



## **Safeguarding Policy**

Cambridge Equine Assisted Learning (CEAL) is committed to safeguarding and promoting the welfare of children and vulnerable adults.

### **Purpose**

The purpose of this policy is to:

- provide protection for the children and young people who attend alternative education or equine assisted learning sessions or receive CEAL services.
- provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

### **Scope**

This policy applies to all those connected with CEAL including senior managers, facilitators, tutors, assessors, verifiers, paid staff, volunteers and sessional workers, or anyone working at CEAL. For the purposes of this document the term 'staff' will mean anyone in any of these capacities working for CEAL.

CEAL is committed to maintaining procedures and practices which safeguard and promote the wellbeing of all its learners, by identifying and applying best practice within equine assisted learning and ensuring that the Safeguarding Policy complies with legislative requirements and government recommendations.

### **Designated Safeguarding Officers**

The overall Designated Lead Safeguarding Officer for CEAL is: **Sophie Keene 07920 804907**

Deputy CEAL Safeguarding Officers are: **Pauline Beardmore 07816 455894 and Analisa Elia 07541196741**

The Designated Lead Safeguarding Officer is the first point of contact for concerns raised at the centre. If the centre's Designated Lead Safeguarding Officer is not available, then contact should be made with the deputy CEAL Designated Safeguarding Officer.

### **Definitions**

In terms of this policy the following definitions apply.

Learner –means learners of CEAL who attend alternative education sessions.

Child – any learner under the age of 18.

Young Person - people aged 18 +.

Vulnerable Adult – may be a person who is unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation. It may be

a person who has learning disabilities, suffers from mental illness, has physical disability, is a substance misuser, is homeless, is in an abusive relationship, becomes ill or otherwise vulnerable.

## **Safeguarding Policy Statement**

CEAL recognises that it has a duty to safeguard the welfare of children, young people and vulnerable adults who attend equine assisted learning sessions and prevent any possible abuse and ensure the safety and security of all members of staff.

As part of our safeguarding practices, CEAL will:

- Provide a safe environment for both learners and staff
- Establish and maintain procedures and practices which minimise risks to learners and staff
- Ensure that all learners are welcomed, respected and understand the arrangements to keep them safe
- Ensure that learner complaints about safety are tackled effectively
- Ensure that all learners and staff members are aware of their own responsibilities in respect of behaviour and working practices including internet safety
- Ensure that all learners and staff members understand abuse, discrimination and bullying and know what to do if it occurs.
- Provide information and educate learners about how to stay safe
- Maintain recruitment and contracting practices which check the suitability of staff and volunteers to work with children and vulnerable learners
- Provide training to maintain the awareness of all staff so that they recognise and react responsibly to apparent and potential instances of abuse or neglect of learners
- Communicate and maintain procedures for identifying and reporting cases (or suspected cases) of abuse or potential for harm to learners
- Review policy and procedures in relation to safeguarding and prepare an annual report
- Liaise with external agencies to establish, maintain and coordinate procedures and arrangements for ensuring the safety of CEAL's learners, keeping the welfare of the learner at the centre of any action taken.

CEAL is committed to working closely with all external agencies involved in safeguarding, with particular reference to Social Services and the Police.

## **Relevant Legislation**

CEAL will operate in all safeguarding matters with reference and regard to current, relevant legislation including;

Working together to Safeguard Children DCSF 2023 ([updated February 2024](#))

Data Protection Act 2018 [Updated February 2024](#)

Safeguarding Vulnerable Groups Act ([Link](#))  
Education Act 2011 [Link](#)  
Children Act 2004 (2007) [section 11](#)  
Keeping Children Safe in Education 2023 ([updated 1/9/23](#))  
Disclosure and Barring Service Guidance ([DBS](#))  
Safeguarding Children & Safer Recruitment in Education [Link](#)  
Care Quality Commission ([CQC](#))  
Mental Health Act [Link](#)  
Single Equality Act 2010 ([last updated 16/6/15](#))  
Every Child Matters ([published 8/9/03](#))  
Health & Safety at Work Act 1974 ([HSE website](#))  
The Management of Health & Safety at Work Regulations 1999 ([HSE](#))  
United Nations Convention on the Rights of the Child (UNCRC) [Link](#)

## **Monitoring and Review**

CEAL's Proprietor is the Designated Person for Safeguarding and is responsible for monitoring and review of this policy and procedures in association with the Child Protection Officers and Designated Safeguarding Officers.

