



Updated Safeguarding Policy and Child Protection Policy



Bouncing Statistics

Lead member of staff and DSL: Ryan Blackwood

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Part 1: Safeguarding Policy

Introduction

This policy outlines the commitment of Bouncing Statistics to safeguarding and promoting the welfare of all children and young people with whom we work. We believe that every child has the right to be protected from harm, abuse, and neglect and to experience their optimum mental and physical health. Our organisation is dedicated to taking action to enable all children to achieve the best possible outcomes, ensuring they grow up in circumstances consistent with the provision of safe and effective care. We recognise that young people need support tailored to their individual needs, including those who may have experienced abuse, and have the right to express their views, feelings, and wishes. We encourage mutual respect among young people and will provide timely help and support to meet their needs as soon as problems emerge. This includes ensuring clear systems and processes are in place to identify mental health needs and consider when they may become a safeguarding concern. We are committed to preventing abuse, neglect, exploitation, involvement in serious violent crime, victimisation, bullying (including homophobic, Biphobia, transphobic, and cyberbullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours. We will also contribute to the prevention of the impairment of children's mental and physical health or development.

Children, for the purposes of this policy, include everyone under the age of 18. This policy and the statutory guidance behind it are applicable to all organisations or individuals using school premises, as well as government-funded post-16 education providers, 16-19 Academies, Special Post-16 institutions, and Independent Training Providers, who are now required to have regard to Keeping Children Safe in Education (KCSIE) following the enactment of The Education and Training (Welfare of Children) Act 2021.

Scope and Applicability

This policy applies to all staff, volunteers, and visitors within Bouncing Statistics and extends to all educational settings under our purview, including maintained schools, non-maintained schools, independent schools (including academies, free schools, and alternative provision academies), maintained nursery schools, pupil referral units, further education colleges, sixth-form colleges, and institutions designated as being within the further education sector. It also applies to providers of post-16 education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended), specifically 16-19 Academies, Special Post-16 institutions, and Independent Training Providers. For colleges, this guidance specifically relates to their responsibilities towards children who are receiving education or training at these institutions.

When referring to individuals who have experienced harm, we will use the term 'victim' as it is widely recognised and understood. However, we acknowledge that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Therefore, we will be conscious of this when managing any



incident and be prepared to use any term with which the child is most comfortable. Similarly, when referring to individuals suspected of causing harm, we will use the term 'alleged perpetrator(s)' and, where appropriate, 'perpetrator(s)'. We will carefully consider terminology, especially when speaking in front of children, recognising that in some cases, abusive behaviour may have also been harmful to the perpetrator. The use of appropriate terminology will be determined on a case-by-case basis to ensure sensitivity and a child-centred approach.

Overall Aims

Our overall aims are to:

- Protect children from maltreatment.
- Prevent impairment of children's mental and physical health or development.
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care.
- Take action to enable all children to have the best outcomes.

Guiding Principles

Our guiding principles are rooted in the belief that:

- Young people have the right to be protected from harm, abuse, and neglect.
- Taking action to enable all children to have the best outcomes.
- Young people have the right to experience their optimum mental and physical health.
- Every child has the right to an education, and young people need to be safe and to feel safe in school.
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care.
- Young people need support that matches their individual needs, including those who may have experienced abuse.
- Young people have the right to express their views, feelings, and wishes and voice their own values and beliefs.
- Young people should be encouraged to respect each other's values and support each other.
- We will provide help and support to meet the needs of children as soon as problems emerge.
- Young people have the right to be supported to meet their emotional, social, and mental health needs as well as their educational needs. Our organisation will ensure clear systems and processes are in place to enable identification of these needs, including consideration of when mental health needs may become a safeguarding need.
- We will contribute to the prevention of abuse, neglect, and exploitation risk/involvement in serious violent crime, victimisation, bullying (including homophobic, Biphobia, transphobic, and cyberbullying), exploitation, extreme behaviours, discriminatory views, and risk-taking behaviours.



