

## Batheaston Primary School

### Child Protection (Safeguarding) Policy

<b>Role</b>	<b>Name</b>	<b>Contact details</b>
<b>Headteacher</b>	<b>Sarah Weber</b>	<a href="mailto:Batheaston_pri@bathnes.gov.uk">Batheaston_pri@bathnes.gov.uk</a> 01225 858555
<b>Designated Safeguarding Lead</b>	<b>Nikki Macbeth</b>	<a href="mailto:Batheaston_pri@bathnes.gov.uk">Batheaston_pri@bathnes.gov.uk</a> 01225 858555
<b>Deputy Safeguarding Leads</b>	<b>Sarah Weber Sian Grindle (from September 2017)</b>	<b>As above</b>
<b>Designated Safeguarding Governor</b>	<b>Dr Justin Rogers from September 2017</b>	<b>As above</b>

#### **1 Principles**

- 1.0 Batheaston CEVC Primary School takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.
- 1.1 All action is taken in line with the following legislation/guidance:
- South West Child Protection Procedures (SWCPP), [www.swcphp.org.uk](http://www.swcphp.org.uk),
  - Section 175 Children Act 2002
  - Keeping Children Safe in Education 2016
  - Working Together to Safeguard Children 2015
  - What to do if you're worried a child is being abused 2006
  - Safeguarding Children and Safer Recruitment in Education 2007
  - Local Safeguarding Children Board Guidance and The Prevent Duty (2015)

- 1.2 We will follow procedures set out by the Local Safeguarding Children Board and take account of further guidance issued by the DfE, and the Local Authority (LA).
- 1.3 Our policy applies to all staff, governors/proprietors and volunteers working in the school.
- 1.4 We recognise that staff, because of their contact with and knowledge of children or young people in their care, are well placed to identify abuse and offer support to children in need.

1.5 **As part of the ethos of the school, the staff and governors are committed to:**

- ensuring the school practises safer recruitment in checking the suitability of staff and volunteers to work with children;
- ensure we have a Designated Safeguarding Lead (DSL) for Safeguarding/child protection who has received appropriate training and support for this role. The DSL is Nikki Macbeth. Dr Justin Rogers is the DSL governor. There is one member of staff who will act in the Designated Person's absence. This is Sarah Weber, Head teacher.
- ensuring that all staff and volunteers understand, and adhere to, the school's code of conduct;
- establishing and maintaining a safe school environment, where all pupils feel secure, can learn and develop, are encouraged to talk and are listened to, where their views are valued and respected;
- supporting pupils who have been abused, and carrying out specific actions in accordance with the agreed child protection plan; including opportunities in the curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- keep written records of concerns about children, even where there is no need to refer the matter immediately;
- ensuring all teaching and support staff are aware of signs and symptoms of physical, sexual, emotional abuse and neglect (together with specific safeguarding issues such as FGM); and that they know the correct procedure for referring concerns, or reporting allegations against staff, in line with Keeping Children Safe in Education 2016 and the Local Authority Managing Allegations procedures, and receive appropriate training to enable them to carry out these requirements;
- ensuring all volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated person responsible for child protection;
- exercising their duty to work in partnership with other agencies and to share information with them, including attendance at child protection conferences, core groups and preparation of reports for conferences;
- ensure that any professional disagreement does not detract from ensuring a child is safeguarded. The child's welfare and safety must remain paramount throughout. The school will follow the 4 stage procedures set out by the Escalation Policy on SWCPP.
- encouraging and supporting parents/carers, working in partnership with them.

