



# AFC Totton DP Alternative Provision Safeguarding and Child Protection Policy

# Safeguarding and Child Protection Policy

AFC Totton DP fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	January 2024
Policy published (including on website) (date):	February 2024
Next review (date):	January 2025

Key Safeguarding Personnel			
Role	Name	Tel.	email
Director	Steve Brookwell	02380868981	<a href="mailto:Steve.brookwell@afctotton.com">Steve.brookwell@afctotton.com</a>
Named Safeguarding Lead / Deputy Safeguarding Lead	Martin Rose Maxine Fox	02380868981	<a href="mailto:Rosemartin759@gmail.com">Rosemartin759@gmail.com</a> <a href="mailto:Maxine.fox@directcarech.co.uk">Maxine.fox@directcarech.co.uk</a>
Deputy Named Safeguarding Lead / Deputy Safeguarding Lead	Jimmy Ball Caroline Keats	02380868981	<a href="mailto:Jimmy.ball@afctotton.com">Jimmy.ball@afctotton.com</a> <a href="mailto:events@afctotton.com">events@afctotton.com</a>
Trustee responsible for safeguarding	All Directors		

<b>Children's Social Care referrals:</b> Multi-Agency Safeguarding Hub (MASH): Multi-Agency Safeguarding Hub (MASH): <b>Out of hours:</b>	0300 456 0108  0300 456 0100
--	------------------------------------

If you believe a learner is **at immediate risk** of significant harm or injury, you **must** call the police on 999.

## Introduction

AFC Totton DP is committed to safeguarding and promoting the welfare of our learners. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2023) (statutory for Alternative Provision Schools)
- The procedures of the Safeguarding Vulnerable People Partnership (SVPP)
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)
- Alternative Provision - Statutory guidance 2013

The aim of this policy is to ensure:

- All our learners are safe and protected from harm.
- Safeguarding procedures are in place to help learners to feel safe and learn to stay safe.
- Adults in the organisation's community are aware of the expected behaviours and the organisation's legal responsibilities in relation to safeguarding and child protection.

## Scope

Safeguarding children is defined as:

- Ensuring that children grow up with the provision of safe and effective care
- Acting to enable all children to have the best life chances
- Preventing impairment of children's mental or physical health or development and
- Protecting children from maltreatment.

Safeguarding adults means protecting a person's right to live in safety, free from abuse and neglect.

Safeguarding covers a range of measures that includes child protection procedures. It encompasses a preventative approach to keeping children and vulnerable adults safe that incorporates learner health and safety; behaviour management and preventing bullying; supporting learners with medical conditions; personal, health, social economic education; providing first aid and site security.

Consequently, this policy is consistent with all other policies adopted by the director and should be read alongside the following policies relevant to the safety and welfare of our learners:

- Behaviour policy
- Equality Policy
- Staff Behaviour Policy
- Whistleblowing policy
- Health and Safety
- Online safety policy

**This policy applies to all staff in our organisation.**

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the organisation full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid with our organisation (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children attending our provision and any child under the age of 18 who encounters our organisation. This includes unborn babies.

**Any safeguarding concerns or disclosures of abuse relating to a learner at our provision or outside of operating hours are within the scope of this policy.**

## Expectations

All staff are:

- Familiar with this safeguarding policy and have an opportunity to contribute to its review.
- Alert to signs and indicators of possible abuse.
- Able to record and report concerns as set out in this policy.
- Able to deal with a disclosure of abuse from a learner.
- Involved in the implementation of individual education programmes, integrated support plans, child in need plans, interagency child protection plans as required.

In addition,

- All staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE). Staff working directly with children have also read Annex B of KCSiE,
- Staff not working directly with children should read Annex A (a condensed version of part 1)

## Governance

As key strategic decision makers and vision setters for the organisation, the director will make sure that our policies and procedures are in line with national and local safeguarding requirements. Director will work with the provision staff to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Learners taught about online safety Staff Behaviour Policy (for safer working practice) <b>Safeguarding Lead / Deputy Safeguarding Lead</b> training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Learner voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a learner at immediate risk Early help Female Genital Mutilation (FGM) Honour based abuse Child on child abuse Reporting abuse /SVPP procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Named Safeguarding Lead / Deputy Safeguarding Lead  Deputy Safeguarding lead /  Designated LAC staff member (even if there are no LAC on roll)

### Allegations management

Our DSL and Directors are responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the directors or senior staff. See also managing allegations against adults.

### Audit

The nominated director for safeguarding liaises with the directors and DSL and Deputy Safeguarding Lead to complete an annual safeguarding audit return to the local authority when required.

### Safer Recruitment

Our directors monitor the organisation's safer recruitment practice.

## Mandatory Procedure

### Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE.

At AFC Totton DP, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- All staff (including teacher trainees on salaried routes) who work at the organisation.

See also Training.