- We will contribute to the prevention of the impairment of children's mental and physical health or development.

All staff, volunteers, and visitors have an important role to play in safeguarding young people and protecting them from abuse and considering when mental health may become a safeguarding issue.

Expectations

Bouncing Statistics will fulfil its responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (DfE)
- Keeping Children Safe in Education (KCSIE) 2025
- West Midlands Safeguarding Children Procedures
- The Education Act 2002 S175
- General Data Protection Legislation (2018)
- Mental Health & Behaviour in Schools
- Birmingham Criminal Exploitation & Gang Affiliation Practice Guidance (2018)
- Birmingham Safeguarding Children Partnership threshold guidance
- Right Help Right Time
- Multi-agency Statutory Guidance on Female Genital Mutilation
- Protecting Children from Radicalisation: The Prevent Duty, 2023
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Birmingham RSE Primary Offer
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Voyeurism Offences Act 2019

Roles and Responsibilities

Designated Safeguarding Lead (DSL): Ryan Blackwood

Data Protection Officer: Rackeem / Nula

Safeguarding and promoting the welfare of children is everyone's responsibility. All staff, volunteers, and visitors have an important role to play in safeguarding young people and protecting them from abuse. School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn.



The Designated Safeguarding Lead (DSL) and any deputies are most likely to have a complete safeguarding picture and are the most appropriate persons to advise on the response to safeguarding concerns. The DSL will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as local authority children's social care. Teachers, including headteachers, are expected to safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties, as outlined in the Teachers' Standards 2012.

Governing bodies and proprietors will ensure that all staff understand their safeguarding responsibilities. Those staff who work directly with children will read at least Part One of the Keeping Children Safe in Education 2025 guidance. Staff who do not work directly with children will read either Part One or Annexe A (a condensed version of Part One) of this guidance, based on an assessment of which guidance will be most effective for their role in safeguarding and promoting the welfare of children. Mechanisms will be in place to assist staff in understanding and discharging their roles and responsibilities.

Training and Awareness

Everybody working in Bouncing Statistics must understand their safeguarding responsibilities. All staff will be aware of the systems within the organisation that support safeguarding, and these will be explained to them as part of their induction. This induction will include a thorough overview of the:

- **Child Protection Policy:** This policy will include procedures to deal with child-on-child abuse.
- **Behaviour Policy:** This policy will include measures to prevent bullying, including cyberbullying, prejudice-based bullying, and discriminatory bullying.
- **Staff Behaviour Policy (Code of Conduct):** This policy will cover low-level concerns, allegations against staff, and whistleblowing procedures.
- **Safeguarding Response to Children Absent from Education:** This will detail procedures for children who are frequently absent, particularly on repeat occasions or for prolonged periods.

Copies of these policies and a copy of Part One (or Annexe A, if appropriate) of the Keeping Children Safe in Education 2025 guidance will be provided to all staff at induction. All staff will receive appropriate safeguarding and child protection training at induction, which will include online safety, with a specific focus on understanding the expectations, applicable roles, and responsibilities in relation to filtering and monitoring. This training will be regularly updated. In addition, all staff will receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to ensure they continue to possess the relevant skills and knowledge to safeguard children effectively.

Reporting Concerns and Referrals

Any staff member who has any concerns about a child's welfare will follow the established processes for reporting. Staff are expected to support social workers and other agencies following any referral. All staff will be aware of their local early help



process and understand their role in it. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. All staff will be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs.
- Has special educational needs (whether or not they have a statutory Education, Health, and Care plan).
- Has a mental health need.
- Is a young carer.
- Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Is frequently missing/goes missing from education, home, or care.
- Has experienced multiple suspensions or is at risk of being permanently excluded.