- 1.6 The school recognises that it is an agent of referral and not of investigation.
- 1.7 The Child Protection (Safeguarding) Policy should be read in conjunction with other relevant policies and include definitions of abuse (*Please ensure you check all the new priorities in KCSIE2016*)

- Positive Handling and the Use of Reasonable Force

<sup>1</sup> *Please refer to the South West Child Protection procedures for further information on safer recruitment.*  
<http://www.online-procedures.co.uk/swcpp/contents/safer-recruitment/>

- Anti-bullying
- Attendance Policy
- Child Sexual Exploitation
- Female Genital Mutilation
- Children in Care
- Radicalisation (PREVENT)
- Children Missing from home and education
- Anti-racism
- Health and Safety
- Behaviour
- Exclusions
- Equality
- PHSE
- Internet Safety
- School Security
- Educational Visits
- Medical Needs
- First Aid
- Lone Working
- Use of social media/your policies regarding staff not using IT for any personal use
- Whistle Blowing

## Types of Abuse

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

### Main categories of abuse:

**Physical**

**Emotional**

**Sexual**

**Neglect**

### Specific safeguarding issues:

For other specific safeguarding issues, please see Keeping Children in Education 2016 (p12-13)

- Child sexual exploitation
- So called Honour based violence including Female Genital Mutilation and Forced Marriage
- Preventing radicalisation
- Children missing education
- Peer on peer abuse

**Abuse:** *a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.*

**Neglect:** is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to:

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

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

**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.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, anal or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**Emotional abuse:** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions beyond the child's developmental capability as well as the overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve serious bullying, causing children frequently

to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## Children Missing Education

A child going missing from education is a potential indicator of abuse and neglect. If a member of staff or volunteer becomes aware that a child is missing, or missing education, they need to report to the DSL immediately. After reasonable attempts have been made to contact the family, we will notify the CMES team, social care or the police. If a looked after child or a child subjected to a CP plan goes missing, we will notify social care immediately.

Unauthorised absence procedures will be followed where a child or young person. These procedures are detailed with our Attendance Policy. The school will also refer any child being withdrawn from school with the intent to be electively home educated, to the CMES.

## Managing Disclosures

All members of staff should have an understanding of the signs and indicators of abuse. A case of abuse may be suspected from a variety of sources:

- A pupil discloses to a member of staff personally.
- From behaviour of, or marks on, the pupil (i.e. bruises, welts or lacerations).
- A pupil is asked if everything is all right and he/she discloses abuse.
- A pupil indicates through schoolwork that he/she is being abused.
- A pupil tells a member of staff that he/she knows that another pupil is being abused.
- A third party informs a member of staff that he/she knows a pupil is being abused.

The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. If a child has a special educational need that may impair their ability to express such information, we will ensure that the assigned teaching assistant has the necessary communication skills to support in this. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

All members of staff must know how to respond to a pupil who discloses abuse. It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated teacher with responsibility for child protection prior to any discussion with parents.

- Staff should reassure the pupil that he/she is right to tell them and is not to blame.

- Staff must not promise confidentiality. They should explain that they have to make sure the pupil is safe and that they may need to ask other adults to help.
- Staff must not interrogate the pupil or ask leading questions; they must let the pupil tell the member of staff what he/she wants to and no more; the pupil may have to disclose to a specialist later and too much detail may interfere with later investigations.
- Staff must listen carefully and repeat the pupil's words. They should not take notes during disclosure. They should make a written report as soon as possible after the disclosure.
- Staff must take the child seriously and try to remain calm and caring. They should not react emotionally to what is being said.
- Staff must not attempt a detailed examination or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken – the child should only be examined by a doctor. If a pupil wants to show a member of staff ensure that a colleague of the same sex as the pupil is also present.
- The pupil, when finished, should be made to feel secure and told what the member of staff proposes to do next. This pupil has chosen the member of staff as an adult to be trusted.
- The pupil must not be asked to repeat what they have said to other staff members at any point. It is the staff member's responsibility to record and report what the pupil has disclosed.

### **Confidentiality**

We recognise that all matters relating to child protection are confidential, however all staff must be aware that:

- We must not promise to keep secrets which might compromise a child's safety or wellbeing or that of another child;
- We have a professional responsibility to share information with other agencies in order to safeguard and protect children, in accordance with LSCB information sharing protocols;
- The DSL or Headteacher will disclose personal child protection information about a pupil to other members of staff only on a need-to-know basis;
- We must respect children and families rights to privacy and ensure that their personal matters are dealt with and communicated professionally and with due regard to Human Rights and Data Protection legislation

## **2.0 Procedures for Referral**

- 2.1 Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that abuse may have occurred **must** report it immediately to the Designated Safeguarding Lead Nikki Macbeth or if unavailable Sarah Weber, Head Teacher. In the absence of either of the above, the matter should be brought to the attention of the Sian Grindle.