### Staff Behaviour Policy (for safer working practice)

AFC Totton DP is committed to positive academic, social and emotional outcomes for our learners underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Behaviour Policy sets out staff behaviours that should be avoided, as well as those that constitute safe practice, and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

### Visitors

All visitors complete a signing in/out form, and are provided with key safeguarding information including the contact details of safeguarding personnel in the organisation.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at a/the setting.

If the visit is unscheduled and the visitor is unknown to the setting, we will contact the relevant organisation to verify the individual's identity, if necessary.

### Curriculum – teaching about safeguarding

Our learners access a curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for learners to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Through our curriculum and along side their school curriculum, we will support students in:

- Developing learner self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

### Early help

At AFC Totton DP, all our staff can identify children who may benefit from early help as a problem emerges and discuss this with the Named Safeguarding Lead / Deputy Safeguarding Lead

The Safeguarding Lead uses:

- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of a child's needs.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a child has been identified as making inadequate progress or having an unmet need.

## Identifying the signs

All staff know how to recognise and are alert to the signs of neglect and abuse. Definitions of abuse set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2023) along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read, and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (Sept 2023).

## Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- Take photographs of any injuries.
- Postpone or delay the opportunity for the learner to talk.
- Take notes while the learner is speaking or ask the learner to write an account.
- Try to investigate the allegation.
- Promise confidentiality eg say they will keep 'the secret'.
- Approach or inform the alleged abuser.
- Delay in notifying the home school.

All staff record any concern about or disclosure by a learner of abuse or neglect and report this to the Safeguarding Lead / Deputy Safeguarding Lead using the standard form. It is the responsibility of each adult in the setting/s to ensure that the Safeguarding Lead / Deputy Safeguarding Lead receives the record of concern without delay. In the absence of the Safeguarding Lead / Deputy Safeguarding Lead, staff members know to speak directly to the MASH. In some circumstances, the Safeguarding Lead / Deputy Safeguarding Lead or member of staff seeks advice by ringing the MASH for advice.

The Safeguarding Lead and/or a Deputy Safeguarding Lead is always available during setting hours for staff to discuss any safeguarding concerns.

The voice of the learner is central to our safeguarding practice and learners are encouraged to express and have their views given due weight in all matters affecting them.

## Children who are absent and / or missing from education

Staff report immediately to the Safeguarding Lead / Deputy Safeguarding Lead, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and / or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no registered education place and not electively home educated)

The DSL/DDSL will discuss any unauthorised/unexplained absence of Looked After Children with Virtual School when required.

The Safeguarding Lead shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours to the home school.

Children who do not attend education regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and:

- After reasonable attempts have been made to contact the family without success, the Safeguarding Lead follows the process and contacts the home school.
- There are no known welfare concerns about a child, we follow our procedures for unauthorised absence and report concerns to the child's main registered school base.

## **Learners with Special Education Needs and Disabilities (SEND)**

Learners with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the learner's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in learners with SEND, including communication barriers. Staff recognise that learners with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, pastoral support is provided as appropriate for learners with SEND and they are also encouraged to discuss their concerns. The DSL/DDS works with the Special Educational Needs Co-ordinator (SENCo) from the student's home school to identify learners with additional communication needs and whenever possible, these learners are given the chance to express themselves to a member of staff with appropriate communication skills.

## **Female Genital Mutilation (FGM)**

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the DSL/DDS immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

## **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

## **Child on child abuse**

All learners have a right to attend education provision and learn in a safe environment. All child on child abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Child on child abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- Bullying (including cyber bullying)
- Gender based violence/sexual assaults
- Sexting
- 'Upskirting' or any picture taken under a person's clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- Initiation/hazing type violence and rituals.

Consequently, child on child abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the organisation's behaviour policy.

Any learner who may have been victimised and/or displayed such harmful behaviours, along with any other learner affected by child on child abuse, will be supported through the organisation's pastoral system and the support will be regularly reviewed.

We minimise the risk of child on child abuse by providing:

- A relevant curriculum, that helps learners to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation.
- Established systems for learners to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The Safeguarding Lead liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for learners who are identified as posing a potential risk to other children. For learners under 18 years, this is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

### **Domestic abuse**

Staff understand that domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm.

The Safeguarding Lead liaises with partner schools to ensure they are up to date with any reports from Operation Encompass in Wiltshire. This would be when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the Safeguarding Lead ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.

### **Mental health**

All staff are aware that mental health problems can be an indicator that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff understand that:

- Abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact on learners' mental health, behaviour and education throughout childhood, adolescence and into adulthood.
- They have a duty to observe learners day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a learner that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

### **Preventing radicalisation**

Protecting learners from the risk of radicalisation is part of organisation's wider safeguarding duties and is similar in nature to protecting learners from other forms of harm and abuse.

Staff use their judgement in identifying learners who might be at risk of radicalisation and speak to the DSL/DDSL if they are concerned about a learner. The DSL/DDSL will always act proportionately, and this may include making a referral to the Channel programme or to the MASH or to the DSL of the home school.