All staff will be aware of the process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

If a child discloses that they are being abused, exploited, or neglected, staff will know what to do. Staff will manage the requirement to maintain an appropriate level of confidentiality, involving only those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and local authority children's social care. Staff will never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. All staff will be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect, nor will they be made to feel ashamed for making a report.

Staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This could be due to their vulnerability, disability, sexual orientation, or language barriers. This will not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child. It is also important that staff determine how best to build trusted relationships that facilitate communication with children and young people.

Safer Recruitment

Bouncing Statistics is committed to ensuring that all staff and volunteers who work with children are suitable to do so. Our safer recruitment and selection processes are designed to deter, identify, and reject individuals who are unsuitable to work with children. This includes:

- **Recruitment and Selection Process:** Robust procedures for advertising, shortlisting, interviewing, and selecting candidates, ensuring that safeguarding is a central consideration at every stage.
- **Pre-appointment Vetting Checks:** Comprehensive checks will be conducted for all prospective staff and volunteers, including enhanced Disclosure and Barring Service (DBS) checks, barred list checks, verification of professional qualifications, and obtaining satisfactory references. These checks will also cover regulated activity and the recording of all relevant information.
- **Prohibitions, Directions, Sanctions, and Restrictions:** Procedures are in place to identify and act upon any prohibitions, directions, sanctions, or restrictions that may apply to individuals seeking to work with children.
- **Other Necessary Checks:** Additional checks may be required for staff, volunteers, and others, including responsibilities for children in other settings, such as host families for exchange visits.
- **Ongoing Safeguarding and Reporting Duties:** Mechanisms are in place to ensure the ongoing safeguarding of children and to fulfil the legal reporting duties of employers regarding any safeguarding concerns or allegations that may arise during employment.

Child-on-Child Abuse

Bouncing Statistics recognises that child-on-child abuse, including sexual violence and sexual harassment, can occur and is committed to addressing it effectively. We will ensure that all staff are aware of:

- **What constitutes child-on-child abuse:** This includes a broad range of behaviours, such as sexual harassment, physical abuse, emotional abuse, and online abuse, perpetrated by one child against another.
- **Responding to Reports:** Clear procedures are in place for responding to reports of sexual violence and sexual harassment. All reports will be taken seriously, investigated promptly, and appropriate action will be taken to safeguard the children involved. This includes providing immediate support to the victim and addressing the behaviour of the alleged perpetrator.
- **Ongoing Response:** We will provide ongoing support to children affected by child-on-child abuse, including access to counselling and other relevant services. We will also implement strategies to prevent future incidents and promote a culture of respect and safety among children.

Online Safety

Online safety is an integral part of our safeguarding responsibilities. Bouncing Statistics is committed to ensuring children are safe when using technology and accessing online resources. Our approach to online safety includes

- **Integration into Safeguarding Training:** Online safety will be a key component of all safeguarding and child protection training for staff, covering topics such as cyberbullying, online exploitation, and appropriate online behaviour.



- **Filtering and Monitoring:** We will implement robust filtering and monitoring systems to prevent children from accessing harmful online content and to identify any potential online safeguarding concerns. Staff will be trained on the use and purpose of these systems and their responsibilities in relation to them.
- **Educating Children:** We will educate children on safe online practices, responsible use of technology, and how to report any online concerns they may have.
- **Protecting from Online Maltreatment:** Our policy explicitly recognises that protecting children from maltreatment extends to the online environment, and we will take all necessary steps to prevent and respond to online abuse.

Mental Health

Bouncing Statistics recognises the critical link between mental health and safeguarding. We are committed to supporting the emotional, social, and mental health needs of all children and young people. Our approach includes:

- **Identification of Needs:** We will ensure clear systems and processes are in place to enable the early identification of mental health needs. All staff are trained to recognise signs of mental health concerns and understand when these may become a safeguarding issue.
- **Early Help:** Mental health needs are considered a potential indicator for early help. We will provide timely support and interventions as soon as mental health problems emerge, collaborating with external agencies where necessary.
- **Staff Awareness:** All staff, volunteers, and visitors have an important role to play in considering when mental health may become a safeguarding issue and are encouraged to report any concerns to the Designated Safeguarding Lead.
- **Support and Referrals:** We will provide appropriate support to children experiencing mental health difficulties and make referrals to specialist services when required, ensuring a coordinated approach to their well-being.

