



"SUPPORTING THE POTENTIAL TO ACHIEVE"



Safeguarding and
Child
Protection Policy
2015/2016

SAFEGUARDING AND CHILD PROTECTION POLICY

ISSUES AND UPDATES

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole document - layout and content changed and legislation updated.	1	August 2015
Whole document - terminology relating to DSL's amended.	2	October 2015
Title page - change of company name, logo and footers.	3	January 2016
School phone number change	4	March 2016

The following policy has been approved by the Senior Management Team and the Board of Directors.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Board of Directors: August 2015

Board signatory: 

Planned review: August 2016

1. Safeguarding and Child Protection Policy Overview

- 1.1 Progress to Excellence and Progress Schools Ltd. recognises the responsibility it has in identifying and responding to concerns regarding the safeguarding and protection of children and young people, with a specific section on protection of vulnerable adults.
- 1.2 This policy and its' associated procedures seeks to promote effective multi-agency working.
- 1.3 The policy and procedures are written in line with statutory guidance including; *Keeping Children Safe in Education (2015)*, *Working Together to Safeguard Children (2015)*, and *Prevent Strategy (2011)*.
- 1.4 Progress to Excellence and Progress Schools undertake work in various settings with various students, some of whom are vulnerable adults. The policy and procedure for responding to concerns are incorporated in this document. Although the legislative and policy base is different when responding to safeguarding needs for adults, most of the principles and procedures for staff are the same as those for children and young people.
- 1.5 Progress to Excellence and Progress Schools recognise and act upon the legal duties set out in statutes, regulations and guidance, to protect its students (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.
- 1.6 This policy is not stand alone and should be used with other Progress to Excellence and Progress Schools policies including, but not limited to: Behaviour Policy, E Safety Policy, Safer Recruitment and the Staff handbook.

2. Definitions

- 2.1 In relation to children and young people, safeguarding and promoting children and young people's welfare is defined in the Children Act and the Department for Education (DfE) guidance document: *Working Together to Safeguard Children (2015)* as:
 - protecting children from maltreatment
 - preventing impairment of children's health or development
 - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
 - taking action to enable all children to have the best outcomes.
- 2.2 Child protection is the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

3. Aims and objectives

- 3.1 The aim of this policy is to safeguard and promote our students' welfare, safety, health and wellbeing by fostering an honest, open, caring and supportive climate. The students' welfare is of paramount importance. Progress to Excellence and Progress Schools fully recognise their responsibilities for child protection and the contribution it can make to protect and support

children, young people and adults. Our policy applies to all staff, the board, volunteers and visitors working in the school. There are three main elements to our policy:

- Prevention through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.
- Protection by following agreed procedures, ensuring staff are appropriately recruited, trained and supported to respond appropriately and sensitively to Child Protection concerns.
- Support for students and school staff and for children and young people who may have been abused

3.2 Progress to Excellence and Progress Schools aim to:

- Create an environment which is safe and secure for all children, young people and adults.
- Encourage our students to establish satisfying relationships within their families, with peers and with other adults.
- Encourage students to develop a sense of autonomy and independence.
- Work with parents/carers to build their understanding of a commitment to the welfare of all students

3.3 In order to fulfil these aims, senior management will take all necessary steps to ensure that;

- All staff (including temporary and supply) and volunteers receive training in safeguarding as part of their mandatory induction. This includes the safeguarding policy and procedures as part of the induction to the staff handbook which includes the whistleblowing policy.
- All staff are aware of Progress to Excellence and Progress Schools' national Designated Safeguarding Lead(s) (NDSL) and local Designated Safeguarding Lead(s) (LDSP) in each site.
- All staff, volunteers and senior management are trained in child protection on a regular basis with an annual refresher as a minimum.
- Progress to Excellence and Progress Schools complies with the recruitment policy and undertakes all necessary checks in line with safer recruitment (DBS, barred lists, prohibition order checks and references), including the assurance that at least 1 member of the interview panels is appropriately trained for appointment of all roles.
- Procedures are in line with the Independent School Standards (ISS).
- Policies and procedures meet all new requirements for LSCB's (see section 12 for full lists of all local agencies worked with nationally).

4. Identifying abuse

- 4.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. Staff are particularly important as they are in a position to identify concerns early and provide help for children and young people, to prevent concerns from escalating. Staff have a responsibility to identify children and young people who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 4.2 Any concern, allegation or incident of abuse must be reported to the Designated Safeguarding Lead immediately.