- 2.2 The Designated Safeguarding Lead will immediately inform the Children and Families Assessment and Intervention Team (CAFAIT) by telephone **01225 396312/313** or the Emergency Duty Team **01454 615165**.
- 2.3 Telephone referral to the Children and Families Assessment and Intervention Team (CAFAIT) will be confirmed in writing using the form marked C2 within a maximum of 48 hours, ideally 24 hours.
- 2.4 Essential information will include the pupil's name, address, date of birth, family composition, and reason for referral, previous concerns, name of person receiving the referral and any advice given. The referral must be signed and dated by the referrer.
- 2.5 The referral will be shared with the parent/carer, and where appropriate with the child/young person, unless to do so may place the pupil at increased risk of significant harm, in which case advice should be sought from the CAFAIT team. **If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the school must consult the Duty Social Worker before informing parents, unless the child is subject to a Child Protection Plan in which case schools must contact the allocated Social Worker.** The relevant Social Worker will advise the school when, and by whom, parents will be informed.
- 2.6 Confidentiality must be maintained and information relating to individual pupils/families shared with staff on a strictly need to know basis.
- 2.7 Referrals for Alleged Perpetrators of Sexual Abuse – Where a pupil is being investigated by the police for allegedly committing sexual offences, and the police have said they will make a referral to CAFAIT, the school will still telephone the CAFAIT without delay to raise awareness of the concerns relating to the alleged perpetrator. The CAFAIT will advise whether or not a C2 needs to be completed by the school.

### **Parental Involvement**

For more information, please refer to *Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015*.

Parents/carers will be made aware of the school's child protection policy via the school website and initial meetings with parents of new pupils. Parents will also be made aware of how they can access the full child protection policy.

Where a referral is needed, the designated person should inform parents/carers before making the referral, unless to do so may place the pupil at increased risk of significant harm. For example, if doing so would:

- place a child at increased risk of significant harm;
- place an adult at increased risk of serious harm;

- prejudice the prevention, detection or prosecution of a serious crime;
- lead to unjustified delay in making enquiries about allegations of significant harm

All records relating to child protection concerns will be kept securely, separately and confidentially by the DSL Person in accordance with *Bath and North East Somerset, Local Safeguarding Children Board's 'Children In Need Handbook'* - *'Guidelines on Record Keeping and Management of Child Protection Information'*. They do not form part of the pupil's educational records.

## **Supporting Children**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame and school may be the only stable, secure and predictable element in their lives. When at school their behaviour may be challenging and defiant or they may be withdrawn.

We will support pupils by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- promoting a safe, caring and positive environment within the school
- liaising and working with support services and agencies involved in the safeguarding of children
- notifying the Locality Social Care Team as soon as there is a significant concern
- notifying the social worker immediately if a pupil subject to a child protection plan is excluded
- ensuring appropriate information is forwarded under confidential cover to the pupil's new school

## **Children with Special Educational Needs or Disabilities (SEND)**

The school recognises that for a variety of reasons, children with additional needs face an increased risk of abuse and neglect; therefore adults are expected to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

Additional barriers can exist when recognising abuse and neglect in children with SEND. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

We will provide a school environment in which pupils with SEND feel confident and able to discuss their concerns. Whenever possible, pupils will be given the

chance to express themselves to a member of staff with appropriate communication skills. The DSL will work with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with particular communication needs.

## Early Help

At this school, whenever possible, we will ensure that early intervention is actioned via a referral to Early Help as soon as the criteria are met, to prevent situations to escalate into larger problems.

Therefore the school will consider the following:

- Undertake an assessment of the need for early help (CAF);
- Provide early help services e.g. school nurse, SENCO
- Refer to appropriate services e.g. CAMHS, Behaviour support panel etc.

### 3.0 Alleged Abuse by Staff

3.1 The school will follow the LSCB Managing Allegations Protocol available on LSCB website and The Hub and the South West Child Protection Procedures for managing allegations against staff. Maintained schools will contact the Senior Human Resources Consultant adviser for consultation as soon as an allegation is made on telephone **01225 394490** (or one of the other Senior HR Consultants).