Information Sharing

Effective information sharing is crucial for safeguarding children. Bouncing Statistics understands that no single practitioner can have a full picture of a child's needs and circumstances. Therefore, we are committed to sharing information appropriately and effectively, both internally and with external agencies, to ensure children and families receive the right help at the right time. Our principles for information sharing are:

- **Child-Centred Approach:** All information sharing decisions will prioritise the best interests of the child.
- **Necessity and Proportionality:** Information will only be shared when it is necessary to safeguard a child and will be proportionate to the concerns identified.
- **Consent:** Where appropriate and safe to do so, consent will be sought before sharing information. However, safeguarding concerns may override the need for consent in certain circumstances.



- **Confidentiality:** Information will be handled with the utmost confidentiality, adhering to data protection legislation and professional guidelines.
- **Designated Safeguarding Lead's Role:** The Designated Safeguarding Lead (DSL) plays a central role in information sharing, managing child protection files, and liaising with local authority children's social care and other agencies. The DSL will ensure that information is shared securely and in a timely manner to facilitate effective multi-agency working.

Allegations Against Staff

Bouncing Statistics has clear procedures for managing allegations of abuse made against staff, including supply teachers, volunteers, and contractors. All allegations will be taken seriously and responded to promptly and fairly. Our procedures differentiate between:

- **Concerns or Allegations that May Meet the Harm Threshold:** These are allegations where a person who works with children has behaved in a way that has harmed a child or may have harmed a child; has committed a criminal offence against or related to a child; or has behaved towards a child or children in a way that indicates they may pose a risk of harm to children. Such allegations will be reported immediately to the Local Authority Designated Officer (LADO) and investigated in accordance with statutory guidance.
- **Concerns or Allegations that Do Not Meet the Harm Threshold (Low-Level Concerns):** These are concerns that do not meet the harm threshold but indicate that a person may have behaved in a way that is inconsistent with the staff code of conduct. These concerns will be addressed internally through appropriate disciplinary procedures, with a focus on learning and preventing future occurrences.

Support will be provided to both the alleged victim and the accused staff member throughout the process, ensuring fairness and adherence to due process.