4.3 It is not the responsibility of Progress to Excellence and Progress Schools to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

4.4 What is Child Abuse? The categories listed below are drawn from *Keeping Children Safe in Education (2015)*:

4.4.1 Physical abuse - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms, or deliberately induces illness in a child.

4.4.2 Emotional abuse - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

4.4.4 Neglect - the persistent failure to meet a child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.4.5 Child sexual exploitation (CSE) female genital mutilation (FGM) and Radicalisation are child abuse, and attempts to draw children into violent extremism should also be treated as a safeguarding issue. Types and signs will fall into any of the categories above. Further information can be found in the procedures.

4.4.5a Staff will work with their local Channel Panel if radicalisation and extremism is the concern.

4.4.6 Who are the abusers? - abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other students; in short, an abuser could be anyone. **3.5 Signs of abuse** All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. The following may help staff to be aware of possible signs of abuse - There are further sources of information such as the GDST Safeguarding Procedures and the NSPCC website. However such lists are not exhaustive - if staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present.

4.5 The definition of abuse of vulnerable adults.

Abuse is a violation of an individual's human and civil rights by another person or persons. Abuse may consist of single or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or omission to act or it may occur when a vulnerable person is persuaded to enter into financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can occur in any relationship and may result in significant harm to, or exploitation of, the person subjected to it.

4.6 Signs of abuse.

4.6.1 Physical Abuse

- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

4.6.2 Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

4.6.3 Sexual Abuse

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

4.6.4 Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies

- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

4.6.5 Missing Children

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.

5. *National Designated Safeguarding Lead(s) and Local Designated Safeguarding Lead(s)*

The National Designated Safeguarding Lead(s) will:

- 5.1 be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations whilst providing support for local designated safeguarding leads
- 5.2 refer cases of suspected abuse or allegations to the local Social Services Department in accordance with LSCB procedures, and work with other agencies in line with *Working Together to Safeguard Children (2015)*
- 5.3 ensure that they are aware of the latest national and local guidance and requirements and will keep the senior management, staff and volunteers informed as appropriate
- 5.4 receive appropriate training in child protection matters and interagency working, to include both national and local bodies, at least every two years
- 5.5 ensure that the management, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part time staff, supply staff, peripatetic staff, newly appointed staff, University students, volunteers, driving staff, and cleaning staff
- 5.6 act as a source of advice and support within Progress to Excellence and Progress Schools and co-ordinate action regarding referrals in relation to both children and allegations against staff.

6. *Responding to disclosures of abuse*

- 6.1 Children and young people are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always take action in the interests of the child.
- 6.2 Staff and volunteers should make themselves available to listen and demonstrate to the student that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate. Staff and volunteers

should take care to ensure that their behaviour and actions do not place students or themselves at risk of harm.

- 6.3 If a student reports abuse from another student or students, staff should follow the procedures in this section. All children and young people involved, whether a potential perpetrator or victim, will be treated as being 'at risk'. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the Anti Bullying Policy.

6.4 **Immediate Response**

If a disclosure is made, the member of staff or volunteer should:

- 6.4.1 allow the pace of the conversation to be dictated by the student
- 6.4.2 ask open questions which encourage the student to talk such as "can you tell me what happened?"
- 6.4.3 accept what the student says and do not ask for further detail
- 6.4.4 acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously
- 6.4.5 note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 6.5.4 below)
- 6.4.6 reassure the student that they have done the right thing, that it is not their fault, and explain whom you will have to tell (the Designated Safeguarding Lead) and why.

6.5 The member of staff or volunteer should not:

- 6.5.1 burden the student with guilt by asking questions such as "why didn't you tell me before?"
- 6.5.2 interrogate or pressure the student to provide information
- 6.5.3 ask any potentially leading questions such as those that start with the words, how, what, when, where and why
- 6.5.4 undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any such injuries/neglect
- 6.5.5 criticise the alleged perpetrator, this may be someone they love
- 6.5.6 promise confidentiality
- 6.5.7 make promises that they cannot keep such as "I'll stay with you all the time" or "it will be alright now"
- 6.5.8 put words in the child's mouth (i.e. finish their sentences)
- 6.5.9 jump to conclusions or speculate about what happened or might have happened, or make accusations
- 6.5.10 show an overly emotional reaction, such as expressing disgust, shock or disbelief