3.2 If unable to contact the above, the school will contact the Local Authority Designated Officer (LADO) on **01225 396810** or, in the LADO's absence, Head of Safeguarding and Quality Assurance 01225 396339. **The LADO must be notified within one working day.**

3.3 The LADO will co-ordinate the next steps, record notes and advise on the appropriate action to be taken.

3.4 If staff have a concern about another member of staff then this should be referred to the Head teacher or Principal. Where there are concerns about the Head Teacher or Principal, they should be referred to the chair of Governors or Proprietor.

3.5 The Chair of Governors or the Proprietor will follow the LA 'Guidance for Chairs of Governors Dealing with Child Protection Allegations against the Head Teacher', and contact the Senior H R Consultant for consultation (Or one of the other Senior HR Consultants) An allegation must not be discussed with the alleged perpetrator or other members of staff/governors, unless advised to do so by a LA designated officer. *Schools must be clear they are following the revised guidance in Keeping Children Safe in Education 2015.*

3.6 The school is legally obliged to make a referral to the Disclosure and Barring Service (and NCTL for teachers) if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave

while under investigation for allegedly causing harm or posing a risk of harm to children

- 3.7 The school has a code of conduct in place, which clearly states what behaviours are acceptable and what behaviours are not. Staff sign to say that they have read and understood the document.

#### **4.0 Record Keeping**

- 4.1 Any member of staff receiving a disclosure of abuse, or noticing possible abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event into context, and giving the date, time and location. All records must be dated and signed and discussed with the designated person for child protection. Where staff have observed injuries to a child, these should be recorded on a body map outline, with some indication given about the size of the injury. Staff should not take photographs of injuries.
- 4.2 All hand-written records will be retained, even if they are subsequently typed up in a more formal report.
- 4.3 Written records of concerns about children must be kept, even where there is no need to make a referral immediately. Where concerns do not meet the threshold for a referral to CAFAIT consideration should be given to the appropriateness of completing a CAF and making a referral for a Team Around the Child meeting.
- 4.4 All records relating to child protection concerns will be kept securely, separately and confidentially by the DSL Person in accordance with *Bath and North East Somerset, Local Safeguarding Children Board's 'Children In Need Handbook' - 'Guidelines on Record Keeping and Management of Child Protection Information'*. They do not form part of the pupil's educational records.
- 4.5 A chronology will be kept at the front of the Child Protection file, which is reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting actions and outcomes.
- 4.6 The quality of child protection records will be monitored by the Head teacher.
- 4.7 Where a child moves school, copies of child protection documentation must be passed immediately and confidentially to the receiving school, separate from general records, with the original records retained by the school. The Head Teacher or designated person for child protection will also telephone the Head Teacher or designated person for child protection at the new school/college to raise awareness of child protection concerns, and that records are being transferred. When children join Batheaston, a written request is made to establish if there are any child protection concerns.

4.8 The school will refer to the NSPCC document entitled Records Retention and Storage.

## 5.0 Training

5.1 Governors and proprietors must ensure that all staff read and are familiar with Part One: Safeguarding Information for all staff (page 5) in Keeping Children Safe in Education 2016. Governors and proprietors will also ensure that all staff understand and discharge their responsibilities as set out on Part One of this Guidance.

5.2 The Designated Safeguarding Lead and their Deputy must receive **multi-agency** child protection training every 2 years. (minimum as set out by the LSCB and refresher requirements set nationally i.e. every 2 years) and undertake refresher training on specific issues as required.

5.3 All staff, both teaching and support, must be provided with child protection training on a regular basis, at least every 3 years (minimum).

5.4 In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

5.5 Temporary and supply staff must be made aware of basic information in respect of the school's child protection procedures, including the name of the Designated Safeguarding Lead.

5.6 The Designated Safeguarding Lead will have undertaken Training the trainers Course and will induct new staff/volunteers to ensure they are aware of the CP practices, policies and codes of behaviour within the school and ensure they receive appropriate training

5.7 In addition to the formal training for DSLs and their deputies, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.

5.8 Training records must be kept up to date by schools, recording the date, focus and level of training received by individuals.