## **Guidelines**

It is the responsibility of everyone within CEAL to ensure the safety and wellbeing of learners and to understand the procedure for handling concerns about the welfare of an individual learner as appropriate.

All staff should be aware of the contents of both this Policy and accompanying procedures. The Safeguarding Policy is underpinned by the following procedures and forms which are available on website, via the Centre Support and CPD class on Classroom and in the Learner Registration Pack.

- Procedures in the event of a disclosure or suspicion of safeguarding concerns
- Procedures in the event of an allegation of abuse against members of staff
- Procedures relating to recruitment and selection
- Procedures for responding to emergency situations involving learners in extreme distress
- Procedures in the event of an allegation or suspicion of bullying or harassment

- Procedures in the event of an allegation or suspicion of drug and alcohol use/misuse
- Procedures in the event of a suspicion of eating or mental health disorders
- Procedures in the event of a need for search and restraint
- Procedures relating to supporting learners with their personal care.
- Safeguarding reporting / referral form
- Bullying report form

CEAL will:

- operate a Safer Recruitment policy and ensure that all staff are trained in relation to the protection of children and adults at risk
- operate a fair and transparent Admissions policy with clear procedures for identifying and working with applicants who potentially may pose a risk to others (i.e. disclosed criminal convictions) or be considered vulnerable by the nature of any specific needs or individual circumstances
- operate an effective Health and Safety policy which ensures, through monitoring and reporting, a safe learning and working environment
- welcome learners at induction with clear messages about how to keep themselves safe whilst a learner at the centre
- continue to promote messages about keeping safe and how to access support, throughout a learner's journey
- provide opportunities where learners can discuss concerns
- offer opportunities which further develop the learners understanding of how to keep themselves safe in specific situations; in particular in the case of bullying, abuse and internet safety
- take all safeguarding concerns voiced by staff and learners seriously by encouraging referrals to be made to the safeguarding team and ensuring that appropriate and effective action is taken to see that learners are kept safe both in and wherever possible
- ensure that there are consistent processes for recording and monitoring safeguarding concerns
- take a holistic multi-agency partnership approach when considering a learners support and protection needs.

### **Definitions of abuse/neglect/harm**

CEAL recognises the following definitions with regard to abuse, neglect and harm.

Physical Abuse – May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm.

Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill health to someone they are looking after.

(Taken from Working Together to Safeguard Children.)

Emotional Abuse – Emotional abuse is “the persistent emotional maltreatment of a child or vulnerable adult such as to cause severe and persistent adverse effects on the person’s emotional development. It may involve conveying to the individual that they are worthless or unloved, inadequate, or valued 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 or vulnerable adults. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitations 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 cyber bullying), causing children frequently to feel frightened, or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.”

(From Working together to safeguard children.)

Sexual Abuse – “Involves forcing or enticing a child, young person or vulnerable adult to take part in sexual activities, not necessarily involving a high level of violence, whether or not the individual is aware of what is happening. The activities may involve physical contact including assault by penetration (e.g. 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 being involved in the production of pornographic material, watching sexual activities, encouraging the child or vulnerable adult to behave in sexually inappropriate ways or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.”

(From Working Together to Safeguard Children.)

Neglect – Neglect is “the persistent failure to meet a child’s or vulnerable adult’s basic physical and/or psychological needs likely to result in the serious impairment of their 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, shelter and clothing (including exclusion from home or abandonment)

protect a child from physical and emotional harm or danger

ensure adequate supervision (including the use of inadequate caregivers)

ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, their basic emotional needs.”

(From Working Together to Safeguard Children.)

**Psychological Abuse** - This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks.

**Financial or Material Abuse** - This includes theft, fraud, exploitation, pressure in connection with wills, property, enduring power of attorney, or inheritance or financial transactions, or the inappropriate use, misuse or misappropriation of property, possessions or benefits.

**Neglect and Acts of Omission** - This includes ignoring or withholding medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition, clothing and heating.

**Discriminatory Abuse** - This includes racist, sexist, or other forms that are based on a person's disability and other forms of harassment, or similar treatment.

**Self Neglect** - This is not a direct form of abuse but staff need to be aware of it in the general context of risk assessment/ risk management and to be aware that staff may owe a duty of care to a vulnerable individual who places him/herself at risk in this way.