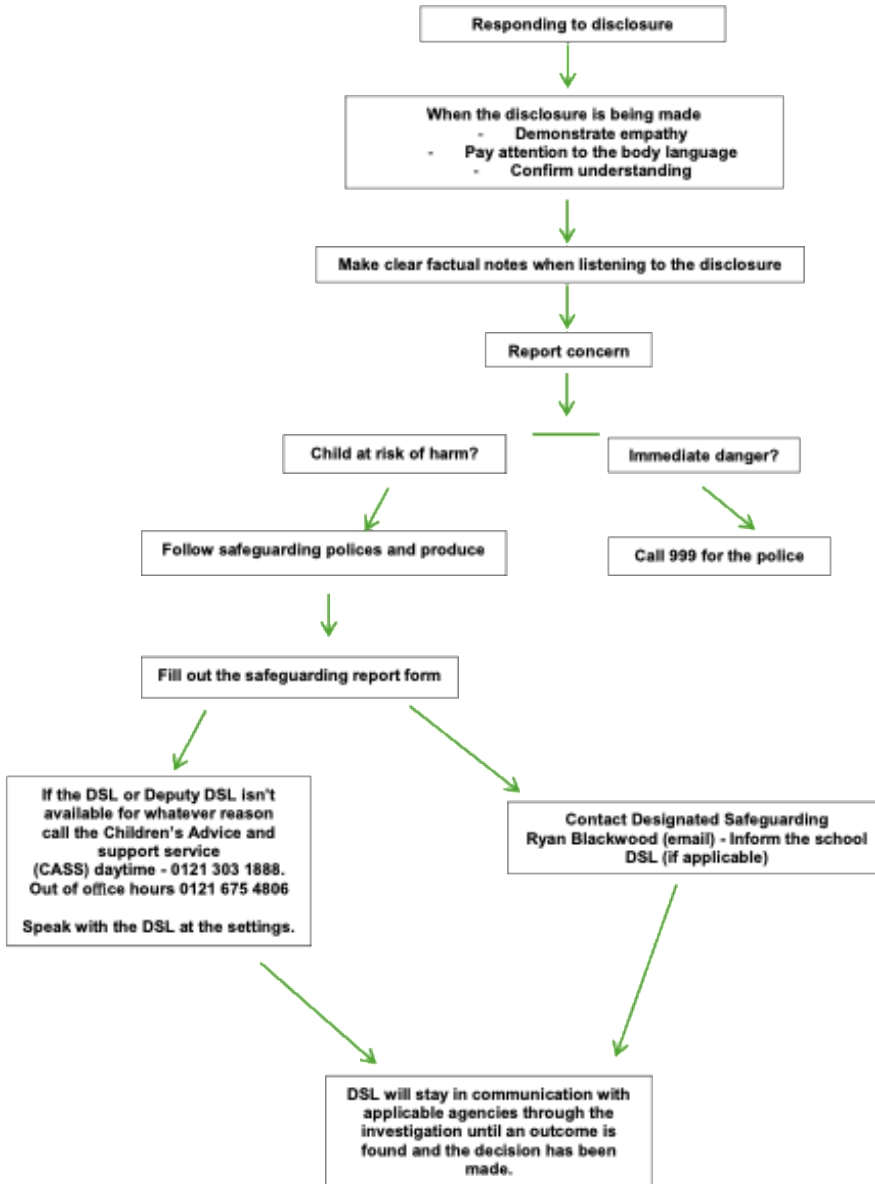
Policy Review and Updates

This Safeguarding Policy and Child Protection Policy will be reviewed and updated annually, or more frequently if there are significant changes in legislation, statutory guidance, or local procedures. The policy will always align with the latest version of Keeping Children Safe in Education, including the upcoming KCSIE 2025, which comes into force on 1 September 2025. A record of all revisions and amendments will be maintained to ensure transparency and accountability.

Part 2: Key Procedures

Chart: Responding to Concerns About a Child

Bouncing Statistics - Safeguarding Report Flow Chart



1. Initial Concern Raised

- Anyone (staff, volunteer, parent, or child) may raise a concern.
- The concern is recorded factually and without delay using the designated safeguarding form.

2. Report to DSL

- The concern is reported to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- DSL reviews and assesses the level of risk.

3. If Parent/Carer is the Cause for Concern

- The parent/carers will not be contacted directly.
- The school/setting and the Bouncing DSL are notified.
- If the school/setting deems it appropriate to notify the parent/carers, they will send the relevant safeguarding form.

4. DSL Assesses Next Steps

- **Low Risk:** Monitor, record, and offer early help.
- **Medium Risk:** Consult with local authority or Bouncing DSL.
- **High Risk:** Immediate referral to children's social care and/or the police.

5. Referral and Follow-up

- DSL completes a formal referral where required.
- Safeguarding partners and/or emergency services are involved as needed.
- Ongoing support and monitoring are provided to the child.

6. Record-Keeping

- All actions and communications are logged securely.
- Feedback is given to the referrer where appropriate, respecting confidentiality.

Involving Parents/Carers

• Sharing Information

- Parents/carers are informed when a concern is raised unless:
 - They are the subject of concern.
 - It would place the child at further risk.
 - It could compromise a police investigation.
 - It goes against the advice of children's social care.
- If the parent/carers is the subject of the concern:
 - They will not be contacted directly.
 - The school/setting and the Bouncing DSL will determine whether and how to notify them using a safeguarding form.

