service	Tel: 01480 376666
Customer Service Centre – Social Care referrals	Tel: 0345 045 5203
Emergency Duty Team (out of hours)	Tel: 01733 234724
Police Child Abuse Investigation Unit	Tel: 101
Local Authority Designated Officer (LADO)	lado@cambridgeshire.gov.uk
	Tel: 01223 727967
Senior Leadership Adviser – Phil Nash	Tel: 07920 270820
Prevent Officers	prevent@cambs.police.uk
	Tel: 01480 422277

Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2025)

“Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings” (May 2025)

“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” (May 2024)

“Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges” (March 2025)

“The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk) (Jun 2023)

“Prevent Duty Guidance: for England and Wales” (March 2024)

“Sharing nudes and semi-nudes: advice for education settings working with children and young people” (UKCIS, March 2024)

“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” (December 2023)