**Forced Marriage** - The difference between a forced marriage and an arranged marriage is important to understand. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in choosing the marriage partner but the choice whether or not to accept the arrangement remains with the young people. In forced marriage, one or both spouses do not consent to the marriage or consent is extracted under duress. Duress includes both physical and emotional pressure. Forced marriage is illegal and there are clear Government guidelines on what to do if this is suspected.

## Sexual and Criminal Exploitation

### Signs and Symptoms of possible child sexual exploitation (NSPCC guidance)

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

These signs have been drawn from a range of research (Barnardo's, 2011; CEOP, 2011; Berelowitz et al, 2012) and from our experience working with sexually exploited children and young people through the NSPCC's Protect and Respect service. It is not the case that a set number of signs mean definitively that a child or young person is a victim of sexual exploitation. The more signs, however, the greater the risk of sexual exploitation.

## Criminal Exploitation

Criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes.

The child may be involved in their peer group, a street gang or an organised criminal gang.

Here are a few of the signs that you might see associated with criminal exploitation:

frequently absent from the centre

- going missing from home, staying out late, travelling for an unexplained reason
- in a relationship or hanging out with someone who is much older
- being angry, aggressive or violent
- being isolated or withdrawn
- having money that can't be explained or buying new things
- wearing clothes or accessories in 'gang' colours
- getting tattoos
- using new slang words
- spending more time of social medial
- being secretive about their time online
- making or receiving more calls / texts than usual
- having more than one phone or a new phone
- self-harming, showing signs of feeling emotionally unwell
- taking drugs or using alcohol
- committing petty crime such as shop lifting
- unexplained injuries or refusing medical assistance
- carrying weapons
- having a dangerous breed of dog.



## **The Prevent Agenda**

CEAL understands its responsibilities in relation to the Counter Terrorism and Security Act 2015, known as the Prevent duty.

### *We will*

- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk by referring any concerns to the MASH or for immediate response call the Anti-Terror hotline on 0800 789321
- Work in partnership with other agencies
- Engage with parents/the family as they are in a key position to spot signs of radicalisation. Assist and advise families who raise concerns and signpost to support. Discuss any concerns with parents unless this is thought to put the child at risk.
- Include Prevent in staff training to raise awareness
- Supervise access to IT to ensure that children are safe from terrorist and extremist material when accessing the internet on site
- British values should be promoted in the curriculum and on the web site
- Publicise the Educate against hate website to staff and parents (via the school web site) <http://educateagainsthate.com/>

## **Safeguarding learners**

Learners will be advised about CEAL procedures in relation to safeguarding as part of their induction into CEAL.

Learners will be advised about health and safety procedures to ensure that they know how to stay safe within the equine assisted learning environment.

Learners will be advised about keeping themselves safe on-line.

## **Safeguarding outside the home / extra familial harm**

CEAL recognises that there are risks to learners from social contexts outside the home and will take what measures we can to understand and respond to young people's experiences beyond their families. Learners will form different relationships in their local area, neighbourhoods and online which may feature violence and abuse and lead to significant harm. Parents and carers may have little influence over this and the relationships between family and child can be damaged as a result. As part of our safeguarding practice, CEAL will take part in reviews and discussions with individuals and sectors who do have influence over/within extra-familial contexts, and recognise the part that we are able to play in supporting learners within their wider community.

## **Safeguarding staff**

CEAL will ensure that staff are trained to understand their responsibilities regarding the welfare and protection of all learners.

All staff will be trained appropriately with regards to safeguarding, child and vulnerable adult protection and renew this training at least every three years.

All new staff will be made aware of the Safeguarding Policy. This will be done through:

- Facilitator Training Course for new facilitators
- Induction procedure for non-facilitator staff
- Centre Handbook
- Specific training events.

## **Safeguarding Training and Continuing Professional Development**

All staff are expected to hold the Level 3 Safeguarding in Equine Assisted Learning unit or to have completed it within 12 months of their appointment.

Training will be updated at least every three years using online e-learning and face to face courses.

Supervision is an on-going requirement for facilitators and provides an opportunity for support and guidance on safeguarding matters.

Staff will ensure that they are fully aware of the reporting procedures for their specific county.

## **CEAL Code of Conduct**

The CEAL Code of Conduct expressly prohibits sexual relations between staff and learners, no matter what the age of the learner. Any breach of this will be treated as gross misconduct and reported to the Disclosure and Barring Service.