• Seeking Consent

- Consent should be sought where appropriate, especially for early help.
- A referral can still be made without consent if the child is at risk of significant harm.

• Communication Approach

- Communicate with empathy, professionalism, and clarity.
- Offer guidance to help parents understand the safeguarding process.



- **Non-Engagement**
 - If parents are uncooperative, hostile, or disengaged, escalate to the Bouncing DSL and safeguarding partners.

Multi-agency Working

- **Collaborative Practice**
 - We work closely with:
 - Local authority children's social care
 - Police and VRU Units
 - NHS services
 - Education welfare officers
 - Other relevant professionals and voluntary agencies
- **Information Sharing**
 - We share information legally and responsibly in line with Working Together to Safeguard Children.
 - Information shared is:
 - Necessary
 - Proportionate
 - Relevant
 - Accurate
 - Timely
 - Secure
- **Case Conferences and Strategy Meetings**
 - Staff attend multi-agency meetings as required.
 - We support and implement any actions agreed upon through child protection or support plans.

Our Role in Supporting Children

- **Pastoral Care**
 - Ensure children are listened to, respected, and emotionally supported.
 - Designated adults are available for children to confide in safely.
- **Counselling and Mental Health Support**
 - Provide access to external counselling and wellbeing services.
- **Empowerment and Education**
 - Provide safeguarding education on topics such as:
 - Healthy relationships
 - Consent and boundaries
 - Online safety
 - Promote confidence, self-worth, and emotional literacy.
- **Safe Spaces**
 - Maintain safe, calm, and supportive areas where children can decompress or seek help.

Responding to an Allegation About a Member of Staff

- **Immediate Actions**
 - If risk is identified, the adult is removed from contact with children immediately.
 - Do not inform the staff member until advised by the LADO.
- **Notification and Reporting**
 - The Bouncing DSL and Deputy DSL are informed.
 - A meeting is held between the DSL team and the school/setting.
 - Contact is made with the Local Authority Designated Officer (LADO) within one working day.
- **Investigation Process**
 - LADO may initiate one or more of the following:
 - Police investigation
 - Disciplinary investigation
 - Strategy meeting
- **Support for All Parties**
 - Support is provided to:
 - The child or young person and their family
 - The staff member under investigation (via HR or union)
 - The wider school community is necessary.
- **Outcome and Record-Keeping**
 - All outcomes are documented thoroughly and securely.
 - If concerns are substantiated and the staff member is removed from the role, a referral to the DBS is considered.

Children with Additional Needs

Bouncing Statistics is committed to providing a safe and supportive environment for all children, including those with additional needs. We recognise that children with disabilities, special educational needs (SEN), or certain health conditions may be more vulnerable to abuse or neglect. Our approach to safeguarding children with additional needs includes:

- **Early Identification and Support:** We will be particularly alert to the potential need for early help for children who are disabled, have SEN (whether or not they have a statutory Education, Health and Care plan), or have a mental health need. We will ensure that appropriate support and interventions are put in place as soon as needs are identified.
- **Tailored Safeguarding Strategies:** Safeguarding strategies will be tailored to meet the individual needs of children with additional needs, taking into account their communication methods, vulnerabilities, and any specific risks they may face. This includes ensuring that they have accessible ways to report concerns and that their voices are heard.
- **Collaboration with Specialists:** We will work closely with parents, carers, and specialist services (e.g., SENCOs, educational psychologists, and health professionals) to ensure a coordinated approach to safeguarding and supporting



children with additional needs. This includes sharing information appropriately and participating in multi-agency assessments and plans.

- **Staff Training:** All staff will receive training on understanding the specific vulnerabilities and safeguarding needs of children with additional needs, enabling them to identify concerns and respond effectively.