5.9 Training is available from the Local Safeguarding Children Board and all schools <http://bathnes.learningpool.com>

## **Safer Recruitment Practices**

Batheaston Primary School has in place recruitment processes that aim to identify unsuitable staff and follow best practice for safer recruitment. These include:

- advertisements and application packs that make explicit reference to the commitment of the school to safeguarding children;
- seeking enhanced Disclosure and Barring (DBS) checks for staff who are appointed to work directly with children and young people;
- clear statements in job descriptions and person specifications about individuals' safeguarding responsibilities;
- ensuring that all employed or contracted professionally qualified staff are registered with appropriate bodies;
- always using application forms (CVs on their own are not accepted);
- exploring at interview any gaps in employment;
- ensuring that at least one member of any interview panel has successfully completed Safer Recruitment Training.

### **Other professionals**

Visitors with a professional role will have had the appropriate vetting checks undertaken by their own organisation. They should provide evidence of their professional role and employment details (an identity badge for example). If necessary, the school will contact the relevant organisation to verify the individual's identity.

## **7.0 The Role of the Governing Body**

- 7.1 The governing body will ensure that all statutory duties with regard to child protection are fulfilled, as detailed in any "Safer Recruitment in Education Guidance" and Keeping Children Safe in Education 2016.
- 7.2 The school will complete the school safeguarding annual audit, in partnership with the designated Governor for Safeguarding. A copy of this report must be sent to the Head of Safeguarding on completion.
- 7.3 The governing body will ensure that weaknesses identified; within the annual school safeguarding audit; through on-going monitoring of child protection procedures; other sources, are addressed explicitly within the School Improvement Plan. The governing body will regularly monitor the implementation and impact of the identified actions.
- 7.4 The Chair of Governors (or designated governor for child protection, if they are not the chair), in liaison with the designated person, will ensure that the school has a child protection policy and procedures in place, which are known to all members of staff, and up-dated annually.
- 7.5 The governing body controls the use of school premises both within and outside of school hours and has a duty to safeguard children and young people using the premises. Where services or activities are provided

separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

## 8.0 Batheaston Primary School's Designated Safeguarding Lead

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.
- liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Be available during term time (or ensure a Deputy is) for staff in the school to discuss any safeguarding concerns.

## 9.0 Review

9.1 This policy will be reviewed on an annual basis, and up-dated where appropriate, however if a weakness is identified in school procedures, the policy will be reviewed and revised immediately.

Date when policy was last reviewed: October 2017

Date when next review is due: October 2018

Signed:

Further **Government guidance** on the issues listed below can be located via ....

bullying including cyberbullying

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

domestic violence

[www.gov.uk/guidance/domestic-violence-and-abuse](http://www.gov.uk/guidance/domestic-violence-and-abuse)

drugs

[www.gov.uk/government/publications/drugs-](http://www.gov.uk/government/publications/drugs-)

fabricated or induced illness	<a href="http://www.gov.uk/government/publications/drugs-advice-for-schools">www.gov.uk/government/publications/drugs-advice-for-schools</a>
faith abuse	<a href="http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a>
forced marriage	<a href="https://www.gov.uk/guidance/forced-marriage">https://www.gov.uk/guidance/forced-marriage</a>
gangs and youth violence	<a href="http://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence">www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence</a>
gender-based violence/violence against women and girls (VAWG)	<a href="http://www.gov.uk/government/policies/violence-against-women-and-girls">www.gov.uk/government/policies/violence-against-women-and-girls</a>
hate	<a href="http://educateagainsthate.com/">educateagainsthate.com/</a>
mental health	<a href="http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>
missing children and adults	<a href="http://www.gov.uk/government/publications/missing-children-and-adults-strategy">www.gov.uk/government/publications/missing-children-and-adults-strategy</a>
private fostering	<a href="http://www.gov.uk/government/publications/children-act-1989-private-fostering">www.gov.uk/government/publications/children-act-1989-private-fostering</a>
relationship abuse	<a href="http://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/">www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/</a>
sexting	<a href="http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis">www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</a>
trafficking	<a href="http://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance">www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance</a>