6.5.11 attempt to investigate the allegations

- 6.6 If a student confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers must not make promises about confidentiality. Staff must tell the student sensitively that they have a responsibility to tell the named Designated Safeguarding Person so that the child can be helped to stay safe and feel better.
- 6.7 The Designated Safeguarding Lead on each site will fully document all disclosures either made to them directly or reported by a member of staff or a volunteer.
- 6.8 Progress to Excellence and Progress Schools recognise that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that we may provide the only stability in the lives of children who have been abused or who are at risk of harm. Progress to Excellence and Progress Schools have age appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide. However the child's wishes or feelings cannot override the duty to refer suspected abuse to children's social care or police.
- 6.9 Progress to Excellence and Progress Schools will provide continuing support to a student who has disclosed abuse through promoting a caring and safe environment and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, Progress to Excellence and Progress Schools will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised
- 6.10 All allegations involving staff or volunteers will be referred to the Local Authority Designated Officer (LADO) for advice before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual.

In any case of serious harm, the police shall be informed at the outset.

6.11 Recording Information

Staff/volunteers should:

- 6.11.1 make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated
- 6.11.2 clearly distinguish between fact, observation, allegation and opinion
- 6.11.3 record any observed injuries and bruises
- 6.11.4 note the non-verbal behaviour and the key words in the language used by the student (do not translate into "proper terms")
- 6.11.5 Pass all evidence to the Designated Safeguarding Person(s) on site
- 6.11.6 appreciate that their records may be used in criminal proceedings or disciplinary investigations

6.12 Reporting Concerns

6.12.1 Any concerns about students must be discussed with the Designated Safeguarding Lead on site (or in their absence the Deputy Designated Safeguarding Lead) as soon as possible and at latest by the end of the school day.

6.12.2 Where the disclosure identifies a safeguarding issue, the local Designated Safeguarding Lead will consult with the National Designated Safeguarding Lead who will support them in next steps. If required, the LDSL or NDSL will report to the local Social Services Department within 24 hours and. In the most serious cases the police shall be contacted.

6.12.3 Progress to Excellence and Progress Schools procedures differentiate between safeguarding children who have suffered significant harm and those who are in need of support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm, but rather in need of additional support, an inter-agency assessment will be undertaken (led by the LSCB) to determine the most appropriate action.

6.12.4 Whilst the National Designated Safeguarding Lead will usually decide whether to make a referral, in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, anyone can refer their concerns to children's social care directly

6.12.5 If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

7. Allegations against staff

- 7.1 Progress to Excellence and Progress Schools must follow the procedures for handling allegations made against staff and/or volunteers set out in Part 4 of *Keeping Children Safe in Education (2015)*. The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.
- 7.2 Where a safeguarding-related allegation or cause for concern is made against any member of staff or volunteer, the matter should be reported immediately to the Proprietor representative who will become the Case Manager. They will liaise with the National Designated Safeguarding Lead and take advice on next steps. The case manager will speak with the member of staff concerned.
- 7.3 If the case manager and/or the NDSL feel that the allegations are serious and they require immediate intervention by the children's social care services and/or police they shall contact them immediately.
- 7.4 In all cases immediate contact should be made with the LADO to discuss the allegation. A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the case manager following consultation with the LADO (and, in the most serious cases, the police). In borderline cases discussions with the LADO can be held informally and without naming the school or individual. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. The decision as to whether or not to suspend the member of staff is taken by the case manager (having consulted the relevant authorities and NDSL).

- 7.5 In considering the available options, including redeployment of the member of staff or volunteer, the primary concerns are the safety and wellbeing of the students, together with the need for a full and fair investigation which will be led by the LADO. The following definitions from *Keeping Children Safe in Education (2015)* should be used when determining the outcome of allegation investigations;
- **Substantiated:** there is sufficient evidence to prove the allegation
 - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
 - **False:** there is sufficient evidence to disprove the allegation
 - **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- 7.6 Where we cease to use the services of any person (staff member (including agency staff), peripatetic teacher, volunteer or any other person) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with our legal duty. In cases involving teaching staff, the school will also decide whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.
- 7.7 Where required to do so, we will provide information requested by the DBS or NCTL in respect of a member of staff or volunteer in accordance with our legal duty.
- 7.8 Communications with the community about safeguarding-related allegations shall only be made following consultation with the LADO and any investigating authorities. There are restrictions on the reporting or publishing of allegations against teachers (which apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case). Every effort will be made to maintain confidentiality and guard against unwanted publicity.
- 7.9 If there has been a substantiated allegation against a member of staff, Progress to Excellence and Progress Schools will work with the LADO to determine whether there are any improvements to be made to the procedures or practice to help prevent similar events in the future.