Appeals Procedure

Bouncing Statistics maintains a clear and fair appeals procedure for individuals who are subject to safeguarding investigations or decisions. This procedure ensures that due process is followed and that individuals have the right to challenge decisions made. The appeals process will typically involve:

- **Notification of Decision:** Individuals will be formally notified of any decision made regarding a safeguarding concern or allegation, including the reasons for the decision.
- **Right to Appeal:** Individuals will be informed of their right to appeal the decision and the timeframe within which an appeal must be lodged.
- **Appeal Submission:** Appeals must be submitted in writing, outlining the grounds for the appeal and any supporting evidence.
- **Review Process:** A designated independent panel or senior individual, not previously involved in the initial decision, will review the appeal. This review will consider all relevant documentation and may involve further discussions or hearings.
- **Outcome of Appeal:** The outcome of the appeal will be communicated in writing, including the reasons for the decision and any further steps.

This procedure is designed to be transparent and equitable, ensuring that all parties are treated fairly throughout the process.

Links to Additional Information About Safeguarding Issues and Forms of Abuse

To ensure our staff, parents, and carers have access to comprehensive and up-to-date information on safeguarding issues and various forms of abuse, Bouncing Statistics provides links to key external resources. These resources offer detailed guidance, support, and reporting mechanisms for a wide range of safeguarding concerns. Please note that this list is not exhaustive and will be updated regularly to reflect the latest guidance and available support.

This policy also incorporates the latest technical updates from *Keeping Children Safe in Education (KCSIE) 2025*, including statutory guidance on attendance, strengthened emphasis on cyber resilience, updated SEND terminology, responsibilities towards children in kinship care, and forthcoming guidance on supporting gender-questioning children. All staff training will explicitly include cyber resilience alongside online safety, reflect updated SEND language, cover private fostering arrangements, and be updated to incorporate guidance on gender-questioning children once published by the DfE. The



DSL (or designated lead for looked-after children) will also be responsible for promoting the educational achievement of children in kinship care.

In addition, the organisation will signpost children and young people to external support, such as the Lucy Faithfull Foundation's *Shore Space* service, which provides confidential online support for those concerned about their own or someone else's sexual thoughts and behaviours.

Key Resources:

- **Working Together to Safeguard Children:**
<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>
- **Working Together to Safeguard Attendance (Statutory Guidance):**
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- **What to do if you're worried a child is being abused (Advice for Practitioners):** <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-advice-for-practitioners>
- **NSPCC:** <https://www.nspcc.org.uk/>
- **Childline:** <https://www.childline.org.uk/>
- **The Children's Society:** <https://www.childrenssociety.org.uk/>
- **UK Safer Internet Centre:** <https://saferinternet.org.uk/>
- **Educate Against Hate:** <https://educateagainsthate.com/>
- **The Prevent Duty (updated guidance and extremism definition):**
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- **Female Genital Mutilation (FGM) guidance (GOV.UK):**
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- **Forced Marriage Unit (GOV.UK):** <https://www.gov.uk/guidance/forced-marriage>
- **County Lines guidance (GOV.UK):**
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- **Online Harms (GOV.UK):** <https://www.gov.uk/government/collections/online-harms>
- **Lucy Faithfull Foundation – Shore Space:**
<https://www.lucyfaithfull.org.uk/shore-space.htm>
- **CSA Centre – Supporting Practice in Tackling Child Sexual Abuse:**
<https://www.csacentre.org.uk/>
- **The Children's Society – Preventing Child Sexual Exploitation:**
<https://www.childrenssociety.org.uk/>
- **CEOP Education (replacing Thinkuknow):** <https://www.ceopeducation.co.uk/>

These resources, together with the updated training and responsibilities set out in this policy, provide valuable information on recognising, reporting, and responding to a wide range of safeguarding concerns, ensuring a comprehensive approach to child protection.