In the context of the Sexual Offences Act 2003, sexual relationships between a learner and any facilitator / centre owner who has the responsibility of care for a learner attending sessions at which they work are illegal if the student is under 18 years of age. Any such relationship between a student who is under 18 and any member of staff who provides supervision, care, teaching, learning support or instruction to learners or is otherwise in sole charge of learners will constitute gross misconduct by that member of staff which can result in dismissal. This may also be the case if a member of staff fails to disclose a relationship which has started either prior to their employment with CEAL or prior to the learner's enrolment.

Where a member of staff ceases to work for CEAL and there are grounds for believing they may be unsuitable to work with children or may have committed misconduct, such cases will be reported to the Disclosure and Barring Service.

## **Safer Recruitment**

CEAL has a separate 'Safer Recruitment Policy'. CEAL will ensure that all those wishing to work as facilitators or volunteers or for those who have unsupervised access to children or vulnerable adults, undergo an Enhanced DBS check before their appointment is confirmed. All job offers are made subject to satisfactory DBS checks, references and review of employment history.

There is a job description and person specification for facilitators and new applicants will apply on a standard form prior to selection and interview.

CEAL also:

- Requires documentary evidence of academic/vocational qualifications and the person's right to work in the UK
- Reviews any gaps in employment history
- Takes up references for all newly appointed staff.

## **Staff Responsibility for Safeguarding**

The CEAL Proprietor has Responsibility for Safeguarding within the organisation.

Responsibilities include:

- Promoting positive safeguarding procedures and practice
- Raising awareness of safeguarding issues among their staff and learners
- Providing advice and support to other staff on issues relating to safeguarding and child and vulnerable adult protection
- Keeping all staff and volunteers informed of good practice and developments.
- Ensuring that parents of children, young people and vulnerable adults within the centres can view the Safeguarding Policy
- Ensuring that all staff receive training in child and vulnerable adult protection, are aware of CEAL child and vulnerable adult protection procedures
- Ensure that all staff have signed to confirm that they understand and will adhere to the procedures outlined in the Safeguarding and Child Protection policies (see confirmation form at Annexe 1)
- Maintaining a proper record of any child protection referral, complaint or concern (even where that concern does not lead to a referral)
- Maintaining robust records of safeguarding incidents
- Ensuring that they have a robust system for monitoring vulnerable students
- Overseeing the referral of cases of suspected abuse on to Social Services and the Police

- Liaising with the Local Authority, the relevant LSCB and other appropriate agencies.

The CEAL Proprietor will:

- report any child or vulnerable adult concerns as and when they arise.
- know how to make an appropriate referral
- be available to provide advice and support to other staff on concerns relating to child and vulnerable adult protection
- be available to listen to the concerns of children, young people and vulnerable adults
- make referrals, attend case conferences and review meetings as appropriate.
- undertake training in child and vulnerable adult protection issues
- Ensure that all staff are aware of the local Safeguarding Boards for children and adults and how to report concerns to the Board.

### **Suspicious of abuse**

If staff are suspicious that a learner is suffering abuse or at risk of significant harm, or staff have concern for the wellbeing of a learner but there is no disclosure by that learner, they should make their concerns known as soon as possible to the Centre Owner.

If staff are uncertain about whether the information divulged constitutes abuse and require clarification, they should discuss the case with the Centre Owner.

The Centre Owner will listen carefully to the details of the disclosure as described by the member of staff, may ask questions and will make detailed notes of the conversation. They will assess whether the report constitutes a case for referral, and may seek to discuss concerns with a Social Worker before referring the case to a Social Worker or the Police. The Centre Owner will be the contact for any further liaison between these external agencies.

Where there is a clear case for concern about a learner's wellbeing but the concern does not warrant a referral to outside agencies, the Centre Owner will work with the facilitators and other staff to help identify strategies for supporting the learner

### **Investigation**

Staff should not undertake their own investigation; should not re-question the learner or young person or request more details and should not ask leading questions.

### **Confidentiality**

Staff cannot make promises of confidentiality where abuse is disclosed.

Learners must be made aware at the outset of their course of the limitations on confidentiality. Staff will inform learners of their obligation under CEAL safeguarding and child and

vulnerable adult protection procedures to report allegations or suspicions of abuse to others.

As a general principle CEAL accepts that safeguarding the learner always outweighs any right of confidentiality or data protection.

## **Record Keeping**

Staff should make accurate notes at the time of any allegation or suspicion. Everything should be recorded: factually, signed, timed, dated and on the same day as the incident. Use an incident sheet, headed paper and a complete sheet of paper. Do not record in personal documents. These should not be revisited, revised or put into neat copy for others. Original rough notes carry more 'weight' if a case comes to court.