### **Serious violence**

We are committed to success in learning for all our learners as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our learners develop the social and emotional skills they need to thrive.



Staff are trained to recognise both the early warning signs that learners may be at risk of getting involved in gangs as well as indicators that a learner is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

### **Off site visits**

We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference.

### **Exceptional operating circumstances**

If the organisation is required to change the way we offer our provision to children due to unforeseen circumstances eg during a pandemic lockdown, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The Safeguarding Lead will:

- Work closely with the home school, social care and partner agencies to support learners in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- Use specific local and national guidance about safeguarding in such circumstances to inform practice and will ensure staff, learners, and families are provided with written:
  - Make arrangements with the home school to ensure the students know who to contact
  - Amended Safeguarding Lead arrangements as required (names, location and contact details)
  - Temporary changes to procedures for working with learners eg online or face-to face offsite.
  - Amended procedures for reporting concerns
  - Safeguarding training arrangements
  - Timescales for such changes so that all learners, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

Where possible we will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life, as they may have changed as a result of the national/international events as they evolve.

### **Record keeping and information sharing**

The organisation:

- Liaises with the home school and partner organisations to ensure any safeguarding records for learners are shared on induction:
  - by the setting/organisation attended by the learner.
  - by the Safeguarding Lead when the learner leaves our organisation.

For any learner dual-registered with another school/setting/organisation, the Safeguarding Lead liaises regularly with the Safeguarding Lead at that base to ensure information is shared in the best interests of the learner. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- Keeps clear written records of all learner safeguarding and any child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- Ensures all learner safeguarding and child protection records are kept securely in a locked location.
- Ensures the records incorporate the wishes and views of the learner.

The DSL/DDSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about learners at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers of children (as appropriate). In most situations, we will discuss initial concerns with them. However, the DSL/DDSL will not share information where there are concerns that if so doing would:

- Place a learner at increased risk of significant harm
- Place any 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 to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children’s Social Care. We follow this up by contacting the home school and/or Children’s Social Care directly.

### **Escalation of concerns**

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a learner is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

### **Whistleblowing**

All staff can raise concerns about poor or unsafe practice and potential failures in the organisation’s safeguarding regime. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with the directors of AFC Totton DP.

If a staff member feels unable to raise an issue with the directors of AFC Totton DP or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline  
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- Another director of AFC Totton DP

### **Managing allegations against adults**

AFC Totton DP follows the procedure set out by the SVPP ‘Allegations against adults’ flowchart which is displayed in the staffroom and adult cloakrooms for easy reference.

Where anyone in the organisation has a concern about the behaviour of an adult who works or volunteers at the setting, including supply staff, they must immediately consult the DSL who will refer to the Designated Officer for Allegations (DOFA).

Any concern or allegation against one of the Directors will be reported to another director without informing the accused director. Concerns will be recorded in all instances, including where the threshold of harm has not been met.

All staff must remember that the welfare of a learner is paramount and must not delay raising concerns by fear that any such reporting could jeopardise their colleague's career.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the learner and at the same time supports the person who is the subject of the allegation.

All members of staff and volunteers have read and signed to confirm they have understood the organisation's Staff Behaviour Policy (for safer working practice).

## **Training**

### **Induction**

The welfare of all our learners is of paramount importance. All staff including director/trustees and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction.

Our induction for staff also includes:

- Safeguarding and Child Protection policy and procedures
- Online safety
- KCSiE update
- Whistleblowing policy
- Role and identities of the safeguarding lead and any deputy safeguarding lead
- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the organisation – our Staff Behaviour Policy
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

### **Safeguarding training**

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole team session will undertake this training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

### **Advanced training**

The DSL/DDSL has additional multi agency training which is updated every two years as a minimum. The DSL/DDSL also attend multi-agency courses relevant to the organisation's needs. Their knowledge and skills are refreshed at least annually.

### **Safer Recruitment**

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

### **Preventing Radicalisation**

All relevant staff undertake Prevent awareness training.

### **Staff support**

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

### **Directors**

As well as the organisation's safeguarding induction programme, all directors are encouraged to complete face to whole safeguarding and child protection training.

### **Monitoring and review**

Directors of AFC Totton DP will continuously monitor safeguarding

## Appendix 1

### Related legislation and key documents

**Children Act 1989** (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including s, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

**Education Act 2002** - This requires organisations to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

**Sexual Offences Act 2003** - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

**Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018** This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

**Counter-Terrorism and Security Act 2015 (the CTSA 2015)**, section 26 requires all organisations, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

**Mental health and behaviour in schools (2018)** advice to help schools to support pupils whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools.

**The Teachers’ Standards (2013)** set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

**Children Missing Education (2016)** Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

**Sexual violence and sexual harassment between children in schools and colleges (2021)** Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.