8. Roles and responsibilities

- 8.1 Every member of staff and every volunteer who assists Progress to Excellence and Progress Schools has a responsibility for safeguarding and should:
- 8.1.1 protect pupils from abuse
 - 8.1.2 be aware of the safeguarding policy and procedures, and read and understand Part 1 of *Keeping Children Safe in Education (2015)*
 - 8.1.3 know how to access and implement the procedures
 - 8.1.4 follow the procedures at all times
 - 8.1.5 know the identity of the National Designated Safeguarding Lead(s) and the Local Designated Safeguarding Lead(s) on site and who to speak to in the absence of the NDLS and/or LDSL (Deputies)

8.1.6 report all safeguarding concerns to the Designated Safeguarding Lead

8.1.7 keep a record of any safeguarding concern, conversation or incident

8.1.8 undertake appropriate training including regular refresher training.

9. Referring concerns to Social Services

- 9.1 The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions should usually only be taken by the Proprietor lead or by the National Designated Safeguarding Lead(s), who will liaise with the Proprietor lead as appropriate, following consultation with the LADO. In cases of serious harm the police will be informed from the outset. However, anyone can refer their concerns to children's social care directly.
- 9.2 Subject to 9.1 above and the advice of the LADO, the consent of parents should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.
- 9.3 Where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead will report the disclosure to Social Services within 24 hours.
- 9.4 In the event of Progress to Excellence and Progress Schools making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The National Designated Safeguarding Lead should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The Designated Safeguarding Lead should be prepared to contribute to the strategy discussion.
- 9.5 Social Services are required to acknowledge written referrals within one working day, although you should expect a prompter response in cases which appear to be urgent. If Progress to Excellence and Progress Schools have not heard from Social Services after two working days then we should contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom the DSL has spoken should be kept.

10. Duty to report concerns about the management of safeguarding

- 10.1 Progress to Excellence and Progress Schools recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the safeguarding regime. The duty to report concerns about the management of safeguarding is part of the Code of Conduct, and the Whistleblowing Policy which are included in the staff handbook. It will also be reflected in staff training.
- 10.2 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.

- 10.3 The member of staff or volunteer should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Proprietor Lead.
- 10.4 However, where someone reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should contact the children's social care directly

11. Monitoring

- 11.1 The working of this Policy will be monitored by the National Designated Safeguarding Lead(s) and the Quality Team who will report as required to the Board.
- 11.2 The SMT will undertake an annual review of the safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This Policy and the Safeguarding Procedures will also be reviewed as necessary to reflect changes in legislation, guidance and practice. This process is carried out to ensure that Progress to Excellence and Progress Schools are continuing to provide the very highest standard of safeguarding possible.
- 11.3 Any deficiencies or weaknesses identified in this policy or in any of the school's child protection arrangements will be remedied without delay.
- 11.5 The National Designated Leads will meet no less than once every quarter to discuss cases and ensure follow up action has occurred in cases that were passed on / closed.

12. Key Contacts

12.1 National key personnel

Role	Name	Contact Number	Email
National Designated Safeguarding Lead (DSL)	Thomas Whitlock	07860 946 842	tom.whitlock@progress-schools.co.uk
Deputy National Designated Safeguarding Lead (DSL)	Charlotte Barton	07860 946 841	charlotte.barton@progress-schools.co.uk

12.2 Local Key Contacts

Local Designated Safeguarding Lead = LDSL

Site/Region	Role	Name	Contact Number	Email
HIGH WYCOMBE	LDSL	Nosheen Nawaz	01494 418968	nosheen.nawaz@progress-schools.co.uk
	Deputy LDSL	Anissa Wilson	01494 418968	anissa.wilson@progress-schools.co.uk
Buckinghamshire	LADO	First Response	0845 460 0001	cypfirstresponse@buckscc.gov.uk

		Team	Out of hours emergency: 0800 999 7697	
	LSCB		01296 383485	4 th Floor, County Hall, Aylesbury, Bucks, HP20 1UZ

13. Associated Documents

- 13.1 Working together to safeguard children (HM Government) March 2015
- 13.2 Keeping children safe in education (DfE) July 2015
- 13.3 Prevent Strategy (HM Government) June 2011
- 13.4 Channel Duty Guidance (HM Government) April 2015
- 13.5 Inspecting safeguarding in early years, education and skills settings (Ofsted) august 2015
- 13.6 The Education (Independent School Standards) Regulations 2014
- 13.7 Progress to Excellence and Progress Schools E Safety Policy (2015)
- 13.8 Progress to Excellence and Progress Schools Behaviour Policy (2015)