## **Storing Records**

Safeguarding concerns will be recorded and stored securely. Records will include actions taken and outcomes.

Handwritten notes should be kept secure and stored by the Centre for 10 years.

## **Dealing with malicious or unfounded allegations**

- These do occur. Staff are duty bound to take a learner's concerns seriously and comply with CEAL procedures.

## **Reporting and dealing with an allegation made against a member of staff**

CEAL procedures for reporting safeguarding concerns apply to all staff, whether facilitating, assessing, verifying, administrative, management or support, as well as to volunteers, contractors and agency workers. The word 'staff' is used for ease of description.

Because of the nature of equine assisted learning and the facilitator's contact with children and young people, staff may have allegations of child or vulnerable adult abuse made against them. The allegation may relate to a staff member who has:

- Behaved in a way that has harmed or may have harmed a child or vulnerable adult
- Possibly committed a criminal offence against or related to a child or vulnerable adult
- Behaved towards a child in a way that indicates that they may pose a risk of harm to children.

CEAL recognises that an allegation of child or vulnerable adult abuse made against a member of staff may be made for a variety of reasons and that the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind

and that investigation is thorough and not subject to delay. This can be difficult as many facilitators work from their own home.

CEAL recognises that the Children Act 2004 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within CEAL will do so with sensitivity and will act in a careful, measured way.

### **Receiving an allegation by a child, young person or vulnerable adult**

A member of staff who receives an allegation about another member of staff from a child, young person or vulnerable adult should follow the guidelines about care and support of the discloser but adopt the following procedure for reporting:

- The allegation should be reported immediately to the Centre Proprietor; unless the Centre Proprietor is the person against whom the allegation is made, in which case the report should be made to EAQ's Managing Director.
- The staff member who received the allegation should not discuss the allegation or referral with any other staff member unless requested to as part of an investigation.

CEAL will, within one working day of the allegation being made, inform the Local Authority Designated Officer (LADO) and seek advice with regards to investigation and recommended action.

If, as a result of an investigation CEAL removes a staff member or volunteer from their post (or would have done had the person not left first) because the person poses a risk of harm to children, then CEAL will make a referral to the Disclosure and Barring Service.

### **Associated Policies**

The Safeguarding Policy needs to be read in conjunction with other policies and procedures including:

- Attendance Policy
- Child Protection Policy
- Complaints procedure
- Confidentiality Policy
- Data Protection Policy
- CEAL Code of Conduct
- Equality and Diversity

- Escalation Policy
- Health and Safety Policy
- Internet and Online Safety Policy
- Missing Person Procedure
- Risk Assessment Procedure
- Safer Staff Recruitment and Selection Policy
- Whistleblowing Policy.

## **Contacts**

Cambridgeshire Safeguarding Children's Board <http://www.safeguardingcambspeterborough.org.uk>

Customer Service Centre Cambridgeshire 0345 045 5203

Emergency phone 01733 234724

## **Links**

### **CEAL Policies and Procedures**

Up-to-date policies can be found in the 'Centre Support and CPD' class on Classroom <https://classroom.google.com/u/0/c/MTMzMDk1MjgyODQ1>

NSPCC resources and training information

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools>

Sexual violence and sexual harassment between children in schools and colleges

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Criminal exploitation of children and vulnerable adults: county lines guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)

Child abuse and neglect

<https://www.nice.org.uk/guidance/ng76>

Training via SAFECIC

<https://www.safecic.co.uk>

Childline for private and confidential phone calls for children up to 18 years

<https://www.childline.org.uk>

National Bullying Helpline

<https://www.nationalbullyinghelpline.co.uk>

Talk to Frank - friendly, confidential advice and questions about drugs

<https://www.talktofrank.com>

Anti-bullying Alliance for information about how to stop bullying

<https://anti-bullyingalliance.org.uk>

Think You Know - CEOP's website for keeping children and young people safe online

<https://www.thinkuknow.co.uk>

Child Exploitation and Online Protection - is a command of the National Crime Agency, providing advice for young people

<https://www.ceop.police.uk/Safety-Centre/>

Proprietor's Signature: Sophie Keene

Adopted on: 17th April 2023

Last reviewed on: 16th April 2024

Next Review date: 16<sup>th</sup> April 2025